

# Calddecott Park

## Teachers' Pack



Links to  
Key Stages 1 and 2



# Caldecott Park

## Teachers' Pack

### Welcome

Caldecott Park is situated in the heart of Rugby town centre and is a well-loved park by the residents of the borough. It offers a wide range of recreational facilities as well as free community events such as Art in the Park, National Playday, Halloween and carol singing together with history talks, tree walks and bug hunts conducted by the park ranger. It also offers an area for rest and relaxation within the bustling town centre and is well known within the local region for its award-winning floral displays. Having undergone a nine month restoration project supported by the Heritage Lottery Fund in 2008/09, the park now contains two new play areas, a multi-use sports area and a café, as well as having undergone improvements to footpaths drainage, landscaping and installation of a new warden's office, a sculpture, water feature and new railings. Caldecott Park is unique in that it has more than 50 species of tree with over 300 specimens of various ages which attracts a host of bird and insect species. This teachers pack is designed to get children out of the classroom and familiarise themselves with the park and become aware of their surroundings.

### Contents

- Introduction and National Curriculum Links
- Guide to using the teachers pack
- Map of the Park
- Park History Information
- Caldecott Park Activity Worksheets

### Park History

- » Caldecott Park Word Search
- » Caldecott Park Crossword
- » Map To Show Where Photographs Were Taken
- » Park History Photo Drawing Activity
- » Park History Photograph worksheet

### Animals of Caldecott Park

- » In The Park....
- » Nature Hunt Activity
- » Match the animal activity
- » How many animals can you see activit
- » Snails colouring in activity
- » What is a bird activity
- » Who killed cock robin nursery rhyme

### Habitats

- » Habitat activity sheet
- » Food chain activity sheet
- » Quiz
  - » Web of Life Game

### Why Trees Are Important

- » Tree activity sheet
- » Tree bingo activit
- » Nature Outdoor G





# Introduction

## Vision/ethos

Our aim is to encourage younger people to gain an appreciation of the countryside around them. Our parks throughout Rugby provide a learning opportunity that promotes key skills but at the same time allows children to gain an understanding of aspects of nature such as trees, living organisms and plants.

We hope to encourage young people to value and care for the nature around them through enjoyable 'hands on' activity. By understanding the habitats and wildlife around them will promote a sense of how our own actions in our immediate surroundings affect the natural world.

## What we offer

The borough council offers a range of learning plans such as worksheets and ideas for activities that can be completed by groups of younger children in the KS1/2 age groups. These activities have been developed with the National Curriculum in mind and can be completed in most of our parks and open spaces.

The activities combine key skills with an appreciation and understanding of nature.

## Habitats - A living thing's home

### Aim

To look at different habitats and the organisms that live in them, how are they adapted to the habitat? Compare the food chains of different habitats and decide why they are different.

### National curriculum links

- Look at four different habitats and which plants and animals live in them.
- Understand why the creatures found in one habitat are different than another.
- See that different habitats support more animals than another and decide why.

**Suitable for KS1 (4 - 7 yrs) and KS2 (7 - 11 yrs), suitable for a maximum of 30 people.**

## The world of plants

### Aim

To get children to see how plants are different by their leaves, how tall they are, texture etc.  
To get children to identify the main parts of a flower and why they look like they do.

### National Curriculum links

- Understand that plants come in many shapes and forms.
- To recognise this by different properties of the plant.
- To be able to identify the flower, stem, leaf and roots of the plant.
- To understand how plants benefit other organisms.

**Suitable for KS1 (4 - 7 yrs) and KS2 (7 - 11 yrs), suitable for a maximum of 30 people.**





# Introduction

## The world under our feet

### Aim

To understand how 'minibeasts' use the environment they live in to survive.

To understand how these organisms have life processes such as us like eating moving and reproducing and how these organisms fit into the food chain to show the importance of them to the environment.

### National curriculum links

- The main ways in which these organisms use their environment to survive, ie: natural cover/shelter and its use as a food source.
- Animals have to move, eat and reproduce.
- These organisms can be separated into groups such as invertebrates and vertebrates.
- How these organisms provide a stage in the food chain for other organisms.

**Suitable for KS1 (4 - 7 yrs) and KS2 (7 - 11 yrs), suitable for a maximum of 30 people.**

## History

### Aim

To give students a basic understanding about the history of Caldecott Park, and look at how it has changed over the past hundred years.

### National Curriculum links

- Recognise why people did things, why events happened and what happened as a result.
- Look at past photos and identify differences between ways of life at different times.
- To ask and answer questions about the past.

**Suitable for KS1 (4 to 7 yrs) and KS2 (7 to 11 yrs). Suitable for a maximum of 30 people.**





# Guide to using the teachers pack

## Notes for teachers:

### Preparation

It is recommended that teachers come to Caldecott Park for a pre-visit to familiarise themselves with the area and facilities.

Students should have a basic understanding of the park history, tree and plants, habitats & food chains. It is suggested that groups of four to five pupils per teacher should walk around the park and complete the activity worksheets. Make photocopies of the activity worksheets so each pupil has one.

The information regarding the park history is intended for teachers to understand better how the park has changed. Teachers may like to give a quick talk about the park's history before completing the photograph activity of the park history section of the education pack.

### Equipment to bring

- pens
- pencils
- paper
- colouring crayons
- clipboards
- magnifying glass
- pots
- paintbrushes
- blindfold
- ball of string





# Guide to using the teachers pack

## The teachers pack has been divided into four sections

*Note: Please allow half a day for each section, the suggested way of completing this teacher's pack is intended only as a guide. You may want to do different sections in different orders.*

- **Park History**
- **Animals of Caldecott Park** (The world under our feet)
- **Habitats** (A living thing's home)
- **Trees** (World of plants)

## Park History

- Read to students the brief summary of the park on the **Word search** and **Crossword exercise** pages and ask students to complete.
- In small groups, children will be led by a teacher and will go around the sites of the old photographs to compare what the park used to look like and how it has changed today. Children will be asked to draw what they see there now and asked a few questions about their location. Complete the **History photograph** and **Photo drawing** worksheets.

## Animals of Caldecott Park

- First get the students to familiarise themselves with their surroundings. Complete the worksheets titled **In the park** and **Nature Hunt**.
- Explain to students that animals live in all kinds of various habitats (e.g trees, hedges, underground).  
Children will be asked to look for possible areas where 'minibeasts' might live and to collect the different ones they find (where possible). If not, drawing the different minibeasts might be preferable.  
Children will then have to think about where they found the minibeasts and say why they thought they were there. Using paint brushes and pots collect minibeasts and analyse what they have found. *Note: minibeasts should be returned to where they were found.*  
Children will be involved in a discussion about how the organisms they found have to get food and use the natural cover as shelter.  
Children will then be asked to put the organisms into different groups depending on how they look/move. After they have done this a discussion will follow on how the minibeasts are a food source for other animals.
- Complete worksheets: **Match the animal**, **How many animals can you see**, **Snails colouring**, **What is a bird** and **Who killed cock robin? nursery rhyme**.



## Guide to using the teachers pack

### Habitats

- The teachers will lead a walk around the park looking at different habitats through various games and activities.  
Children have a clipboard and look at different habitats looking at what it is, where animals would get food, water and shelter. The completed sheet will help children to see how each habitat supports different organisms and why.
- Complete **Habitat** and **Food chain** activity worksheets.
- Complete **Quiz** part 1 and 2.
- Finish off with **Web of life game**.

### Trees

- Ask the children why trees are important? Show them the **Trees are important because...** sheet and explain.
- The children will walk round the park with a teacher and have an introduction to the different plants around and how they all look different.  
The children will undertake a touch exercise where they are blindfolded and asked to feel different tree trunks, plant leaves and stalks describing how they feel and comparing them to the feel of other plants.  
The children will then be asked to draw a simple plant and label the flower, stem, leaves and roots on the drawing.  
To finish off will be a little 'active' talk on how the plants provide a food source, shelter and a home for small animals and invertebrates. See if the children can find any organisms (such as insects) among the plants to reinforce the idea.
- Complete **Tree Bingo** and **Tree activity** worksheets.

### ...almost done!

- Complete **Nature quiz** as a group (In the park or back in the classroom) then finish with one of the outdoor games.





# Guide to using the teachers pack

## Suggestions For Follow Up Work

### Literacy

- Start a story: "My day at Caldecott Park was exciting because..."
- Read animal stories and poems.
- Give a group presentation/assembly after your visit.
- Write a letter to a friend about your trip.
- Create a leaflet, poster or newspaper article about the park.

### Art

- Draw a picture of your favorite animal, plant or tree.
- Make a bird collage using feathers or handprints.
- Make an animal collage with fabrics or other materials, thinking about the different textures of fur, skin, feathers, etc.
- Create charcoal and chalk pictures. Listen to a recording of bird and animal sounds/videos for stimulus.

### Design & Technology

- Make a bird puppet with moving beak.
- Design a wildlife mask.
- Make a flying bird mobile.
- Design and make a bird feeder.

### ICT

- Visit our website: [www.rugby.gov.uk](http://www.rugby.gov.uk)
- Email us to say what you thought of your trip. Email: [justin.othman@rugby.gov.uk](mailto:justin.othman@rugby.gov.uk).
- Look up information for quiz answers using web pages and/or CD-Rom encyclopedias.

### Music

- Use instruments to represent the sounds animals/birds make.
- Use clapping to represent the movements of animals/birds.
- Sing bird/animal songs.
- Compose a piece of music about your favorite animal/bird.





## Guide to using the teachers pack

### **PHSE & Citizenship**

- Make a set of rules for Caldecott Park.
- Think about why you need these rules.

### **Dance & Drama**

- Recreate the movements of animals/birds.
- Improvise a day as a park ranger.

### **Design & Technology**

- Make a bird puppet with moving beak.
- Design a wildlife mask.
- Make a flying bird mobile.
- Design and make a bird feeder.

### **Science**

- Classification: Discover the differences between mammals, birds, reptiles, amphibians and fish.
- Adaptations: Find out how animals and birds are designed to survive in different habitats.
- Food and Feeding: Discuss animal diets, adaptations for carnivorous/herbivorous/omnivorous ways of life. Think about simple and complex food chains.
- Colour and camouflage: Learn about the many ways wildlife uses colour and camouflage to survive.



Welcome to

# Caldecott Park



- 1 Main Entrance
- 2 Sculpture/Public Art
- 3 Toilets
- 4 Children's Play Area
- 5 Entrance from Car Park
- 6 Bandstand
- 7 Woodland
- 8 Floral Steps
- 9 Floral Garden
- 10 Depot Area
- 11 Cafe
- 12 Toddler Play Area
- 13 Warden's Office
- 14 Bowling Green and pavilion
- 15 Tennis Courts
- 16 Multi Sports Area
- 17 Entrance Gates from Lancaster-Road
- 18 Public Right of Way
- 19 Memorial Tree
- D Disabled Toilet
- Access Points
- i Information boards



Caldecott Park was honoured with a Green Flag award in July 2009

**Caldecott Park contacts**  
Park Ranger: (01788) 547621  
talkinthepark@rugby.gov.uk  
www.rugby.gov.uk



## Park history information

- Land formed part of estate owned by Lord of the Manor, who lived in Rugby Lodge.
- The Caldecott family were lords for 100 years.
- Descendents of Caldecott family, the Harris sisters, offered land to Rugby Urban District Council to buy in January 1902.
- In 1902 the council made an offer to purchase 8.5 ha
- The park opened its gates in 1904 without any ceremony and whilst the flowers were still going into the ground.

### Lake

Originally the park included an ornamental lake in the area of the central floral beds. Problems with the lake were recognised early on when the contractor told the council that the specified depth of six inches for the clay was insufficient for making it water tight. The committee agreed to provide extra clay required, but due to leakage the lake was filled in during the 1920's.

### Bandstand

Although on the original plans the bandstand was not built until 1910 to 1915, plans were prepared in 1908 and tenders considered during following April, the tender was awarded to Mr Barnett of Rugby at a cost of £123 and constructed by Mr Thomas a local painter and decorator.

### Park Extension

The park expanded in 1911 when the council purchased land up to what is now Lancaster Road, where the tennis courts and Bowling Green were constructed.

When the park first opened there was very little housing in the area although this quickly changed, with planning applications being received by the council for private dwellings. By 1939 the town had completely expanded and engulfed the park.

### Floral Steps

The floral steps were constructed in the 1930s and a statue of Echo was donated to sit at the top of the steps. The sculpture was donated by Mr Walter Worthington a solicitor who practiced in Rugby. He died in August 1943 and his ashes were scattered in the park.

- » Features of the park that have been retained for the original estate land include the spinney of trees, many large veteran trees, the two shelters buildings (one now the café) and the original park boundary.
- » During the 1920s Rugby Borough Council added a new tea kiosk to the park. It was erected near the tennis courts and sold produce out of a small window including lemonade, ice creams and snacks.
- » There was a floral display to commemorate the coronation of King George VI.
- » Iron railings were removed between 1939 – 1945 and used as part of the war effort.





## Park history information

- » In July 1942 a concert stand was erected in the park to support the 'Holidays at Home' scheme during the Second World War and in 1949 the concert stand was removed.
- » A raised garden for the blind created to commemorate the Queens Coronation in 1953.
- » In the 1970s the park lost a large number of its elm trees due to Dutch Elm Disease. Other than the loss of the lake, railings, Echo the Nymph and elm trees the overall appearance and lay out of the park has not changed to any great extent. The play area was originally near the nursery and the bedding standards of the 1940s and 1950s have been reintroduced with the superb 'floral displays' that you now see today.
- » In 2004 was the park centenary.
- » In 2005 Stage 1 application to Heritage Lottery Fund 'Parks for People' Scheme.
- » Jan 2007 Stage 2 application.
- » July 2007: Successfully awarded £951,000 for lottery, with partnership funding sceme totalled 1.4 million.
- » There are over more than trees in Caldecott Park with over 50 different species. Some of the trees are older than the park itself.



# Caldcott Park

## Activity worksheets



Name: .....

School: .....



# Caldecott Park

## Park History

approximate time: 2.5 hrs



# Caldecott Park

## Park History

### Word Search

Caldecott Park is an **urban** park located at the centre of **Rugby**. The land formed part of the estate owned by the **Caldecott** family who were **lords** for more than 100 years. The **Harris** sisters who were descendents of the Caldecott family offered the land to the council. The council made the land into a **park** which opened in 1904. Originally there was a **lake** in the park but was filled in during the 1920s. There also used to be **floral steps** with a **statue** named **Echo** at the top. During the Second World War the **iron railings** were removed to help with the war. Caldecott Park won an award for one **million** pounds to improve the park.

F	L	O	R	A	L	S	T	E	P	S	D
I	R	O	N	R	A	I	L	I	N	G	S
W	F	H	P	U	R	B	A	N	O	Q	E
O	Y	N	B	A	Z	U	L	O	R	D	S
B	L	H	C	A	L	M	E	H	E	P	S
R	I	A	L	O	E	I	C	A	K	A	T
U	H	R	M	I	C	L	O	R	L	R	A
G	Y	R	P	A	H	L	I	S	A	P	T
B	S	I	Q	K	O	I	E	S	F	A	U
Y	Z	S	I	W	L	O	D	G	T	R	E
X	N	B	N	T	T	N	S	L	A	K	E
C	A	L	D	E	C	O	T	T	D	F	G



# Caldecott Park

## Park History

### Crossword

Caldecott Park is located in the town of \_\_\_\_\_ (1 across).

During the Second World War iron \_\_\_\_\_ (1 down) were removed.

The \_\_\_\_\_ (2 across) family were lords for over 100 years. Also the name of the park.

The land was offered to the \_\_\_\_\_ (3 down)

The \_\_\_\_\_ (4 across) was filled in during the 1920s.

The name of the statue at the top of the floral steps was \_\_\_\_\_ (5 down)

The name of the sisters who were descendants of the Caldecott \_\_\_\_\_ (6 across) Family?

		<b>1</b>													
<b>2</b>					<b>3</b>										
					<b>4</b>				<b>5</b>						
								<b>6</b>							





# Caldecott Park

## Park History

### Crossword (teacher copy)

Caldecott Park is located in the town of \_\_\_\_\_ (1 across).

During the Second World War iron \_\_\_\_\_ (1 down) were removed.

The \_\_\_\_\_ (2 across) family were lords for over 100 years. Also the name of the park.

The land was offered to the \_\_\_\_\_ (3 down)

The \_\_\_\_\_ (4 across) was filled in during the 1920s.

The name of the statue at the top of the floral steps was \_\_\_\_\_ (5 down)

The name of the sisters who were descendants of the Caldecott \_\_\_\_\_ (6 across) Family?

		1	R	U	G	B	Y													
			A																	
			I																	
2	C	A	L	D	E	3	C	O	T	T										
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# Caldecott Park

## Park History

### Photograph worksheet

A Map To Show Positions Of Where The Photographs Were Taken



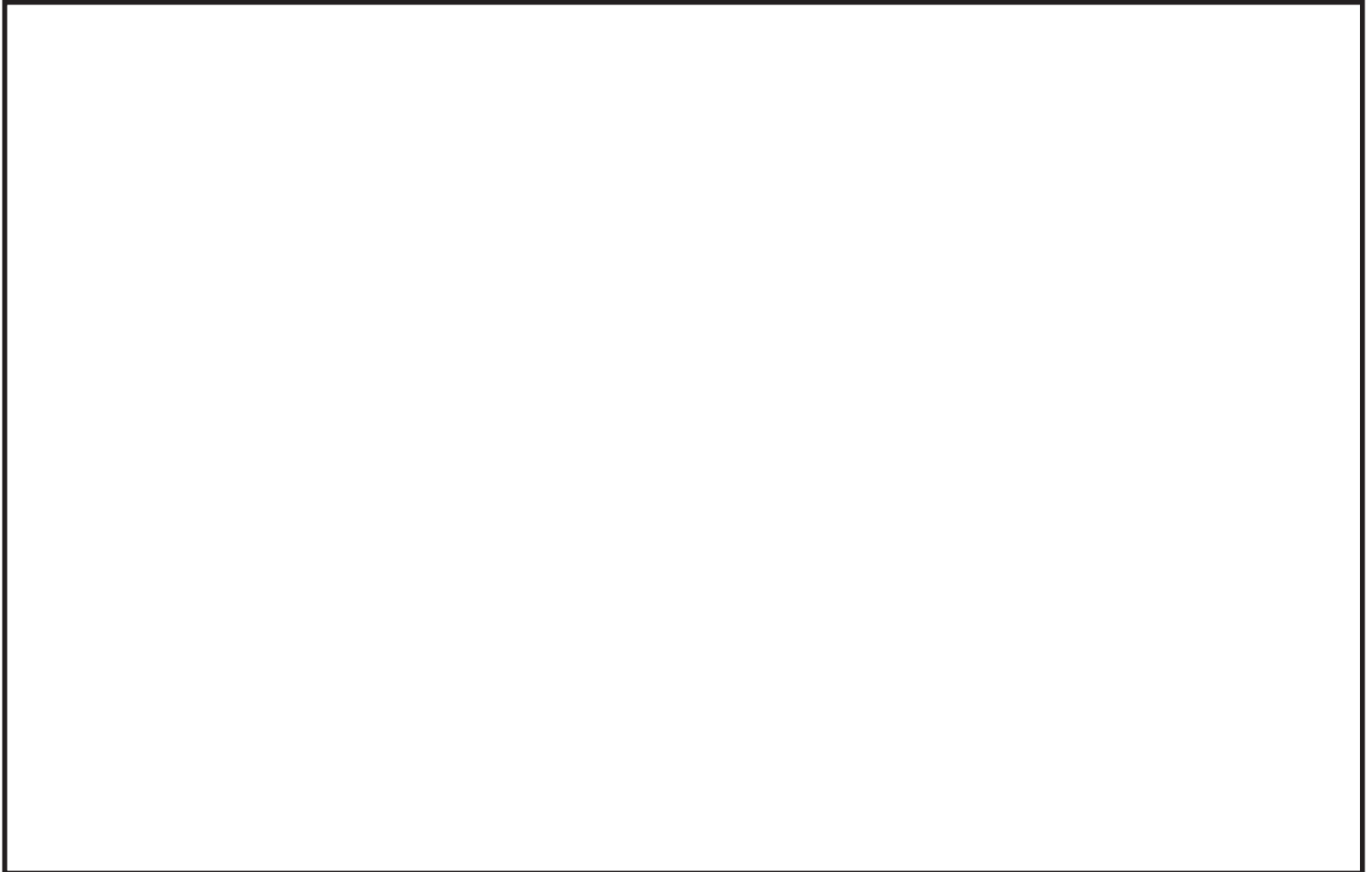
# Caldecott Park

## Park History

### Photograph drawing activity

I picked photo \_\_\_\_\_ because \_\_\_\_\_

Have a look at your favourite photo and draw what you can see now in the space below.



Look at the old photos again. Can you name one object that is still in the park today?

\_\_\_\_\_

The name of the statue in the old photos is called . It was at the top of the F\_\_\_\_\_L steps.

Some of the trees are older than the park itself (circle the correct answer)    True    False



# Caldecott Park

## Park History

### Photograph drawing activity

Look at these old photos of Caldecott Park. Can you find where these photos were taken in the park? What do you see now? Pick your favourite photo and draw what is there now on the photo drawing activity worksheet?

1



2



Look at the two buildings; are they still in the park today? What do you think they were used for?

Where was the lake? \_\_\_\_\_

# Caldecott Park

## Park History

### Photograph drawing activity

3



Are the buildings still visible?      Yes      No

4



Can you still see the tree to the right of the photo?      Yes      No  
Is the clump of trees to the left of the photo still visible?      Yes      No



# Caldecott Park

## Park History

### Photograph drawing activity

5



6



Why do you think these flowers were planted in this design?

Circle the correct answer to complete the sentence:

The flowers were planted to commemorate...

Queen Victoria

King George VI

Queen Elizabeth II

RUGBY

# Caldecott Park

## Park History

### Photograph drawing activity

7



Look at what the people in the photo are doing and wearing

8



This photo is of the floral steps which were created in the 1930s with a statue named Echo at the top; but is no longer in the park.

Can you find the new Echo sculpture in the park?

The new Echo sculpture can be found near the:

---

How do you think the steps were made, and what were they made from?

I think the steps were made from:

---



# Caldecott Park

## Park History

### Photograph drawing activity teacher copy (answer sheet)

Look at these old photos of Caldecott Park. Can you find where these photos were taken in the park?  
What do you see now? Pick your favourite photo and draw what is there now on the photo drawing activity worksheet?

1



2



The building to the left is now the café and the building to the right is now in the gardener's yard.

Where was the lake? Lake was located where the floral beds are. Lake was in filled during the early 1920s.



# Caldecott Park

## Park History

Photograph drawing activity  
teacher copy (answer sheet)

3



**This is taken from the new Echo statue, looking at Park Walk**

Are the buildings still visible?    Yes    **No**

The two white buildings are not there anymore, they have been replaced by housing along Park Walk.  
The building to the right of the photo is of the old Peacock pub situated along Newbold Rd.

4



**This is taken from the cafe, looking towards the bandstand**

Can you still see the tree to the right of the photo?    **Yes**    No

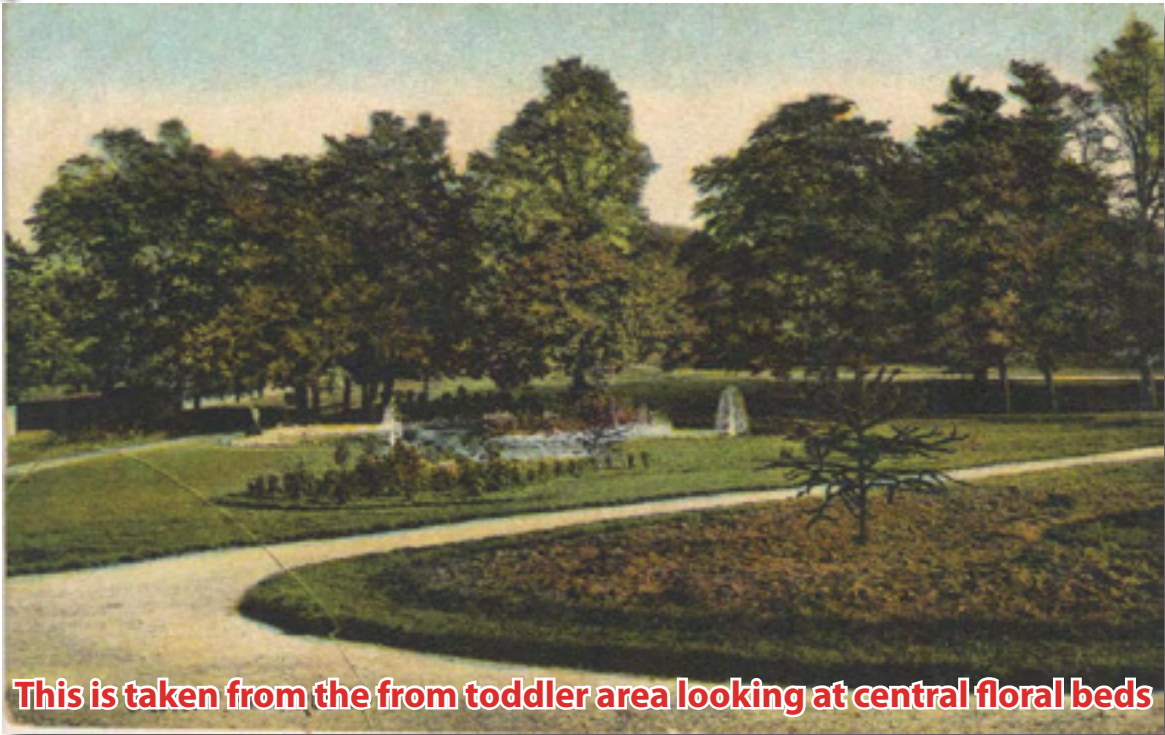
Is the clump of trees to the left of the photo still visible?    **Yes**    No

# Caldecott Park

## Park History

Photograph drawing activity  
teacher copy (answer sheet)

5



This is taken from the toddler area looking at central floral beds

6



This is taken next to building situated in gardener's yard

Why do you think these flowers were planted in this design? To commemorate the king

Circle the correct answer to complete the sentence:

The flowers were planted to commemorate...

Queen Victoria

**King George VI**

Queen Elizabeth II

RUGBY

# Caldecott Park

## Park History

Photograph drawing activity  
teacher copy (answer sheet)

7



Look at what the people in the photo are doing and wearing

8



This photo is of the floral steps which were created in the 1930s with a statue named Echo at the top; but is no longer in the park.

Can you find the new Echo sculpture in the park?

The new Echo sculpture can be found near the:

**The cafe/Park Road sign board/main beds**

How do you think the steps were made, and what were they made from?

I think the steps were made from:

**Flowers tightly bound together**

**The sculpture was donated by a solicitor who worked in Rugby during the 1920s and 30s. He died in 1943 and his ashes were scattered in the park**

**Floral steps were situated near Park rd sign board entrance**



# Caldecott Park

Animals of Caldecott Park

approximate time: 2 hrs



The world under our feet

# Caldecott Park

## Animals of Caldecott Park

In the park...



What can you hear?

---

What can you see?

---

What can you smell?

---

What can you feel?

---



# Caldecott Park

Animals of Caldecott Park

## Nature Hunt



Look round the park and try to find the following items. Colour in the balloons as you find each one.

A collection of 15 balloons of various shapes and sizes, each containing a text prompt for a nature hunt. The balloons are arranged in a cluster and are connected by thin lines to a large, empty rectangular box at the bottom of the page. The prompts are: 'A Yellow Flower', 'A piece of rubbish', 'A Feather', 'An Insect', 'Somewhere To sit', 'Something Round', 'A Twig', 'A pointed leaf', 'A Bird Box', 'A Butterfly or Moth', 'Something long and thin', 'A Tree Root', 'Something Shiny', and 'Something made from metal'.

A Yellow Flower

A piece of rubbish

A Feather

An Insect

Somewhere To sit

Something Round

A Twig

A pointed leaf

A Bird Box

A Butterfly or Moth

Something long and thin

A Tree Root

Something Shiny

Something made from metal

Somewhere to play



# Caldecott Park

## Animals of Caldecott Park

Match the animal to their name

Many animals live and play in parks around the world and you will be able to see them if you look hard enough. Let's look at some of the animals that live and play in Caldecott Park.

Match the animal to their name by drawing a line from the picture to the word.



Cat



Frog



Bird



Spider



Beetle



Dog



Hedgehog



Squirrel



# Caldecott Park

## Animals of Caldecott Park

How many animals can you see?

It is important to look after the trees and plants of the park and to keep it tidy because this is where animals and insects live and play. So always make sure to put rubbish in the bins and to treat their homes with respect.

Look around...how many animals you can see? Write the number in the boxes below.



Which of these animals likes to climb trees? \_\_\_\_\_

Which animal can curl into a ball? \_\_\_\_\_

What common name is given to an arachnid with 8 legs? \_\_\_\_\_



### Snails



Snails can be found in gardens, in ponds, in the sea and of course parks. They like to eat plants, flowers and fruit and move by creeping on a flat foot underneath the body which leaves a slimy trail. Beetles, snakes, toads and birds all like to eat snails; which is why it has a shell to protect itself.

Find a snail and then colour in the picture below.



What has one foot and no bones?? \_\_\_\_\_

Why does a snail have a shell? \_\_\_\_\_



# Caldecott Park

## Animals of Caldecott Park

### All about birds

Birds come in all shapes, sizes and colours but they all have some things in common. Choose five things that all birds have in common from the list below, circle your answers.

Have two wings

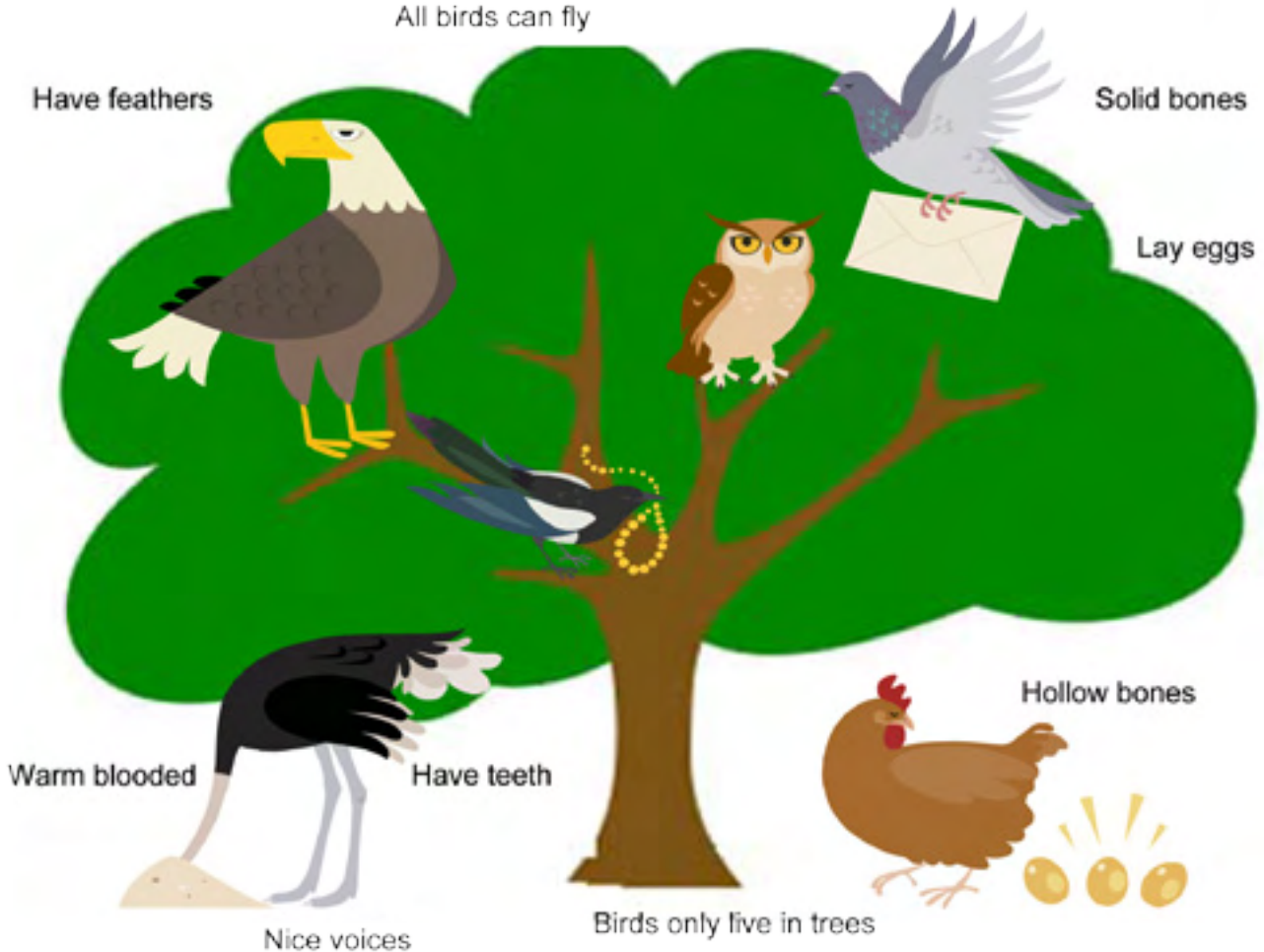
Only come out at night

All birds can fly

Have feathers

Solid bones

Lay eggs



Warm blooded

Have teeth

Hollow bones

Nice voices

Birds only live in trees

Draw a bird in the box, remembering the things that all birds have in common.

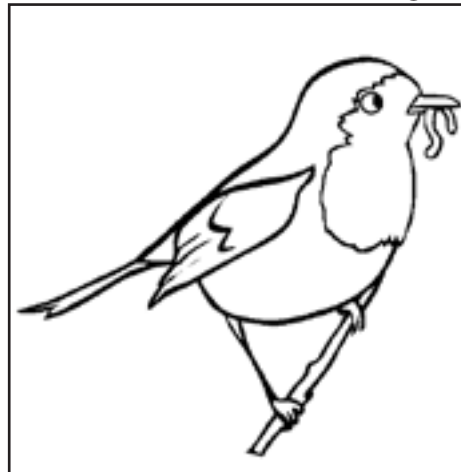
A large empty rectangular box with a black border, intended for drawing a bird.

Robins are a type of bird found in the UK and typically have a red-orange breast. They often visit Caldecott Park, if you look carefully you may be able to see some.

#### Who killed Cock Robin Nursery Rhyme

Who killed Cock Robin? "I," said the Sparrow,  
With my bow and arrow, I killed Cock Robin.  
Who saw him die? "I," said the Fly,  
With my little eye, I saw him die.  
Who caught his blood? "I," said the Fish,  
With my little dish, I caught his blood.  
Who'll make the shroud? "I," said the Beetle,  
With my thread and needle, I'll make the shroud.  
Who'll dig his grave? "I," said the Owl,  
With my pick and shovel, I'll dig his grave.  
Who'll be the parson? "I," said the Rook,  
With my little book, I'll be the parson.  
Who'll be the clerk? "I," said the Lark,  
If it's not in the dark, I'll be the clerk.  
Who'll carry the link? "I," said the Linnet,  
I'll fetch it in a minute, I'll carry the link.  
Who'll be chief mourner? "I," said the Dove,  
I mourn for my love, I'll be chief mourner.  
Who'll carry the coffin? "I," said the Kite,  
If it's not through the night, I'll carry the coffin.  
Who'll bear the pall? "We," said the Wren,  
Both the cock and the hen, we'll bear the pall.  
Who'll sing a psalm? "I," said the Thrush,  
As she sat on a bush, I'll sing a psalm.  
Who'll toll the bell? "I," said the bull,  
Because I can pull, I'll toll the bell.  
All the birds of the air fell a-sighing and a-sobbing,  
When they heard the bell toll for poor Cock Robin.

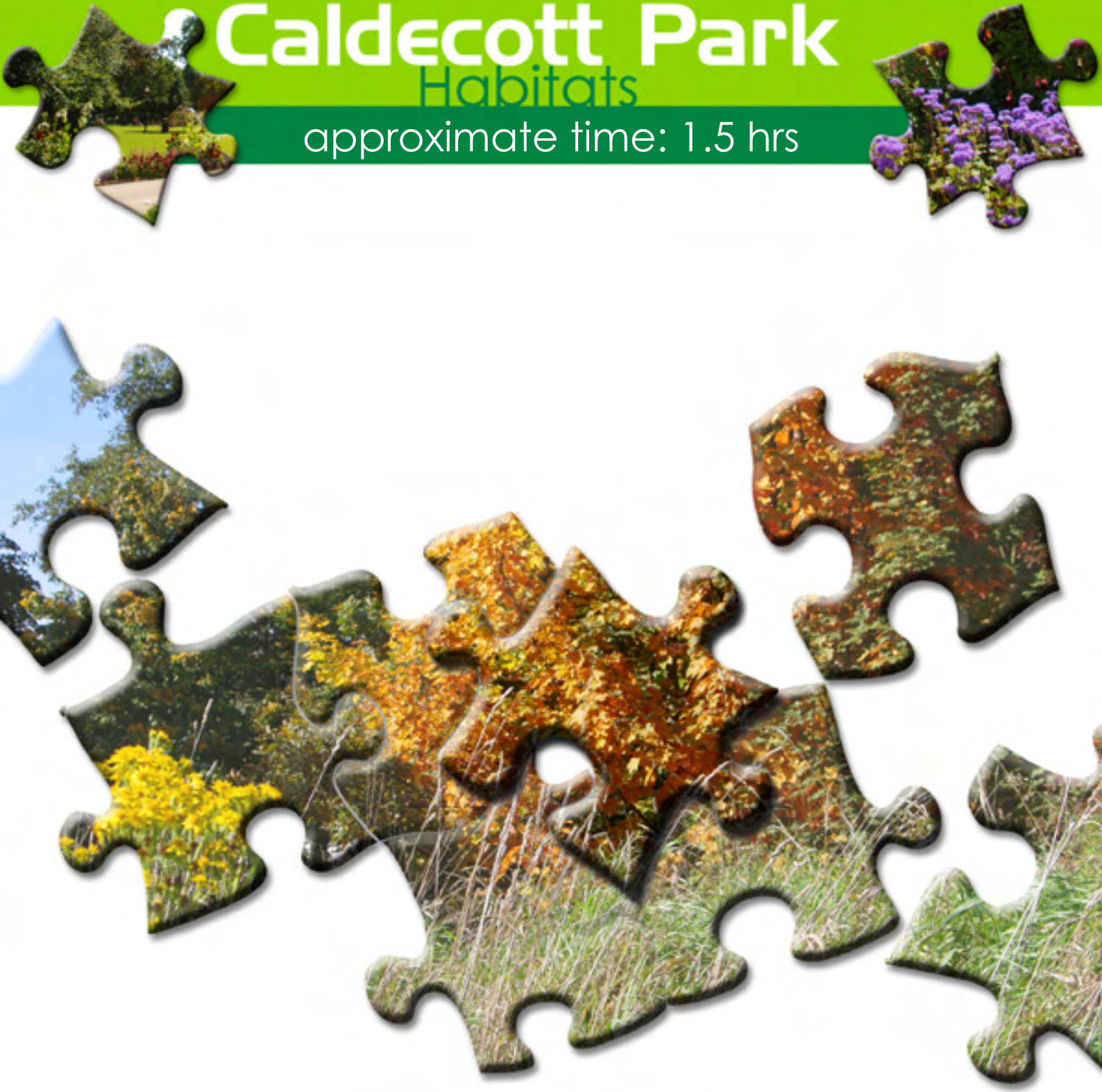
Colour in the picture of the robin, remember robins have a red-orange breast.



# Caldecott Park

## Habitats

approximate time: 1.5 hrs



A living thing's home

# Caldecott Park

## Habitats

### An animals home

There are many animals that live in the park. Where an animal lives is called a habitat. Essential things that an animal will need in its habitat are food, shelter, water and protection from predators. An animal's habitat can be anywhere from the tops of trees to holes in the ground.

Have a look around and see if you can see an animal's habitat, choose an animal that lives in Caldecott Park and make a plan of its home in the box below.

What is the best thing about the animal's home?

---

#### **In order to live**

What does it eat? \_\_\_\_\_

Where is the water? \_\_\_\_\_

What is its shelter? \_\_\_\_\_

How is it protected from predators? \_\_\_\_\_



# Caldecott Park

## Habitats

### Food chains

All living things need food to give them energy to grow and move. A food chain shows how each living thing gets its food. It shows who is eating whom (the arrow means 'eaten by').

Try to find three different habitats and draw a food chain for each one in the space provided below add pictures to illustrate your food chain the first one is done for you:



Producer



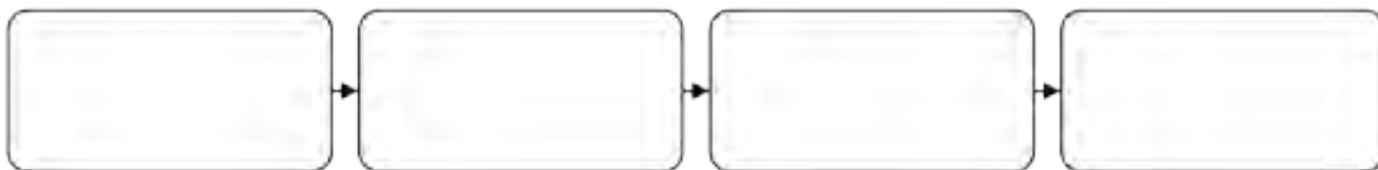
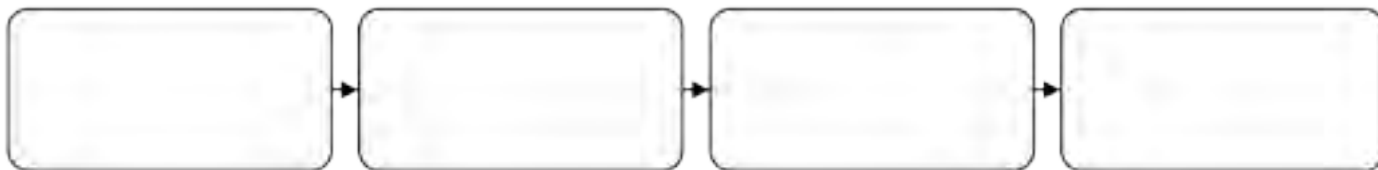
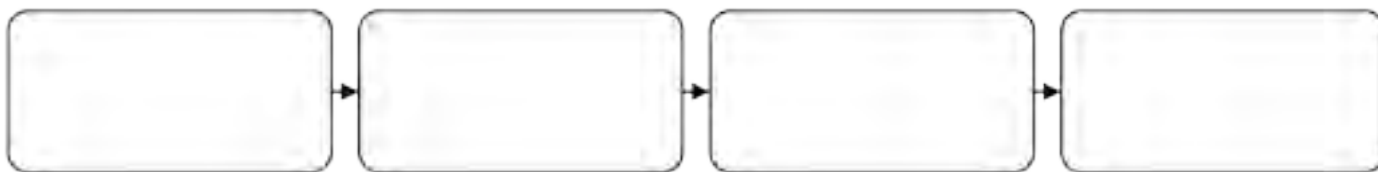
Primary Consumer



Secondary Consumer



Tertiary Consumer



# Caldecott Park

## Habitats

### Part 1

1. Which of these things are you not likely to find in a park?
  - » An earth worm
  - » An oak tree
  - » A crab
  
2. Which of these best describes a dandelion?
  - » A pink flower with a long stalk
  - » A yellow flower with jagged leaves
  - » A purple flower with pointy petals
  
3. Where are you most likely to see an ant?
  - » Between two stones
  - » Under a pile of wet leaves
  - » In a pond
  
4. Which of these will grow into a plant?
  - » A grain of pollen
  - » A fallen leaf
  - » A seed
  
5. Where on a flowering plant will you find next year's seeds?
  - » In the flowers
  - » On the stem
  - » On the leaves



# Caldecott Park

## Habitats

### Part 2

6. All butterflies were once...
  - » An earth worm
  - » A centipede
  - » A caterpillar
  
7. Why are you unlikely to find a fish in a field?
  - » Fish don't like grass
  - » Fish prefer to hide in trees
  - » Fish cannot live on land
  
8. Which of the following statements is false?
  - » Squirrels eat nuts and berries
  - » Squirrels build their nests underground
  - » Squirrels store food to use in winter
  
9. Where would you expect to find a woodlouse?
  - » Hot, sunny place
  - » Dark, damp place
  - » Dark, dry place
  
5. Which of the following statements is false?
  - » Flowers produce seeds
  - » Seeds grow into plants
  - » All animals lay eggs



## teacher copy (answer sheet)

1. Which of these things are you not likely to find in a park?
  - » An earth worm
  - » An oak tree
  - » **A crab**      Crabs are crustaceans and therefore live in the sea
  
2. Which of these best describes a dandelion?
  - » A pink flower with a long stalk
  - » **A yellow flower with jagged leaves**
  - » A purple flower with pointy petals
  
3. Where are you most likely to see an ant?
  - » **Between two stones**      Ants live in dark and dry places
  - » Under a pile of wet leaves
  - » In a pond
  
4. Which of these will grow into a plant?
  - » A grain of pollen
  - » A fallen leaf
  - » **A seed**
  
5. Where on a flowering plant will you find next years seeds?
  - » **In the flowers**      Flowers produce fruit, inside the fruit is the seed
  - » On the stem
  - » On the leaves



## teacher copy (answer sheet)

6. All butterflies were once...
- » An earth worm
  - » A centipede
  - » **A caterpillar**
7. Why are you unlikely to find a fish in a field?
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- » Squirrels eat nuts & berries
  - » **Squirrels build their nests underground**
  - » Squirrels store food to use in winter
9. Where would you expect to find a woodlouse?
- » Hot, sunny place
  - » **Dark, damp place** Example: under logs or wet leaves
  - » Dark, dry place
5. Which of the following statements is false?
- » Flowers produce seeds
  - » Seeds grow into plants
  - » **All animals lay eggs** Some (mammals) give birth to live young

# Caldecott Park

## Habitats

### Game

**Age group: 6 upwards**

**Ideal numbers: 15-20**

**Equipment required: ball of string**

**Amount of time: 10 mins**

**Reason for playing: to show how the natural world is interlinked, discussion of food-webs.**

### How to Play

All stand in a circle.

One person starts off with the ball of string - they choose to be an animal or plant (in the wild or on a farm etc) for example a greenfly.

Somebody across the circle is asked to think of something which the greenfly is connected to/eats or is eaten by - for example a ladybird.

The greenfly keeps hold of the end of the string, and throws the ball across the circle to the ladybird.

The ladybird has to find someone else in the circle who can make a connection to them - possibly a blue tit. They keep hold of the string, and throw the ball - so that gradually a 'web' is created linking everybody in the circle. Keep the string taut, people may have to pull back slightly on it.

Then explain that something has happened to affect one of the players in the circle - it may be that somebody has decided to chop down a particular tree, spray the greenfly or take some other 'action'.

The player affected is asked to 'die' sitting down or falling and pulling on the string.

Ask the players if any of them felt that 'tug' on the string - two other players should have done. See how they will be affected by what has happened - these players 'die', and so more feel the tug.

Continue until the entire circle has felt the string 'tug'.

Examples of some living things on a farm - apple tree, strawberries, bee, clover, cow, farmer, sheep, kale, greenfly, ladybird, wheat, oats.

Another way of doing this - go to a natural area and choose species native to that area.

You can use things such as sunshine, air, soil and water - these will be linked to almost everything else.



# Caldecott Park

## Trees

approximate time: 1.5 hrs



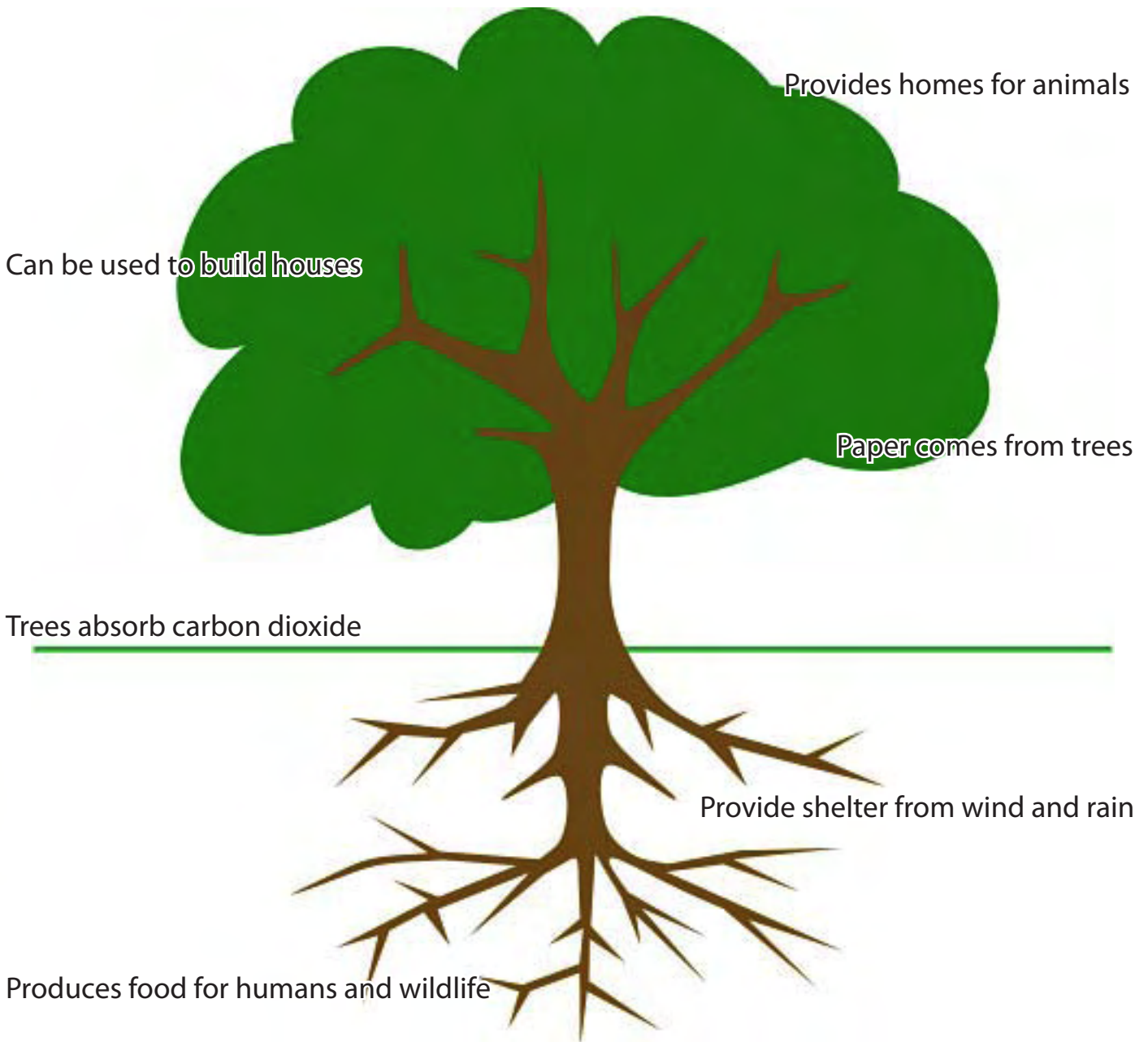
A world of plants

# Caldecott Park

## Trees

Trees are important because...

Produce oxygen for people and animals to breathe



Helps keep the soil in good condition



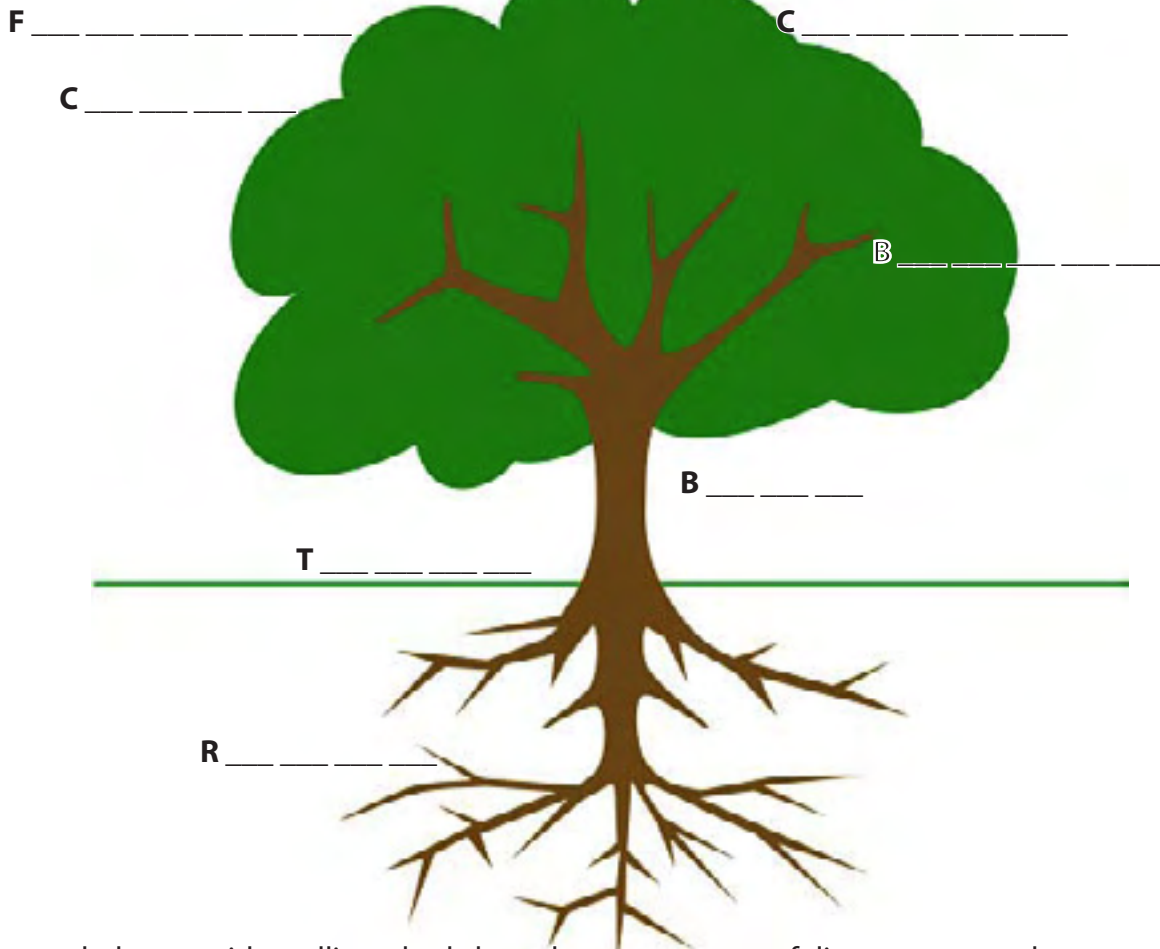
# Caldecott Park

## Trees

### Parts of a tree

There are many trees in Caldecott Park. Each tree has its own special shape and size. It is possible to recognise a tree by its shape, bark and the shape and colour of its leaves. Every tree contains many small insects which are food for other animals such as birds and therefore are part of the food chain.

Can you label the parts of this tree?



This list may help you with spellings: bark, branch, canopy, crown, foliage, roots, trunk

### Tree Rings

When a tree is cut down you can count the number of annual growth rings in the trunk.

How old do you think this tree was?  
\_\_\_\_\_ years.

Ask the park ranger who may have a tree trunk to count rings.



# Caldecott Park

## Trees

### Tree Bingo

Find 12 trees in the park and by collecting something, drawing a picture or writing an answer for each one complete the Bingo card below. (Remember not to pick any leaves, twigs or seeds off trees – only collect things that are lying on the floor)

When you have a full house (which means you have completed the page) shout **BINGO!**

Twig	Bark rubbing (smooth)	Leaf
Whose house? (draw something that lives on trees)	Seed	What does it look like?
Bark rubbing (rough)	Hugability (what does it feel like?)	What does it smell like?
Seed	What does it sound like?	Leaf



# Caldecott Park

Outdoor play





# Caldecott Park

## Outdoor play



Outdoor play is not just about physical development; it deserves equal weighting to indoor play in terms of providing planned experiences for young children. The outdoors offers a wonderfully rich, multi-sensory environment that is meaningful and stimulating for all young children.

### **Fun Games**

#### **Stalking**

One person sits in the centre of a circle wearing a blindfold. They have a set of keys behind them. The animal which is stalking them has to retrieve the set of keys and get back to their place without being heard. The person in the centre has to try and point in the direction of the animal before they retake their position. If they are pointed to they wear the blindfold.

#### **Bat and Moth**

Form a circle standing up. One bat is blindfolded and says 'bat bat bat' throughout the game, either one or two moths are also inside the circle and have to say 'moth moth moth'. The bat had to catch the moths by following their sound.

#### **Fox-Rabbit-Leaf**

A third of the group are foxes, a third rabbits and a third leaves. The foxes form a large circle and the rabbits stand inside the circle (all rabbits must have a tail, this can be either ties or scarves). The leaves stand still outside of the foxes and the rabbits have to try and get to the leaves whilst dodging the foxes. A fox can only catch one rabbit and must stay forming a circle at all times. Rabbits are safe whilst crouching on the ground, but can only stay down for 15seconds. Rabbits become foxes if caught and become a leaf if they go hungry. Game continues until no rabbits left.

