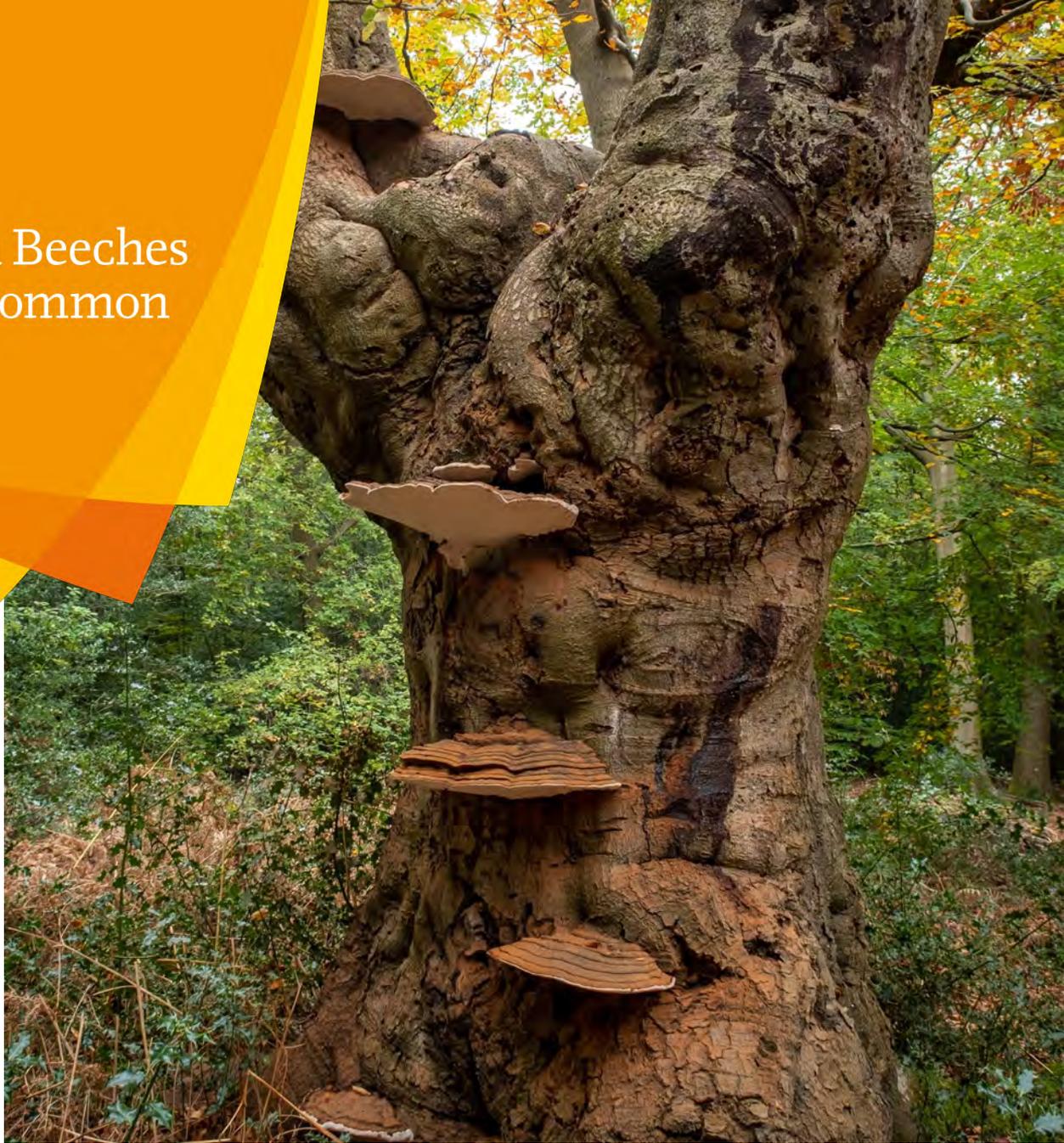




# Burnham Beeches & Stoke Common

Registered Charity



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## Teachers' information pack

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This pack contains all the information you need to organise, and make the most of, a great educational day when you visit the nature reserve, including:

- background information and facts to help you and the students understand the fascinating habitats
- examples of how to link your work to the National Curriculum for key stage one and two
- activity ideas you can try, to encourage the students to engage with the nature reserve

This is one of  
14 green spaces  
managed by the  
City of London at  
little cost to the  
general public.



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## Planning a visit?

Burnham Beeches has limited staff resources and does not have an education team. Therefore, whilst we will do our best to help, we are only able to offer Ranger led activities in limited circumstances.

If you are planning a self-led visit, you will need a licence; please contact the office, a minimum of three weeks in advance, on 01753 647358 to let us know your group is coming. This will allow us to prepare your licence and to tell you of anything that is happening on site that may affect your visit. To do this we will need: full address and contact details of the school (including contact number for the lead member of staff on the visit); a copy of your school's public liability insurance certificate; a description of your proposed activities and plan showing where they will take place; a copy of your risk assessment for your activities.

## Suitable activities

Both nature reserves are amazing places for learning activities. They offer opportunities to learn about the natural world, but can also be considered locations to study subjects across the curriculum for early key stage students.

Due to the sensitive nature of the reserves, some activities can be extremely damaging. Therefore, the climbing of any ancient trees, digging, uprooting/breaking/cutting of any plants, removal of any items naturally occurring on the site, and pond dipping are unfortunately not permitted. We also ask you to discourage the students from walking/standing in the immediate vicinity of any of the old trees, and especially not to try and squeeze into their hollow stems.

Please make sure students are asked to leave everything as they find it - for example if turning over a log to look for mini-beasts, please make sure it is rolled back into its original position.

The most suitable area for more physical activities or 'letting off steam' is the main common



## Getting here

### Burnham Beeches

Burnham Beeches main carpark is at the junction of Beeches Road and Bedford Drive. The postcode SL2 3PS will get you to the end of Beeches Road.

### Stoke Common

Stoke Common is situated on Stoke Common Road and Gerrard's Cross Road. It is best accessed by foot; there is no designated parking for the site, nor is there an appropriate place to drop students off. This means that unfortunately it is only appropriate for visits from schools in the immediate area.

### Coach and minibus parking

On the day of your visit, we can cone off a parking bay at Burnham Beeches to make it safer and easier for coaches to park, and to help you to keep the students safely away from other vehicles when you arrive. Please be aware there is a daily parking charge of £18 per coach/ minibus - payment can be made through the RingGo parking app or at the parking machines which accept card payment only.

## Facilities on site

There are no facilities at Stoke Common; the below information refers to Burnham Beeches only.

**Public toilets** are located on the main common by the Café and Information Point. There are just six, unisex cubicles.

We do not have an indoor **classroom**. However there is a large covered shelter with bench seating at the southern end of Lord Mayors Drive - this is around ten minutes walk from the toilets.

If you are planning a **picnic**, the best location is probably the main common - this area is relatively free of woodants, which may be an issue for picnickers elsewhere on the reserve. Please be aware that the common is a dogs off-lead area. Picnic benches at the Café are for Café customers only. There are no other picnic benches on site. Please take all your rubbish back to school with you - do not use the bins on the reserve.



# Why we are special places for nature

## Site of Special Scientific Interest (SSSI)

Burnham Beeches and Stoke Common are both **Sites of Special Scientific Interest** because of the habitats that can be found here and the wildlife that lives within them. Some of the plants, animals, invertebrates, amphibians and fungi are nationally rare. The ancient **pollarded** trees, after which Burnham Beeches is named, are also only found in very few other places across Europe. Some of these trees, which are the product of ancient woodland management techniques, are **5-800 years old** and have lived up to three times longer than an unmanaged tree of the same species would normally be expected to live. Heathland (described in more detail on page 14 - 16) was once a widespread habitat but now only around 20% remains in the UK.

## National Nature Reserve (NNR)

Burnham Beeches is also a **National Nature Reserve**. This is the highest level of conservation protection provided by UK legislation. NNRs are wildlife sites of national importance and are designated because of their positive management. They often contain rare or nationally important species of plants, invertebrates, mammals etc. - as is the case at Burnham Beeches.

## Special Area of Conservation (SAC)

The Beeches is additionally an **SAC**, a designation for wildlife sites that is found across Europe. It recognises the highest quality conservation sites that make a significant contribution to conserving specific habitats and species. SAC status also gives Burnham Beeches greater protection against potentially damaging operations - for example development.



# National Curriculum Science key stages 1 & 2: potential learning outcomes

The following tables show the statutory requirements and some suggested activities that you can do whilst here. The activities are described more fully at the end of this booklet.

Topic	Year	Relevant statutory requirement	Some suggested activities
Working scientifically	1-4	<ul style="list-style-type: none"> <li>• Observing closely, using simple equipment</li> <li>• Identifying and classifying</li> <li>• Performing simple tests</li> <li>• Identifying and classifying</li> <li>• Gathering and recording data to help answer questions</li> <li>• Setting up simple practical enquiries, comparative &amp; fair tests</li> <li>• Systematic &amp; careful observations &amp; taking measurements</li> <li>• Gathering, recording, classifying and presenting data</li> <li>• Recording findings in simple scientific language</li> <li>• Reporting on findings from enquiries</li> <li>• Identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>• Use straightforward scientific evidence to answer questions</li> <li>• or support findings</li> </ul>	<p>Mini beast hunt (Burnham Beeches supervised only)</p> <p>Listening circle</p> <p>Bio blitz</p> <p>Bee spotter</p> <p>Also consider: sensory hunt, sound hunt, spotter sheet, colour match, match box</p> <p>Bark and leaf rubbing/drawing</p> <p>Using simple plant and invertebrate ID keys</p>

## National Curriculum Science key stages 1 & 2: potential learning outcomes (continued.)

Topic	Year	Relevant statutory requirement	Some suggested activities
Plants	1-3	<ul style="list-style-type: none"> <li>Identify and name plants and trees</li> <li>Identify the basic structure of flowering plants</li> <li>Observe how seeds &amp; bulbs grow into mature plants</li> <li>Find out &amp; describe how plants need water, light &amp; right temperature to grow &amp; be healthy</li> <li>Identify different functions of plants; roots, stem leaves, flowers etc</li> <li>Explore the requirements for life &amp; growth (air, light, nutrients and how they vary for different plants</li> <li>Explore what flowers do in plant life cycles, inc. pollination, seed formation &amp; dispersal</li> </ul>	<p>Nature walk</p> <p>Seed/fruit spotting in autumn (acorn, beech-nut, blackberry, pine cone)</p> <p>Sketching trees/flowers</p> <p>Look for heather, gorse, broom, heath bed straw, tormentil, foxglove</p> <p>Also consider:</p> <p>Spotter sheet, wild painting, Bio blitz</p>
Animals including humans	1-4	<ul style="list-style-type: none"> <li>Identify and name common animals</li> <li>Identify common animals that are carnivores, herbivores, omnivores</li> <li>Describe and compare the structure of common animals</li> <li>Notice that animals have offspring which grow into adults</li> <li>Find out &amp; describe basic needs of animals for survival</li> <li>Identify that animals need the right type &amp; qty of <b>nutrition and can't make their own</b></li> <li>Construct &amp; interpret food chains (producers, predators &amp; prey)</li> </ul>	<p>Mini beast hunt (Burnham Beeches supervised only)</p> <p>Bark and leaf rubbing/drawing</p> <p>Also consider: Listening circle, sensory hunt, sound hunt, spotter sheet, Bio-blitz, bee spotter</p>

## National Curriculum Science key stages 1 & 2: potential learning outcomes (continued.)

Topic	Year	Relevant statutory requirement	Some suggested activities
Seasonal changes	1	<ul style="list-style-type: none"> <li>Observe change across the four seasons</li> </ul>	Colour match, scavenger hunt, wild painting
Living things and their habitats	2-6	<ul style="list-style-type: none"> <li>Explore &amp; compare differences between living &amp; dead things</li> <li>Identify that most things live in habitats to which they are suited &amp; describe how different habitats provide basic needs</li> <li>Identify &amp; name plants &amp; animals &amp; habitats</li> <li>Describe how things get their food &amp; simple food chains</li> <li>Recognise that living things can be grouped in a variety of ways</li> <li>Explore &amp; use classification keys to help group things</li> <li>Recognise that environments can change &amp; that this can pose dangers to living things</li> <li>Describe different life cycles of mammals, amphibians, insects and birds</li> <li>Describe life process of reproduction of some plants &amp; animals</li> <li>Describe how living things are classified into broad groups based on similarities &amp; differences, including micro-organisms, plants and animals</li> </ul>	Mini beast hunt (Burnham Beeches supervised only) Listening circle, scavenger hunt, spotter sheet, sound hunting, Bio-blitz, bee spotter Look for dragonflies, heather and grass flowers, heathland birds, spiders,



# History from Iron Age to the present day

**Woodland in one form or another has existed on Burnham Beeches right back to the last **Ice Age** - to be classed as ancient woodland, a continuous wooded history dating back to 1600 is needed. An area including Burnham Beeches was recorded in the Domesday Book of 1086 as having 'woodland enough to feed 600 swine'.**

## Iron age

The earliest known human activity on the Beeches was during the **Iron Age** when a hill fort was constructed in an area now known as **Seven Ways Plain**. This can be found at the southern end of Lord Mayors drive near the large shelter. The ancient ditches and banks of this protected scheduled monument are still visible today. We do not know exactly what the area was used for but it could have been anything from a military fortification to a simple settlement. It may have had a wooden palisade fence similar to that shown in the illustration.



## The moat

A second scheduled monument on the nature reserve dates from around the 13th century. Found in the north western corner of the nature reserve,

**Hartley Court Moat** is the remains of a medieval moated farmstead and consists of a central area surrounded by a moat (which holds water for around 6-8 months of the year) and an outer, encircling ditch and bank, again this may have originally had a wooden palisade fence. One suggestion is that the Moat could have been a hunting lodge associated with a former deer park in the area.



## The pound

A third scheduled monument on the estate is a small rectangular brick construction which was the '**manorial pound**'. People grazing their animals on the common land had to pay a fee to the Lord of the Manor; if they were found to be grazing without payment of the required fee, the animals were impounded and not released until the fee was paid.





## Why is it owned by the City of London?

In 1879, an estate including the area now known as Burnham Beeches was put up for sale as land suitable for the erection of 'superior residences'. It came at a time when politicians were concerned that green spaces and fresh air were being lost to the urban sprawl of London. In 1880, the City of London bought 151 hectares of the estate to protect it for Londoners and for its natural aspect. Further areas have been added since then and the area is now around 220 hectares of ancient woodland and heathland.

## World War II

In May 1942, Burnham Beeches was taken over by the War Department to become a depot where vehicles were repaired and stored in preparation for the invasion of Europe on D-Day. Barbed wire was erected around the area and the public were excluded from entry. Somewhere around 100,000 vehicles passed through Burnham Beeches on their way to the second front.

Around 300 military personnel were stationed at Burnham Beeches and a military camp including soldiers quarters, washing and toilet facilities, administration buildings, a cook house a guard house were constructed on Seven Ways Plain.

The camp also included a prisoner of war camp which housed Italian POWs.

After the war, the nature reserve could not be re-opened for public access until all military equipment and structures had been removed. It wasn't fully re-opened until 1951.

## Present day

The nature reserve has a team of around 12 staff including Rangers, a litter picker, an Ecologist and administrative support staff. They manage the open space and balance the needs for wildlife and people.

Burnham Beeches and Stoke Common is a registered charitable trust, funded privately by the City of London at very little cost to the general public.



## Wood pasture and pollards

Much of Burnham Beeches is **wood pasture**, a landscape which is both great for wildlife and attractive. Managing land as wood pasture is a technique that goes back many hundreds of years - as suggested by its name, it is a habitat somewhere between woodland and pasture, with widely spaced trees sitting in open grassland or heathland. Often the **trees are mature and have been managed as 'pollards', with the open areas in which they grow grazed by livestock.**

The leaves of many deciduous trees are very tasty for grazing animals - the **ponies and cows** that graze in Burnham Beeches often seek out leaves of trees before eating the grass beneath them. This helps keep the woodland areas open allowing a mosaic of grasses, heathers and other flowering plants to thrive; the variety is great for wildlife.

## What is a pollard?

Trees can grow new branches if they are cut back in the right way. A pollard is a tree (such as beech or oak) that has been cut at around 2m and allowed to **regrow**. The tree sends up multiple new shoots which are too high for any animals grazing beneath to reach. The tree can be cut like this every 10 - 15 years, with the harvested wood being used for anything from fence posts to furniture making (depending on how long they are left to grow). At Burnham Beeches, we believe the trees were cut to provide **firewood**. The constant cycle of cutting and re-growing helps the trees live longer; some of our ancient pollards are 5-800 years old and have lived two to three times longer than an uncut tree of similar species would normally be expected to live and

## Why are they important?

Apart from being beautiful, because the trees live so long they develop lots of **decaying wood** and hollows which are perfect for lots of plants and creatures that need these features to live on, in and around. Some species only live in or on ancient beech trees like these and, because there are very few places like this, these species are very rare. We look after the trees to help these rare species.



## How we look after the ancient trees

Because they are so old, many of the pollards are also very **fragile**. Cutting the pollards kept them short and stable; when people stopped cutting them, their branches grew tall and more vulnerable to the wind. When they lose one branch, often others follow soon after and the tree no longer has enough young, leafy branches to keep it alive.



## Cutting the old trees

To make the trees more stable we cut back some of their branches. We remove just enough to make them less vulnerable to strong winds and make sure that we leave enough young branches on the tree so it has plenty of leaves to make food. We work on about 50 each year, reducing their height and then, if they are still strong 10 years later, we may cut them back again. Some trees are climbed, like this one in the picture, but for others we use a mobile elevated work platform to reach all the branches



## Making new pollards

As well as looking after the old trees we create **new pollards**. These are cut every ten years or so and eventually they will also become ancient trees - given about another 500 years!



# Heathland

Stoke Common and Burnham Beeches are home to **heathland**, a habitat on nutrient poor, acidic soils, **with** low growing plants such as **heathers, gorse** and **fine grasses** and small areas of scrub. The plants and animals that live here are often different from those found in the neighbouring woodlands and grasslands. Some are rare or endangered.

## How is heathland created?

Lowland heathlands were created many centuries ago through the management practices of people. Trees, bushes (scrub) and peat were cut for fuel and livestock grazed the land. This restricted the ability of the trees to re-grow and kept the areas open. Where this happened in areas with acidic, poorer soils it favoured a diverse mix of plants that, on richer soils, would otherwise be outcompeted by more dominant plant species. Some of the species of plants, invertebrates, birds and reptiles that live on heathland are very rare and need to be protected.

About 95% of the local heathland has been lost in the last 150 years through:

- housing and road development;
- agricultural improvement;
- changes in land use.

Early last century, when grazing declined and people stopped cutting wood for fuel, scrub and woodland started to grow. This shaded out the heathland plants. Their falling leaves also left the plants and seeds covered in layers of leaf mulch and unable to grow. Around **80%** of Buckinghamshire's heathland was lost. Stoke Common is now the largest remaining area of heathland in South Buckinghamshire, and there are significant patches remaining at Burnham Beeches.

We have carried out work to restore the heathland at our reserves and continue to maintain them.



## Restoration

At Burnham Beeches we have been restoring the heathland since the 1980s. We have continued with the restoration of Stoke Common since it came under City of London Ownership in 2007. The restoration work at both nature reserves aims to:

- **prevent further loss** of heathland
- restore heathland lost due to shading
- create a landscape where the mixture of heathland, grassland and scrub is open, accessible and **good for both wildlife and visitors.**

Areas of very dense young trees are sometimes cleared using a machine called a 'mulcher'. Once the heavy work has been done, we keep on top of the scrub with hand tools.



## Woodland clearance

In areas where the Scots pine and silver birch have grown into larger trees, they are cut down and the wood taken off-site as chips or timber. The stumps are removed and, where appropriate, the soil is deliberately disturbed to allow the heathland plants to grow.



## Scrub clearance

Where scrub has grown up in areas with a lot of heathland plants, the cutting is best done by hand.

Some areas are cut and stopped from re-growing, increasing the overall area of open heathland. Others are coppiced (cut to the ground) and allowed to re-grow, so there is always scrub of different ages and heights. This cutting is usually done by our **volunteers** and produces great habitats for wildlife.



## Helping heather regrow by disturbing the soil

Heather seed can lie **dormant** for many years, even in the areas that have been overgrown for 40 plus years! They will still germinate once they are exposed to daylight and, if the area stays open, grow into new plants.

The land restored at Stoke Common started to revert to heathland only one year after clearance and mulching.



## Grazing

Grazing is **essential** to keep heathland and wood pasture as open habitats. The livestock eat the young trees and scrub before they grow and shade out the smaller plants.

Livestock graze randomly, so they create a landscape of varied vegetation at different heights and densities; this is good for wildlife. Mowing is less desirable because it cuts everything to the same height. We use both **cows and ponies**

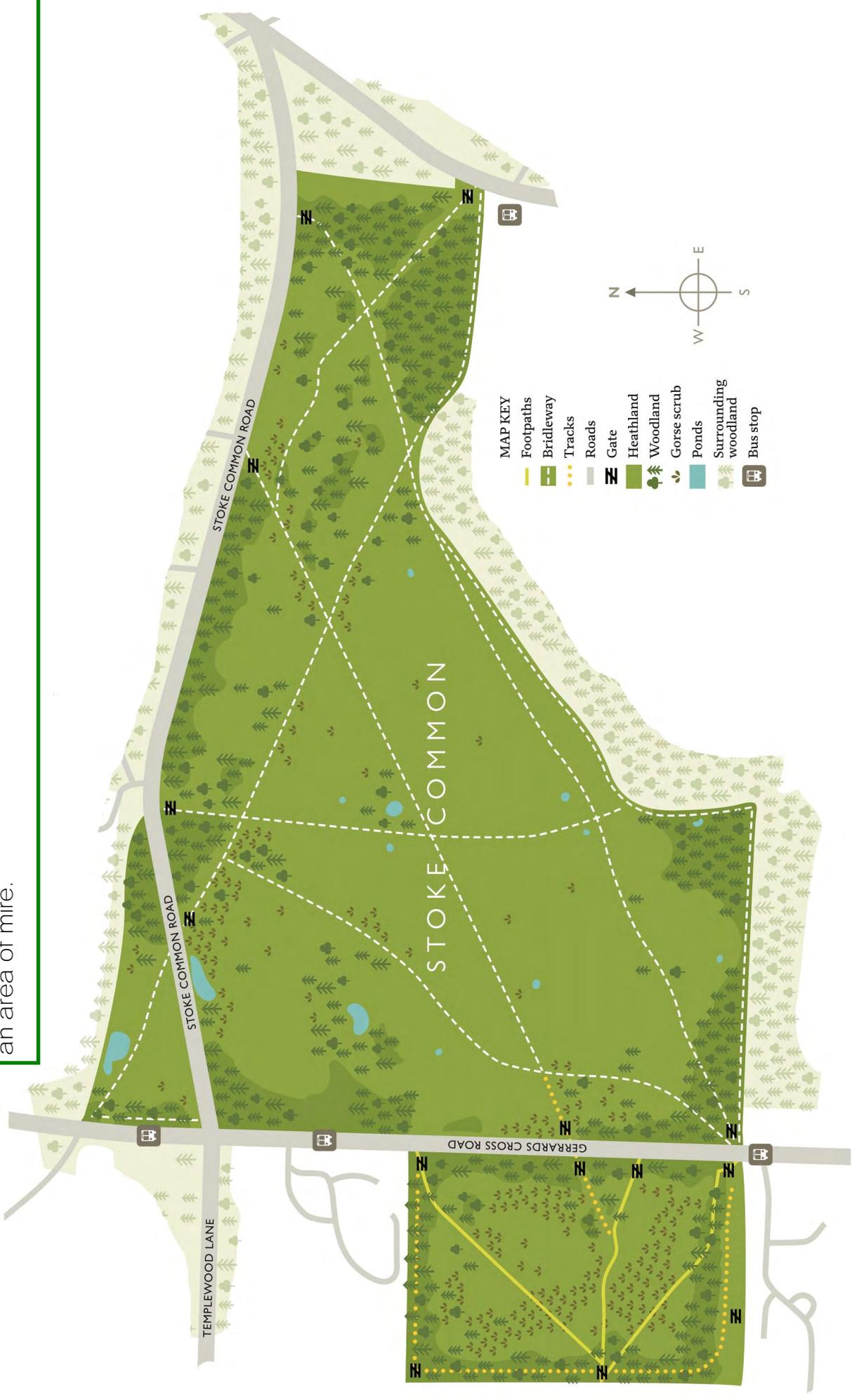


for grazing at present. We have previously also used pigs; they root about in the soil, creating bare patches where heathland seeds can germinate.



# Heathland at Stoke Common

Virtually all of Stoke Common is heathland but there are still some small areas of acidic woodland, typical of that found on heathland. The common can be very wet in winter and has several ponds and an area of mire.





# Suggested games and activities

## Listening circle

Get the children to sit in a circle and close their eyes. Ask them to all hold their hands out in a fist and remain quiet for a couple of minutes. Each time they hear a new sound they should stick one finger out. Once the time has passed get them to open their eyes so they can all see how many fingers everyone is holding out. Discuss what noises you all heard.

This activity is a great way to start your visit, as it calms everyone down and helps them focus their attention.

## Scavenger hunt

This can be great for team building as well as working on children's observation skills. It can be done in a number of ways.

## Items listed/spotter sheet

Make a list or set of pictures of things to collect, photograph or just tick off. Try to pick a variety of things: a stone, a birch leaf, a blade of grass, a gorse flower etc. Or you can use our spotter sheets on pages 23 - 26.

## Match box

How many different items can they fit in a match box? It doesn't have to be a match box of course, any small box with a lid to avoid overfilling (definitely cheating!) please stress the importance of not picking flowers and only picking up things already on the floor.

## Sensory hunt

Use this list of things to hunt for or create a list of your own. Instead of specific objects, look for things matching a description.

- something smooth
- something soft
- something that makes a noise when you touch it
- something prickly
- something that smells
- something rough
- something hard
- something sticky



## Sound hunting

A little more unusual than your usual scavenger hunt. Give them a list of things to listen for (there is a sound hunt sheet on page 27 - or create your own) and get them to spread out a little and be really quiet. They can then tick off the sounds they hear. Your list can have things like bird singing, aeroplane, the wind, cars nearby, bee buzzing, dogs barking etc.

## Colour match

Get the children to pay attention to the variety of colours around them, and cultivate concentration and focus. It can be done at any time of year but there will be more colour variety available April to October.

Equipment:

- Frames of about 50mm x 50mm. You can get the children to make their own either by cutting it out from card or by tying twigs together. The bigger the frame is, the harder the task.
- Paint colour tester strip that you can get from a DIY store (or use the colour bingo sheet on page 28). Cut these into thin strips to share around the different groups.

Method:

The children should be in pairs or small groups, each with a frame and a set of test strips.

Get them to walk around the area looking for natural things of interest or of colours that attract their attention. Tell them not to use un-natural items like litter. This can include leaves, flowers, the ground, bark, or even the sky. Look at these objects through the frame and challenge each pair or small group to choose test strips to match all of the colours in the frame.



## Wild painting

A fun and creative way to interact with the natural world.

Equipment:

- A sheet of paper
- A clip board (not essential but will make life a lot easier)

Method:

- Explore the area to find natural ways to make “paint”. You could use mud, leaves or flowers, berries etc. to ‘paint’ on the paper. Get creative and get those fingers a bit messy! Collect as many colours as possible.
- Afterwards, get all the students to gather together to show each other how many colours they made and what they used to make them.

## Bio-blitz

Give the children an allocated amount of time to spot as many plants and/or animals as they can. They can either draw, photograph or just list each species.

You can concentrate on specific groups, for instance trees, small flowers, mammals, insects, birds etc.

Minibeast hunting can be the most fun as the students can get closer to the animals, handle them, and better observe them. Please only carry out this activity if a member of Burnham Beeches staff is available to help supervise. A tray can be useful to observe non-flying insects, but if you can get hold of ‘pooters’, these are even better for catching and observe minibeasts. Download a sheet from [www.woodlandtrust.org.uk](http://www.woodlandtrust.org.uk).

## Bee spotter

Using a bee spotter sheet (download from [www.seenature.org.uk](http://www.seenature.org.uk)), encourage the students to find and identify bees. Encourage them to watch how the bees behave for a minute or so. See if they sip nectar or collect pollen from flowers. Write down any observations. Bring the groups together at the end to share what they have all observed.

This is only suitable May to September when the bees are out.

Note: Please remind students of the risks of being stung if they observe wasps, bees or hornets and be aware of any students with allergies.



## Micro journey

An activity in which children consider routes and mapping in miniature. They are challenged to imagine they are an ant, making a journey across a landscape and to consider the detail they see from the ant's perspective; the paths; tunnels; views; 'mountains' etc. Can also support literacy by stimulating the use of descriptive language and imaginative place naming, or even the writing of a guided tour.

Equipment:

- String or wool a few metres long
- Masking tape and a pen to write on it
- An area of the landscape that is varied
- Mirrors/magnifying glasses
- Camera - to record work

Method:

- Take a length of string. Lay it across a small stretch of varied ground in an interesting 'route' that takes in plants, bare patches, stones, hollows etc.
- Get low down to the ground and examine the route as if you were an ant.
- Where the string crosses 'interesting points' (stone, hollow, twig etc) mark them with small twigs and a 'masking tape flag'.
- Give these places a name like: 'Muddy Hollow', 'Devils Drop', 'Emerald Forest', 'Dead Man's Desert' etc.
- Use mirrors or magnifying glasses to get different perspectives.

## Spotter sheets

On the following pages we have created some spotter sheets. Give these to the children or create your own.



# Burnham Beeches & Stoke Common

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## Tree spotter sheet

How many of these trees can you see as you walk around the nature reserve? Can you spot the differences between them? Which ones are soft and which are spiky? Which have a smooth edge and which have a wavy edge?



Beech



Oak



Rowan



Silver birch



Willow



Hawthorn



Apple



Holly



Scots pine

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# Burnham Beeches & Stoke Common

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## Bug spotter sheet

How many of these bugs and beasts can you see? Some have many different types - try and spot the differences between them. Where do they live? Are they on the ground or flying? Do they have any legs - if so how many? What are they eating?



Spider



Stag beetle



Slug



Hover fly



Woodant



Butterfly



Bumble bee



Dragon fly



Hornet

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# Burnham Beeches & Stoke Common

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## Bird spotter sheet

How many of these birds can you see as you walk around the nature reserve? Count up each time you see one. What sort of nest do you think each one makes? Which ones live in holes in trees?



Mallard ducks



Blackbird



Great tit



Green woodpecker



Red kite



Goldfinch



Crow



Mandarin ducks



Robin



Great spotted woodpecker



Wren



Tawny owl

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# Burnham Beeches & Stoke Common

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## Flowers and fruit spotter sheet

These flowers and fruit can be seen at different times of the year. They are very important for the wildlife. How many will you see on your visit to the nature reserve?



Heather



Gorse



Fox glove



Water lillies



Stitchwort



Honey suckle



Thistle



Apple



Blackberries



Rowan berries



Ragwort



Celandine

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# Burnham Beeches & Stoke Common

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## Sound hunt sheet

Try and be very quiet for a few minutes and listen to the sounds around the nature reserve. How many of these things can you hear? Tick them off when you hear them.



Bird singing



Bee buzzing



Duck quacking



Dog barking



A hooting owl



Boots squelching in mud



Woodants rustling in the leaves



A Ranger's truck



Woodpecker drumming



Water in a stream



Frog croaking



Wind in the trees

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# Burnham Beeches & Stoke Common

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## Colour bingo

How many of these colours can you find on the plants and animals as you walk around the nature reserve? Write down what you saw in each box.

Yellow	Green	Blue	Brown
Red	Pink	White	Light green

Now can you find these harder colours?

Grey	Light blue	Black	Cream
Light brown	Lilac	Orange	Magenta

This is one of 14 green spaces managed by the City of London at little cost to the general public.



# Taking care when you visit

## Respect the nature reserve:

- close gates behind you and follow surfaced paths whenever possible.
- if livestock are on site give them plenty of room. They are not pets - remember that the behaviour of all animals can be unpredictable. Do not approach, try to feed or attempt to pet them and, if you want a picture, use a zoom lens.
- consider the local community and other visitors enjoying the open space.
- do not climb any of the old trees - they are very fragile and easily damaged.
- do not pick wild flowers or fungi.
- do not remove anything from the site.
- leave no trace of your visit and if you bring a picnic, please take your rubbish back to school to with you.

## Protect the natural environment:

- please stick to the paths, especially 1 April to 31 August when ground nesting birds and reptiles will be active and can easily be disturbed.
- please do not move logs from habitat piles.
- we do not allow fires on either of the sites.
- pond dipping is not allowed.

## Enjoy the outdoors:

- Plan ahead and be prepared.
- Follow advice from staff and local signs that you see on your visit.

Burnham Beeches and Stoke Common are important nature reserves and home to rare and interesting wildlife. Please make sure that everyone in your party treats them and their wildlife with the respect they deserve.

Thank you



## Contact us

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