A Wild Adventure

Y1

In a dark, dark wood…

What might you see in the deep dark wood?

If you go down to the woods today you're sure of a big surprise! Foxes and badgers, voles and mice, beady-eyed owls in the swaying tree tops.

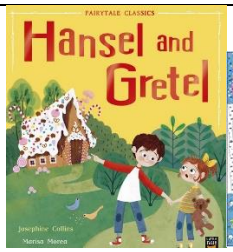
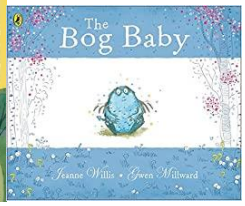
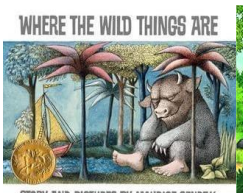
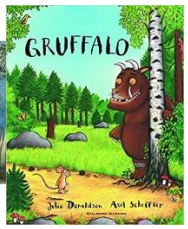
Beneath the leaves are tiny footprints…. Animals or imp? You decide! Deciduous or evergreen? What can you find? Can you match a leaf to its tree? Can you match a petal to its flower?

Let's build a den, stick by stick and branch by branch. Or we could make a teeny tiny home for a woodland fairy! Then let's party down in the wood with The Gruffalo and all his woodland friends. We'd better not get lost….

Let's make a map as we go! At last it's time to rest by the woodland fire, listening to stories and toasting our sweet, gooey marshmallows. Yum, yum!

English	Using our texts as starting points, we will be creating our own woodland stories. As preparation for this we will be learning how to write sentences correctly and spelling topical vocabulary. Thinking about characters and settings and how to choose exciting words to improve our work. The children will be doing drama to orally rehearse their ideas before writing.
Maths	Place value to 50 Subtraction and addition within 50 Money Time to the hour and half hour
Science	Identifying trees and plants in a woodland habitat. Sorting and classifying plants and animals. Thinking about how habitats develop and need to be looked after.
Computing	Create pictograms of things you find in the nature area. Classify these and group them. Take photographs of the nature area and make a safety poster so that everyone can be safe when they play.
History	Tree planting and asking questions about what the nature area used to be like
Geography	Asking simple geographical questions. Making simple maps and plans of the nature area
Art	Anthony Goldsworthy, making art out of nature, experimenting with mixing colour, collage, lapping materials, printing
DT	Making a feast for the Gruffalo. Design and make a party making decorations and testing fairy lights and diagnosing problems. Making fairy houses
Music	Perform a song with percussion for the Gruffalo's party. In the groove Charanga Listen to music inspired by nature. e.g. The Lark Ascending- Elgar Listen to recording of different bird songs and animal sounds. Use percussion instruments to create a woodland soundscape.
PSHE	Keeping myself safe and growing and changing. Looking after our world.
PE	Dance – fairy dance and Gruffalo dance.
RE	Unit 1.8 Who am I and what does it mean to belong? Core AND Digging Deeper

National Curriculums Areas and Skills

English	    Using our texts as starting points, we will be creating our own woodland stories. As preparation for this we will be learning how to write sentences correctly and spelling topical vocabulary. Thinking about characters and settings and how to choose exciting words to improve our work. The children will be doing drama to orally rehearse their ideas before writing.	
Maths	Place value to 50 Subtraction and addition within 50 Money Time to the hour and half hour	
Science	• identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • identify and describe the basic structure of a variety of common flowering plants, including trees	• WS1 asking simple questions and recognising that they can be answered in different ways • WS2 observing closely, using simple equipment and measurement • WS3 performing simple tests • WS4 identifying and classifying • WS5 using their observations and ideas to suggest answers to questions • WS6 gathering, recording and communicating data and findings to help in answering questions. • WS7 use scientific language and read and spell age-appropriate scientific vocabulary • WS8 begin to notice patterns and relationships.
Computing	• use technology purposefully to create, organise, store, manipulate and retrieve digital content • recognise common uses of information technology beyond school	• Use technology to purposely create digital contact • Predict the behaviour of simple programs

	• use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.	
History	• changes within living memory	• Find answers to simple questions about the past from simple sources of information
Geography	• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop • use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment • use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map	• ask simple geographical questions • make simple maps and plans • use basic geographical vocabulary to refer to key physical and key human features
Art	• to use a range of materials creatively to design and make products • to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination • to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space • about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work	• describe the work of notable artist and artisans and designers. • Use some of the ideas of artists studied to create pieces of work • Offer opinions about art studied • Show pattern and texture • Experiment with mixing colour • Using repeating over lapping shapes • Use and create printing
DT	Design design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology Make select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]	• Assemble and cook ingredients • Demonstrate basic joining • Demonstrate a range of cutting and shaping • Diagnose faults in battery operated items • Explore objects and designs like and dislikes of the designs

	select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria	
Music	• use their voices expressively and creatively by singing songs and speaking chants and rhymes • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the interrelated dimensions of music	• Take part in singing following a melody • Follow instructions on how to sing and when or play an instrument – rounds • Recognise changes in pitch, dynamics and timbre
PE	perform dances using simple movement patterns.	• Copies and explorer basic movements and body patterns • Remembers simple movements and dance steps • Links movements to sounds and music • Respond to changes in stimuli • Can run at different speeds • Can jump from a standing position • Performs a variety of throws with basic control

Ideas for homework

- ☺ Visit your local library and research, woodland flowers, plants and animals and their habitats.
- ☺ Read and talk with an adult about the interesting facts found in the non-fiction books. Perhaps you could bring the books to school to share with the class?
- ☺ Can you make miniature homes and gardens for fairies and pixies?
- ☺ Use natural materials such as bark, pebbles, twigs, leaves and pine cones. Draw a picture or take a photograph of it to show at school.
- ☺ Compare the shape and size of different leaves and measure them using a ruler to the nearest centimetre with an adult.
- ☺ Write a 'who am I?' riddle for family and friends to solve. Write clues about a woodland animal, plant, or tree.
- ☺ Build a den with your family or friends. Draw a picture or take a photograph of it to show at school. Write about how you made your den and the materials you used.
- ☺ Make a mini book or leaflet about your favourite woodland animal using facts. Research on the internet or visit the local library to find facts and information about your woodland animal.
- ☺ Measure the width, length or height of different trees or bushes, twigs, and leaves found in your garden, local park, or woodland? Record your findings in a table.
- ☺ Draw and write a plant diary. Take photographs or draw pictures to show your plant as it grows and changes each week