



NUCLEAR
WILD FOREST
SCHOOLS

WILD FOREST

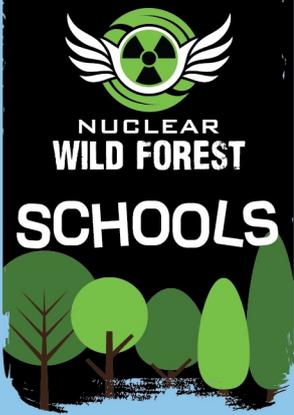
KS1 LEARNING RESOURCES

MUDDY OBSTACLE CHALLENGE



LOtC Quality Badge





NAME :

MUDDY OBSTACLE CHALLENGE

Let's have a think about teaming up and estimating.

1. COUNTING OBSTACLES

Look at the obstacle course grid map on the previous page.

Count how many obstacles you can see.

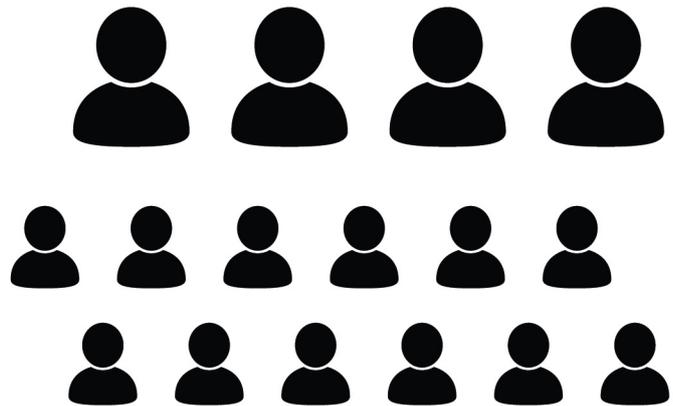
Can you **estimate** how many obstacles Wild Forest has in total?

2. TEAMWORK PLANNING

There are 12 children and 4 grown-ups. So they can take turns on the obstacles, can you split the children **equally** into 4 small teams and then draw around the groups?

How many are there in each team?

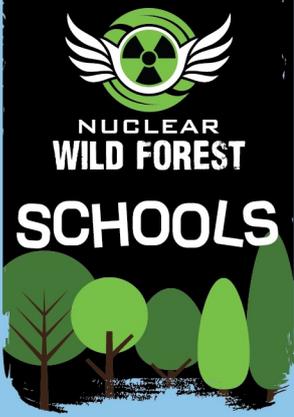
Are there enough grown-ups to look after each team of children?



3. MEASURING AND ESTIMATING DISTANCES

Walk 10 steps in the classroom -
Approximately how many metres did you go?





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Now it's time to look at some mapping activities and some maths problems.

5. MAP FUN & SIMPLE GRID COORDINATES

Look at the obstacle grid map again.

- The start of the course is at L1.
- A quarter pipe obstacle is at I5.
- The water pontoons are at K7.

Questions:

Can you point to the water pontoons on the grid?

Draw a line from the water pontoons to the obstacle at G8.

Are the water pontoons up, down, left, or right from I7?

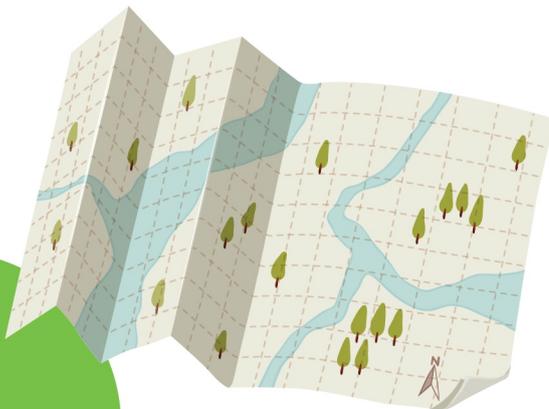
Draw your own obstacle in a square and note its grid position.

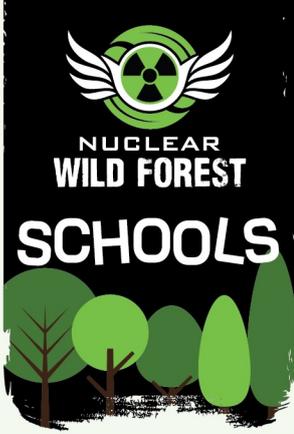
4. MUDDY OBSTACLE WORD PROBLEMS

If it takes 2 minutes to go over an obstacle, how long will 3 obstacles take to go over? _____

If 6 children share 2 obstacles, how many children will go on each obstacle? _____

If there are 3 mud pits, and you jump over 1 pit at a time, how many jumps do you need to do? _____





TEACHER NOTES

1. Counting Obstacles

- 8 obstacles
- Estimations: Wild forest has 45 obstacles in total!

Curriculum Links:

Maths – Number: Counting objects, estimating quantities

Maths – Reasoning: Talk about choices and explain answers

2. Teamwork Planning

- 3 children in each group
- There are 4 adults, enough for 4 teams of 3.

Curriculum Links:

Maths – Addition & Subtraction: Simple grouping and sharing

PSHE: Teamwork, collaboration

3. Measuring and Estimating Distances

- 10 classroom steps \approx 5–10 m (depending on child)

Curriculum Links:

Maths – Measurement: Length, counting steps, estimating distance

4. Muddy Obstacle Word Problems

- $2 \text{ minutes} \times 3 \text{ obstacles} = 6 \text{ minutes}$
- $6 \text{ children} \div 2 \text{ obstacles} = 3 \text{ children per obstacle}$
- $3 \text{ mud pits} \times 1 \text{ pit per jump} = 3 \text{ jumps}$

Curriculum Links:

Maths – Number: Simple addition, subtraction, and division

Problem Solving: Use pictures, counters, or drawings to help

5. Map Fun & Simple Grid Coordinates

- The correct square is K7
- The drawn line will go from water pontoons to the climbing wall at G8
- Right.

Teacher Tip:

Use a large floor grid or playground chalk grid first, then move to paper to support physical learning and understanding.

Curriculum Links (KS1):

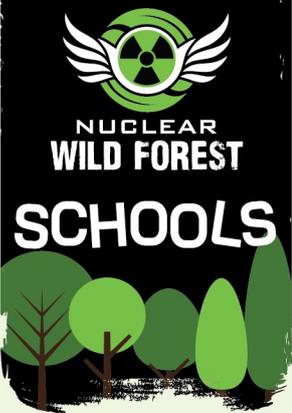
Maths – Geometry (Position & Direction):

Describe position using simple grid references

Use positional language (up, down, left, right)

Maths – Reasoning:

Explain thinking using mathematical vocabulary

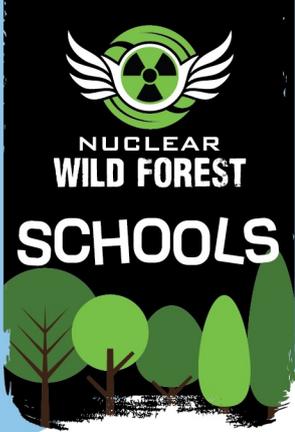


NAME :

MUDDY OBSTACLE CHALLENGE

Hello Mud Warriors! Before your visit to the Nuclear Wild Forest obstacle activity centre, let's explore some fun activities to help us get ready! First of all, lets look at some of the obstacles you might come across...





NAME : _____

MUDDY OBSTACLE CHALLENGE

Let's explore some quick activities to help us get ready! We will learn a bit about our bodies, exercise and the muddy world around us.

1. MOVING OUR BODIES

- Use this space to draw yourself doing one activity you might do at the obstacle course: running, jumping, crawling, or climbing.
- Can you point to which parts of your body you use (arms, legs, feet, hands)?
- Try stretching your arms and legs – which muscles can you feel?

2. HOW FAST CAN YOUR HEART BEAT?

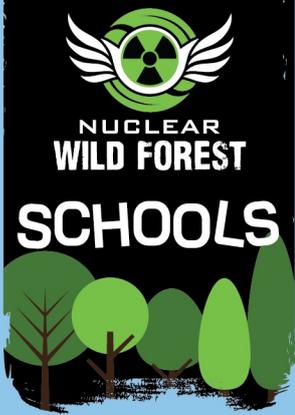
- Find your pulse on your wrist or neck.
- How many beats you feel in 10 seconds?
- Multiply this number by 6 to get your beats per minute x 6 = BPM

Now run on the spot for 30 seconds!

- Count your pulse again, how many beats you feel in 10 seconds now?
- Multiply this number by 6 x 6 = BPM



Discuss in your group
Do you know why your heart beats faster after exercise?



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MUDDY OBSTACLE CHALLENGE

Let's have a look at how we balance, what a wonderful thing mud is and what we might eat and drink to make sure our body is giving us lots of energy.

3. BALANCING FUN

- Walk along a straight line on the floor (like a balance beam). Try with arms out wide, then arms down! Is it more difficult one way?
- Can you hop on one foot? Crawl under a chair?
- Which ways help you keep your balance best?



4. MUD AND NATURE

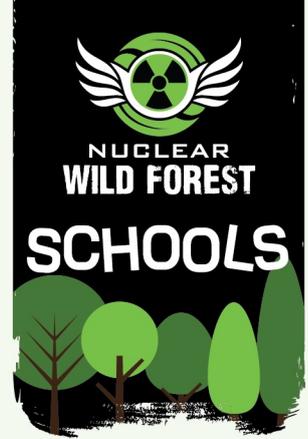
- Go outdoors and hunt for an area of mud. Can you see any insects, animals, or plants living in it?
- Draw a picture of what might live in the mud.
- Talk about why muddy places are good for animals and plants.

What is mud?

5. EATING AND DRINKING FOR ENERGY

- Make a list of foods and drinks that give you energy for playing outside.

Blank writing area with horizontal dotted lines for notes.



TEACHER NOTES

1. Moving Our Bodies

Body parts: arms, legs, hands, feet, head, shoulders, back.

Muscles are small and simple to discuss: "arms help us climb, legs help us run."

Curriculum Links:

Science – Animals, including humans: Notice and name body parts.

PE: Use running, jumping, and balancing movements.

2. How Fast Can Your Heart Beat?

Resting heart rate: usually around 70–110 bpm for young children.

Heart beats faster after exercise – link to oxygen and energy for muscles.

Use simple tables for recording (student-friendly).

Curriculum Links:

Science – Animals, including humans: Notice changes in your body during activity.

Maths: Count and compare numbers.

3. Balancing Fun

Balance depends on: wide stance, arms out, focus.

Observe differences between slow and fast movements.

Curriculum Links:

PE: Develop balance, coordination and agility.

Science – Forces (simple): Notice how your body moves against gravity.

4. Mud and Nature

Common mud dwellers: worms, slugs, insects, small frogs.

Plants: grass, reeds, moss.

Discuss why mud is wet, soft, and important for animals.

Curriculum Links:

Science – Living things and their habitats: Explore plants and animals in their habitats.

Geography/Science: Talk about soil and mud.

5. Eating and Drinking for Energy

Healthy foods: fruit, vegetables, sandwiches, cheese, yogurt.

Drinks: water is best.

Emphasize moderation, variety, and energy for play.

Curriculum Links:

Science – Animals, including humans: Learn about healthy eating and keeping active.

PSHE: Understand how to stay healthy.