Forestry England

For teachers

Let's act now!

Time to complete: 30 mins
Recommended for: EYFS & KS1
National curriculum links:

- Communication and language skills
- Personal, social and emotional development
- Physical development
- Teamwork – building positive relationships
- Expressive arts and design – being imaginative and expressive

You will need:

- Superworm book and/or images of minibeasts
- Space to move around – inside or outside

Show your group some illustrations of Superworm's minibeast friends. Discuss where they live and how they move. Explain that they are going to act out some of Superworm's friends.

Did you know?

Most millipedes are detritivores and eat decaying plant matter.

1. Warm up

Millipede movement! A millipede has many body segments and each one has two pairs of legs. Encourage your group to work together to make a millipede with their bodies.

For example, each child can represent a body segment with their arms and legs acting and moving as the millipede's legs.

Can the group come together and move as one? How many legs does your group millipede have?



2. Discuss

Discuss with your group some of the key features of Superworm's minibeast friends.

For example, predators, such as beetles and centipedes may move more quickly to chase and catch their prey. Recyclers, like woodlice, may move slowly as they feed on dead materials, like leaf litter.

3. Acting out

Split into small groups and act out some of the minibeasts from Superworm.

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Forestry England

For pupils

Let's act now!

In your group, choose one of Superworm's friends. Think about some of its important features.

- How many legs does it have?
- Does it have antennae?
- How does it move? Does it jump, fly, creep or crawl?

Have a go at linking your arms, bodies and legs together and act out a character from the book. See if the other groups can work out who you are.

Ants have six legs and each one has a claw at the end of it.

Ant



Dragonfly



Dragonflies have four wings, which they use to hover and can fly in all directions, even backwards.



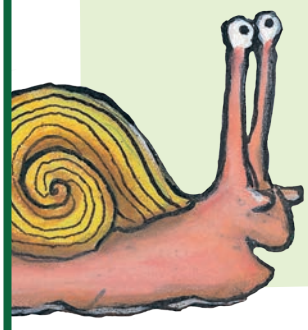
Spider

Spiders have eight legs, although sometimes they are carried through the air by their silk.

Bee



Bees have four wings which allows them to travel as fast as 15 miles per hour.



Grasshopper



Grasshoppers have six legs. Two pairs of walking legs at the front and two larger back legs they use to catapult themselves through the air.

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Forestry England

For teachers

Minibeast cards

Time to complete: 30 mins
Recommended for: EYFS & KS1
National curriculum links:

- Identify common animals and describe habitats
- Team working
- Reading and writing

You will need:

- Copies of template
- Coloured pencils



These minibeast cards are a great way to introduce your group to common minibeasts and the concept of habitats. You can make it as simple or as challenging as you like.

1. Warm up

Ask your group to name some minibeasts from Superworm, or ones they have found on a minibeast hunt.

Discuss some of the key characteristics of their minibeasts and where they are likely to find them. For example, an earwig in leaf litter or a slug under a log.

2. Let's get creative

Hand out the templates and allow the children time to colour in their minibeasts and discover some fascinating forest facts.

3. Discuss

Encourage the children to create their own minibeast card by choosing another creature from Superworm to complete the set.

Ask the children to think about what the minibeast looks like. How many legs or wings does it have? Where does it live? Research a fantastic fact.

How to play

Level 1: Matching pairs

Cut out the four cards on the template. Play a matching pairs memory game by cutting the **red dotted lines** between the minibeast and its name.

Place the cards face down on the table, asking the group to turn over two at a time to find their matching pair.

Don't forget to tell them to turn them over again if they haven't found the matching pair!

Level 2: Mix 'n' match jigsaws

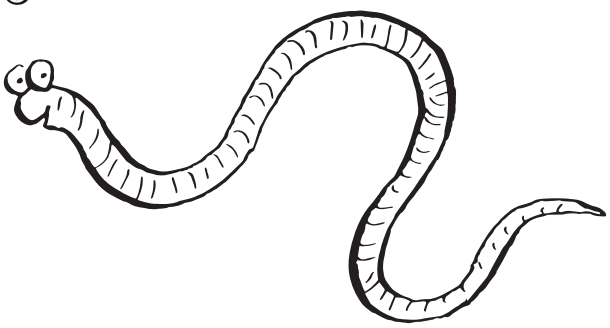
To make it more difficult, you can cut the **blue dotted lines** and match the minibeast's name with its image and descriptions.

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Forestry England

For pupils

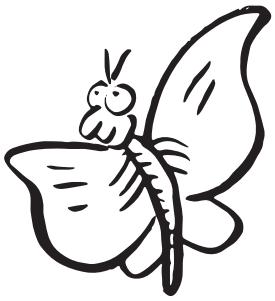
Minibeast cards



I am a worm

I live in soil

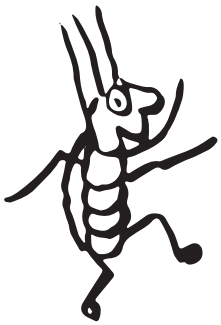
Worms recycle the leaves on the forest floor. They help to break them down in the soil.



I am a butterfly

I live on plants

Butterflies love the sunny open spaces called ‘glades’ that we create in the forests.



I am a beetle

I live in logs

Beetles live in many habitats in the forest. Some lay eggs in dead logs which we leave for them.

I am a _____

I live _____

_____

_____

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Forestry England



For teachers

Minibeast hunting

Time to complete: 1 hour
Recommended for: EYFS & KS1
National curriculum links:

- Identify common animals and describe habitats
- Maths – recording and counting numbers up to ten
- Teamwork – building positive relationships

Minibeast hunting is a great activity that helps children to explore the natural environment and observe. Ask your group if they can remember any of Superworm's minibeast friends from the book.

You will need:

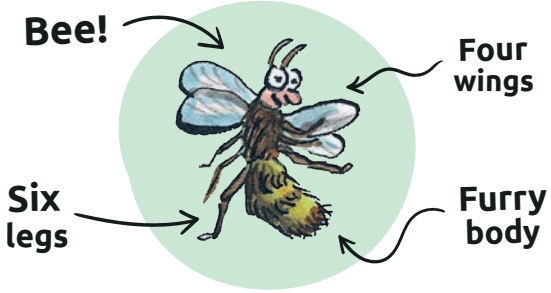
- Trays
- Paintbrushes
- Collecting pots
- Magnifiers
- ID guides
- Pencils and paper
- Copies of recording sheet



1. Let's explore

Carry out a minibeast hunt in a forest or your school grounds. Try looking in different places such as in damp areas, under logs and stones, in grassy patches or in the soil and leaves on the ground.

Using Forestry England's *Forest Code for Minibeast Hunting*, explain to your group the importance of being careful when exploring and handling small creatures. Demonstrate the correct way to find and handle what they search for. Allow time for your group to collect creatures in their pots and to remember those that were too quick to catch.



2. Observe

After a while gather everyone together and take time to have a close look at their findings.

Can they count the number of legs, see if it has wings, what colour it is or how it's moving? Use your ID guides to find out what it is.

3. Describe

Take it in turns to share experiences and explain where they found their minibeasts.

Can they name and describe the habitat?

4. Record

In groups, write down the names of the minibeasts and count the number of each type found.

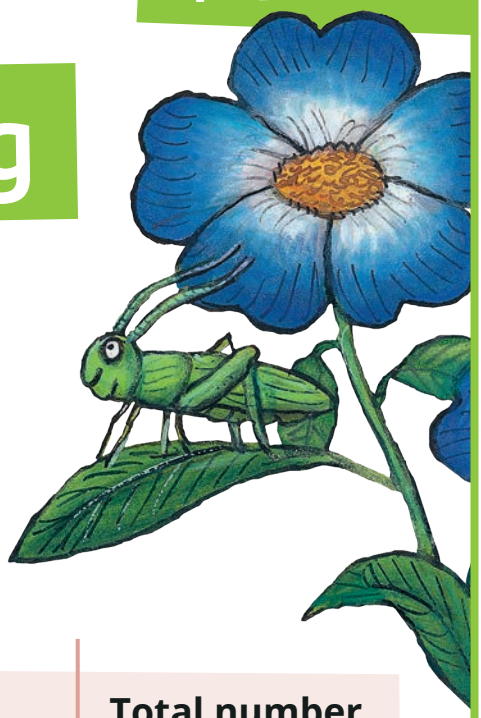
Have a go at making a tally chart.

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Forestry England

For pupils

Minibeast hunting

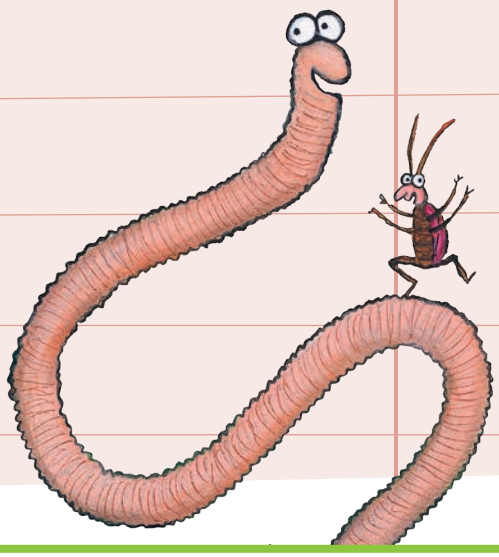


Superworm and his minibeast friends live in different places: in the grass, in flowers, in trees and in the soil.

You are going to be a minibeast ranger to find out what minibeasts are in your local forest or school grounds. Keep a record of what you have found.

Minibeast name	My tally	Total number
Example: Earwig	|||	*3*
Example: Ant	𝍸 |	*6*
Millipede		
Snail		
Worm		
Beetle		





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Forestry England

For teachers

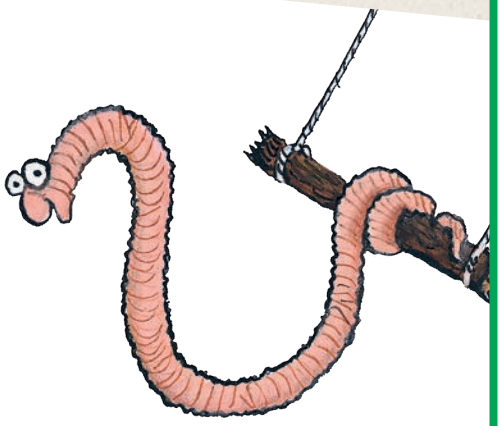
Super stretchy Superworm

Time to complete: 30 mins
Recommended for: EYFS & KS1
National curriculum links:

- Physical development – gross motor skills, control, coordination, agility, balance
- PSHE – self-confidence, self-awareness, managing feelings and behaviour, mental health and wellbeing
- Expressive arts and design – being imaginative and expressive

You will need:

- Exercise mats
- Superworm book
- Copies of the four animal pose cards



Ask your group to think about a time when they have been in a forest, near trees or outdoors. What were they doing? How did it make them feel? Forests can be a place for fast, adventurous activities like running and cycling, and for slower, calming activities like listening to the birds or enjoying the stillness and gentle movements of the trees.

1. Warm up

Explain that you are all going to have a go at a calm but 'super-stretchy' activity where everyone will become the characters in the Superworm story.

At the start of the activity, encourage everyone to spend some time taking deep breaths while lying on their mat, listening to the sounds around them with eyes closed.

2. Strike the pose

Read the Superworm story to the group.

When you encounter a different character in the story pause to copy the appropriate shape or movement, using the animal pose cards as a prompt.

3. S-t-r-e-t-c-h-y

Think about the different characters mentioned in the story, ask the group to come up with their own special pose or movement for a particular animal.

For example, stretching out and wiggling on the mat for Superworm. Why not ask someone to demonstrate their pose to the group, while the rest try to copy.

3. Enjoy the calmness

Take time at the end for the group to lie back on their mats, like at the start.

4. Super sequence

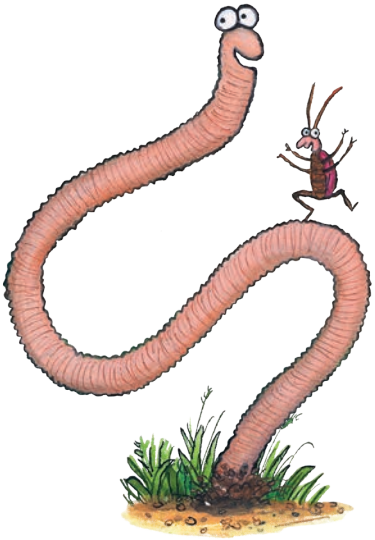
Carry out the four poses on the cards one after another to form a sequence.

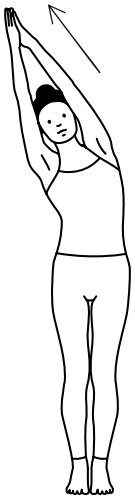
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Forestry England

Animal pose cards

1 Stretch long like a worm

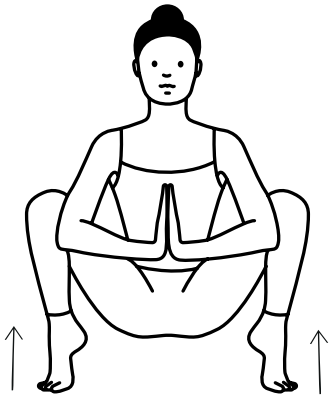




Stand with your feet apart. Clap your hands together and reach them up towards the sky. Gently stretch to one side.

2 Hop like a frog





Crouch down with your knees out wide Use your hands to balance as you go up and down on your toes to hop like a frog!

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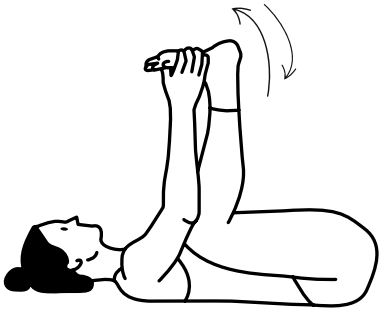
Forestry England

Animal pose cards



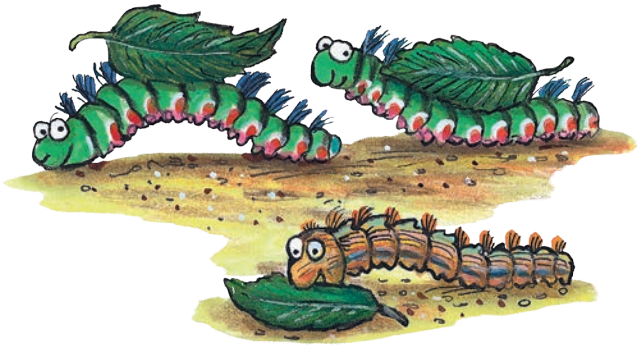
3 Happy bee pose – upside down!

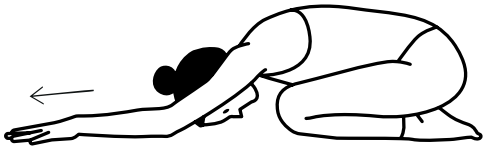




Lie on your back. Bend your knees in towards your tummy. Hold your feet and rock your body gently from side to side.

4 Pose like a caterpillar





Kneel on the floor with your big toes together. Bring your head down to the floor slowly. Stretch your arms out in front of you.

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Forestry England

For teachers

Superheroes

Time to complete: 30 mins
Recommended for: EYFS & KS1
National curriculum links:

- Spoken language and listening skills
- Writing – spelling, vocabulary and articulating ideas
- Art and design – using drawing to develop and share ideas, experiences and imagination
- Developing positive character traits

You will need:

- Copies of activity sheet
- Natural materials like clay, twigs and leaves

Superworm is super-long, Superworm is super-strong.



Superworm is described in the book as their superhero, as he does good things for others: he rescues baby toad in the road and beetle from the well. This activity explores the special qualities of trees and how they are our superheroes and will encourage your group to reflect on their own individual special qualities.

1. Discuss

Can your group think of anything that grows in a forest, or near to their school, that is super-long and super-strong? Hopefully they will say trees.

Explain that Forestry England see trees as superheroes. Trees do so many good things for us. How many 'good things' can they think of?

Answers could include:

- Trees provide shelter and shade, food, habitats, wood to make items, and fuel to heat our homes.
- Trees help to reduce the impact of climate change.
- Trees give us clean air and inspiring places to help us feel well.

Now ask your group to talk about their favourite superheroes and what superpowers they have.

2. Create

Hand out the Superheroes activity sheet for the children to design their very own superhero.

Alternatively the children could work outdoors using natural materials, such as twigs, leaves and stones to create their superhero picture.

3. Reflect

Discuss and record with your group what superpowers or special qualities they have.



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Forestry England

For pupils

Superheroes



Who's your favourite superhero and what makes them super?

Draw or describe your own superhero

What superpowers does your superhero have?

What good things do they do for other people?



What are your superpowers (special qualities)?

Are you kind, brave, funny, hard-working or good at something, like running fast or making things?

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Forestry England

For teachers

Forest characters
True or false



Time to complete: 30 mins
Recommended for: EYFS & KS1
National curriculum links:

- Understanding the world
- Spoken language and listening skills
- Physical development

Every child has a different level of knowledge about England's forest creatures. Help your group learn more about them by using this game of true or false, based on the characters from *Superworm*.

1. Warm up

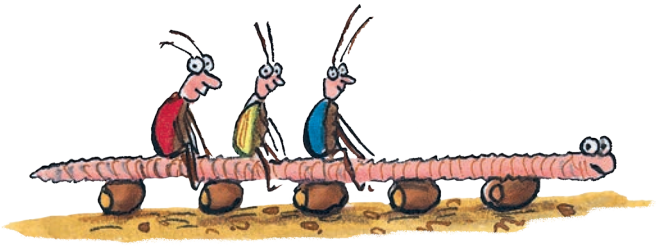
Ask your group if they know what animals and creatures live in England's forests.

Explain that there are lots of different animals and creatures that live in our forests. They come in all sorts of shapes and sizes, and live in different places within the forest.

Can they think of where some of the creatures might live?

Answers may include on the leaves, in the bark of trees and in the soil.

How many animals did your group name that don't live in England?



How to play

Level 1: Let's get moving

Ask everyone to stand up, this can be in a group or they can find their own space. Explain you are going to read out some statements. If they think the answer is true then ask them to wiggle like a worm, if they think it is false then they have to stand very still.

Level 2: Take it outside

If you have more space then make it a little more active. Decide two points, one for true and the other for false. Ask the children to run to the chosen points. It doesn't have to be about getting the answers right or wrong but about having fun and learning along the way.

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Forestry England



True or false

1 Worms have no arms, legs or eyes, true or false?

True. Worms use their muscles and tiny bristles on their body to help move through the soil.

2 Toads have smooth skin.

False. They have bumpy skin.

3 Bees make and eat honey.

True. They make honey to help feed them over the winter months.

4 Beetles are all black and have four legs.

False. They have six legs and come in lots of colours, such as violet or red.

5 Snails live on land and in water.

True. There are three types of snail: those that live on land, those that live in the sea and those that live in rivers, ponds and lakes.

6 Ants are super strong.

True. They can lift twenty times their own body weight.

7 Lizards are reptiles that live in the wild in the UK.

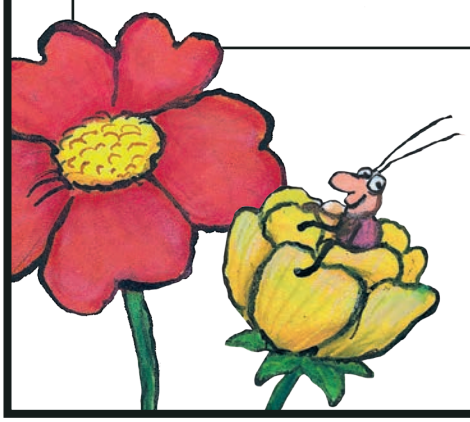
True. There are three types of lizard that are native to the UK: common lizard, sand lizard and slow-worm.

8 Caterpillars are young butterflies.

True. They have four stages in their lifecycle: egg, caterpillar, pupae and adult.

9 Spiders have six legs.

False. Spiders have eight legs.



Try this...

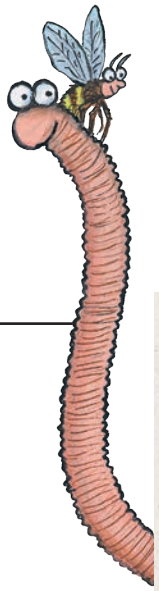
Get your class to create their own true or false game and discover more about the book's characters.

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Forestry England

For teachers

Worm charming



Time to complete: 45 mins
Recommended for: EYFS & KS1
National curriculum links:

- Caring for all creatures no matter how big or small
- Mathematics – measurement
- Living things and their habitats
- Understanding the world

Work together to investigate more about worms and why they are 'super' special.

You will need:

- An outside space with soil or grass
- Watering can and water
- Tray with damp soil
- The *Forest Code for Minibeast Hunting*
- Your feet!

1. What is a worm?

Ask your group what they know about worms. To get you started:

- They are long, soft minibeasts with segmented bodies.
- They don't have legs but use their muscles and tiny bristles on their bodies to help them to move.
- They breathe through their skin, which must remain moist to absorb oxygen from the air.
- They aerate the soil, improving drainage and bringing nutrients to the surface.

2. Heroes of the soil

Ask your group why worms are the superheroes of the soil.

Answers could include:

- Lots of worms means good, healthy soil.
- They eat almost anything that has died and turn it into plant food.

3. The art of worm charming

Read out the instructions overleaf and demonstrate the correct way to carefully handle any worms that are 'charmed'.

Helpful hints:

- Best results for worm charming are when conditions are warm and wet rather than dry. If it has recently rained this will help, as well as using a watering can to make the soil damp.
- Follow Forestry England's *Forest Code for Minibeast Hunting* to explain the importance of being careful when exploring and handling small creatures.

Worms are a great source of food for birds. But how do they catch them when they are underground? See if your group can watch a bird looking for food. What do they notice?

Some scientists believe birds tap the ground to make it sound like it is raining to any worms within the soil. This encourages them to come to the surface.

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Forestry England

For pupils

Worm charming



In the book, Wizard Lizard ordered Crow to find Superworm. Let's get worm charming and see how many Superworms you can find.

How to charm worms

1. Place some damp soil in a tray.



2. Sprinkle some water on the ground so it's nice and damp.



3. Stamp your feet for 2–3 minutes. Have a go at creating your own worm charming dance. Be careful – you don't want to stomp on any worms.



4. As your worms appear, carefully place them in the tray.



5. Make sure to return your worms to a safe place so that Wizard Lizard's Crow doesn't eat them all up.

How many worms did you charm?
Which was the wiggliest, shortest and longest?

Did you know?

The current world record for worm charming was established in 2009 by 10-year-old Sophie Smith. Sophie charmed 567 worms in 30 minutes at the World Worm Charming Championships

The longest worm found in the UK was 40cm long.

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Forestry England

Be minibeast friendly

The Forest Code for Minibeast Hunting



Follow our *Forest Code for Minibeast Hunting* to ensure the forests' plants and animals are left undisturbed.

1. **Treat with respect** – minibeasts are living creatures just like us.
2. **The forest is their home** – leave it as you found it. When moving logs or stones remember to replace them gently. If you can't easily move a stone or log, leave it in place.
3. **Be gentle** – remember minibeasts are very small and delicate. Carefully remove the lid from the collecting pot and use a paint brush to gently place the minibeast inside. Watch out for legs and wings that might get trapped.
4. **One at a time** – only place one minibeast in each pot. This will help you to get a really good look. It may stop minibeasts eating each other too!
5. **All things slimy** – avoid putting slugs or snails in your pot as they make it slimy. Use a tray instead.
6. **Caring for your worms** – when putting worms in pots, use some damp soil to help them stay moist.
7. **Try to keep noise to a minimum** – you might find it exciting or feel a little nervous when getting so close to a minibeast. Try not to scare the wildlife around you.
8. **Returning home** – gently pop your minibeasts back where you found them when you've finished looking. Anything that lives in the forest should stay in the forest.
9. **Be careful** – try not to handle any minibeasts that might bite or sting you.
10. **Wash, wash, wash** – remember to wash your hands and your equipment when you've finished.

Have fun and don't forget to record what you see. Take only memories away with you.

forestryengland.uk/learning