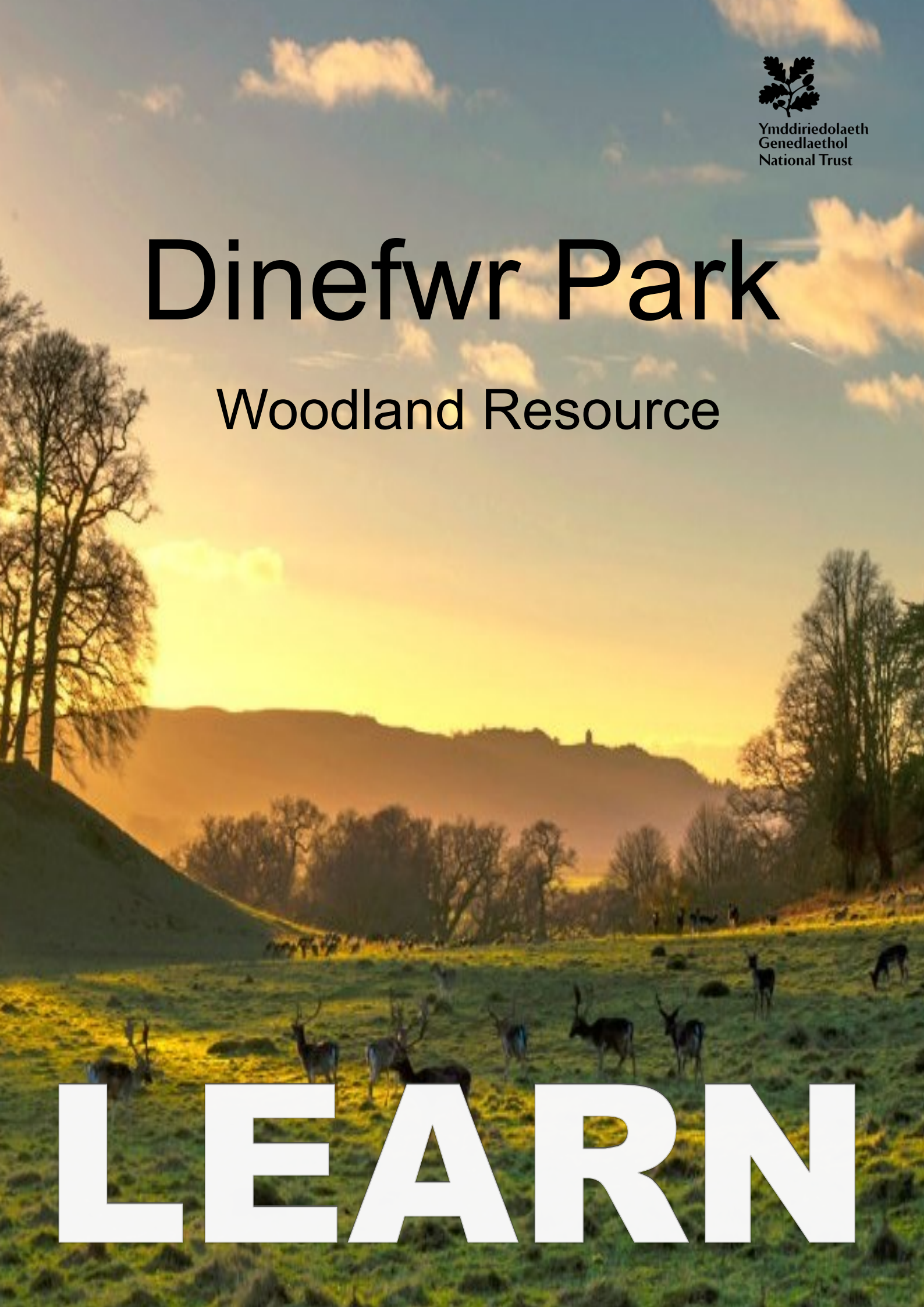




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Dinefwr Park

Woodland Resource



LEARN

Introduction

The aim of this pack is to help teachers approach a self-led visit in a creative, confident and imaginative way. The activity suggestions are flexible and can be carried out in a number of ways. We encourage teachers to select and adapt the material to ensure it meets curriculum outcomes and year group needs.

Health and Safety

Although risk assessment sheets are available on request, in accordance with local education authority guidelines, teachers and group leaders are responsible for carrying out their own, especially if individual children have particular needs.

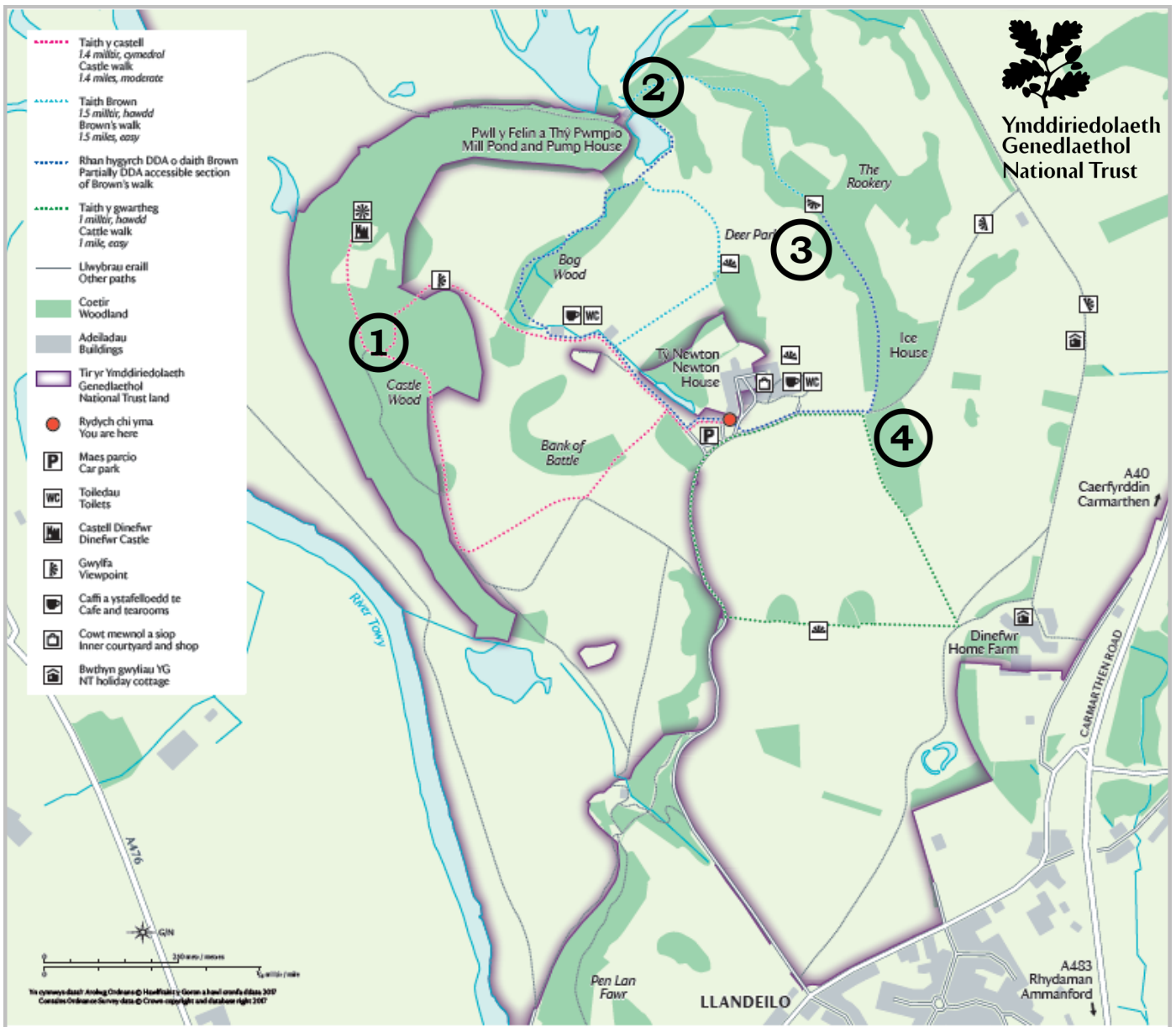
Booking A Visit

To enquire about a visit or to find out more information please contact dinef-wrlearning@nationaltrust.org.uk or call 01558 825927

We ask that you book at least 2 weeks in advance for any guided visits.

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- 1) Den building and story time area half way up castle woods
- 2) Story time by the Pond
- 3) Den building area in Deer Park
- 4) Wild art Area on right through gates at beginning of Cattle walk



Den Building

With a vast amount of woodland on site, Dinefwr Park holds many opportunities for den building activities, this suitable for both Foundation Phase and KS2 classes. Refer back to page 2 of this booklet, the map will show the most accessible areas for you class to enjoy this creative task which encourages the development of :

- **Problem solving**
- **Group work**
- **Communication**
- **Hands on learning**

Area 1. Half way through **Castle woods** is a beautiful space with many trees and fallen branches, which are perfect for creating den's. Allow 30 minutes walking time from the visitors centre to this area.



Area 2. Turn right through gate at **The Deer Park—Parc y Ceirw**, there is a short walk over the bridge, to your left is a great spot with many standing trees and fallen branches to create a variety of dens. Allow 15 minutes from visitors centre.



Minibeast Spotter Sheet—Foundation



Woodlouse

☐

Slug

☐

Millipede

☐

Spider

☐

Earthworm

☐

Ant

☐

Earwig

☐

Beetle

☐

Snail

☐

Identify the insects and draw a line between the description and the pictures - KS2



What am I?

I can be found all around. I am food for foxes, birds and badgers. I am slimy and have only a foot. I leave a slimy trail.



What am I?

I am nocturnal. I sleep in dark places during the day. I have pincers for a tail. I am a vegetarian. I have six legs.



What am I?

I leave a trail. I eat leaves and plants. I can be found everywhere but I like to hide under stones. I carry my home with me.



What am I?

I eat dead and decaying wood and leaves, I hide in damp places during the day. I like being under logs and in compost heaps. I have 10 legs.



What am I?

I live under rocks, in the soil and in compost heaps. I am good food for birds and toads. You might think I have 100 legs. I am a fast mover.



What am I?

I can have a bite that stings. I can live in many habitats but I quite like a hill. I live with my queen. There are many different species but here I am a yellow meadow...



What am I?

I live in the soil. Half way down I have a saddle. I have no legs. Blackbirds and hedgehogs like to eat me. I help create good quality soil.



What am I?

I feed on flying insects. You can find me almost anywhere. My home sparkles on a dewy morning. I use my eight legs to spin a web.



What am I?

I am black and shiny and come in many forms. There are over 300,000 species of me in the world. You can find me near the things I eat, like rotting wood and leaves but I do have wings and can fly.

Signs of Spring Spotting Sheet



Bumblebee

☐

Celandine

☐

Blossom

☐

Frogspawn

☐

Catkins

☐

Primrose

☐

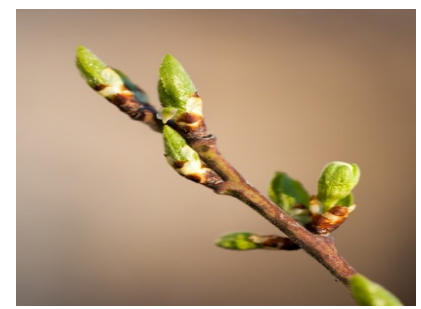
Fallow Deer

☐

Fawn



Butterfly

☐

Buds on Trees

☐

Snowdrop

☐

Bluebells

☐



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Summer Spotting Sheet



Dragonfly



Butterfly



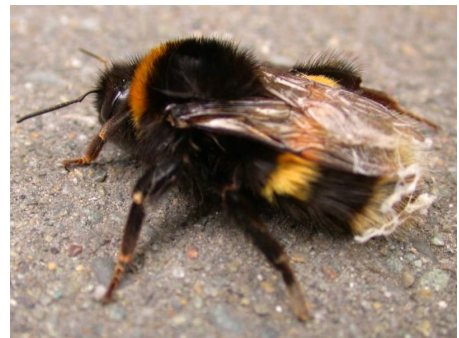
Fallow Deer



White Cattle Calf



Dandelion Clock



Bumblebee



Meadow

Buttercup



Kingfisher

Winter Wildlife Spotting Sheet



Robin

☐

Coal Tit

☐

Holly

☐

Fox

☐

Wren

☐

Fallow Deer

☐

Snowdrop

☐

Song Thrush

☐

Blue Tit

☐

Ivy

☐

Great Tit

☐

Blackbird

☐

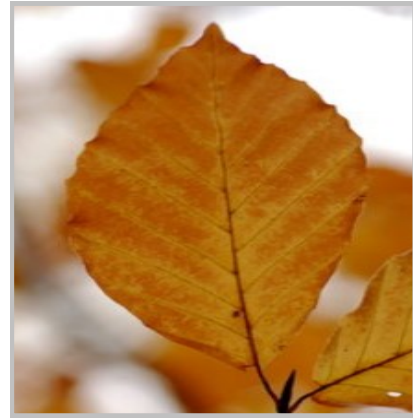


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Autumn Tree Identification Sheet



Oak



Beech



Ash



Sycamore



Hawthorn



Horse
Chestnut





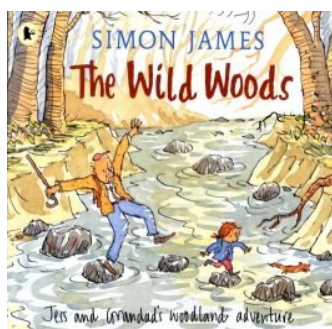
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Story Time

During the visit if appropriate there are many areas to sit the class down around the estate for outdoor story time. Two of these can be seen on the map provided in the booklet.



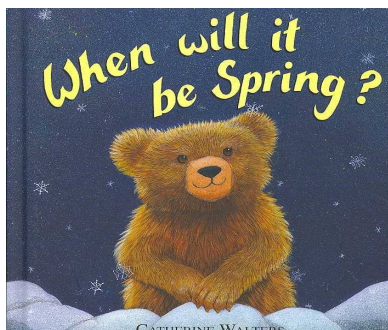
The books below could be an ideal resource to be incorporated within a story time session during the visit. Class room activities before and after the visit can be developed to fit in with the curriculum.



A heart-warming tale with an important ecological message about respecting an animal's natural habitat.



Popular rhyming book following stickman's adventures through the seasons to get back to his family.



Alfie's mother tells him he must sleep until spring. As Alfie curls up for the long winter, he feels sure he will know when spring has arrived. But will he?



Explore the changing seasons by following the life-cycle of a tree through spring, summer, autumn and winter, children will learn to recognise the signs of the seasons.



Wild Art

What is Wild Art?

When creating wild art the main focus is to help children interact with nature. Providing children with the facilities to create wild art is away to encourage the class to look at nature in a different light. Incorporating different natural materials from the woodland allows for pupils to create numerous masterpieces from anything they see on the woodland floor as long as living habitats are not damaged. At Dinefwr Park there are many areas to incorporate wild art into the visit, however the closest spot is a short walk from the front of the house, standing with the house behind you take a left through the gate, follow the road to the next gate and the area can be seen directly to your right.



Pictured below are a range of Wild Art examples:





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The Tree Project—Foundation Phase

Fun Fact: Every
adult hug is equal to
100 years of
growth.



Find a fallen tree to estimate the age it was when it fell down.

Counting the rings on a tree or stump will provide you with the estimated age it was when it fell down, once a year a tree will grow a new layer of bark, meaning each year a new ring will appear. Write your answer below.

Measure the trunk of a tree.

Choose a big wide tree. Estimate how many children it will take to hug the tree?

Write your answer here: _____

Now join arms around the tree. How many children were there?

Write your answer here: _____

While in the ancient woodland use your senses and circle five words to describe what is around you.

Cold

Mud

Warm

Flowers

Rough

Green

Wet

Crunchy

Sunny

Rainy

Windy

Birds

Leaves

Bark

Trees

Dry



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The Tree Project - Key Stage 2



Find a fallen tree to estimate the age it was when it fell down

Counting the rings on a tree or stump will provide you with the estimated age it was when it fell down, once a year a tree will grow a new layer of bark, meaning each year a new ring will appear. Write your answer below:

Measure the height of a tree

Choose a tall tree. Start to walk away from your chosen tree, every few steps take a look back through your legs, stop when the entire tree is within your view. Measure the distance back to the base of tree with large steps to estimate its height. Write your answer below:

While in the ancient woodland use your senses and write five sentences to describe what is around you: