



The enchanted woodland

Imaginative Learning Project for Year 1 children

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... animal 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 woods, with Mr Fox and all his woodland friends. We'd better not get lost... let's leave a trail of conkers as we go!

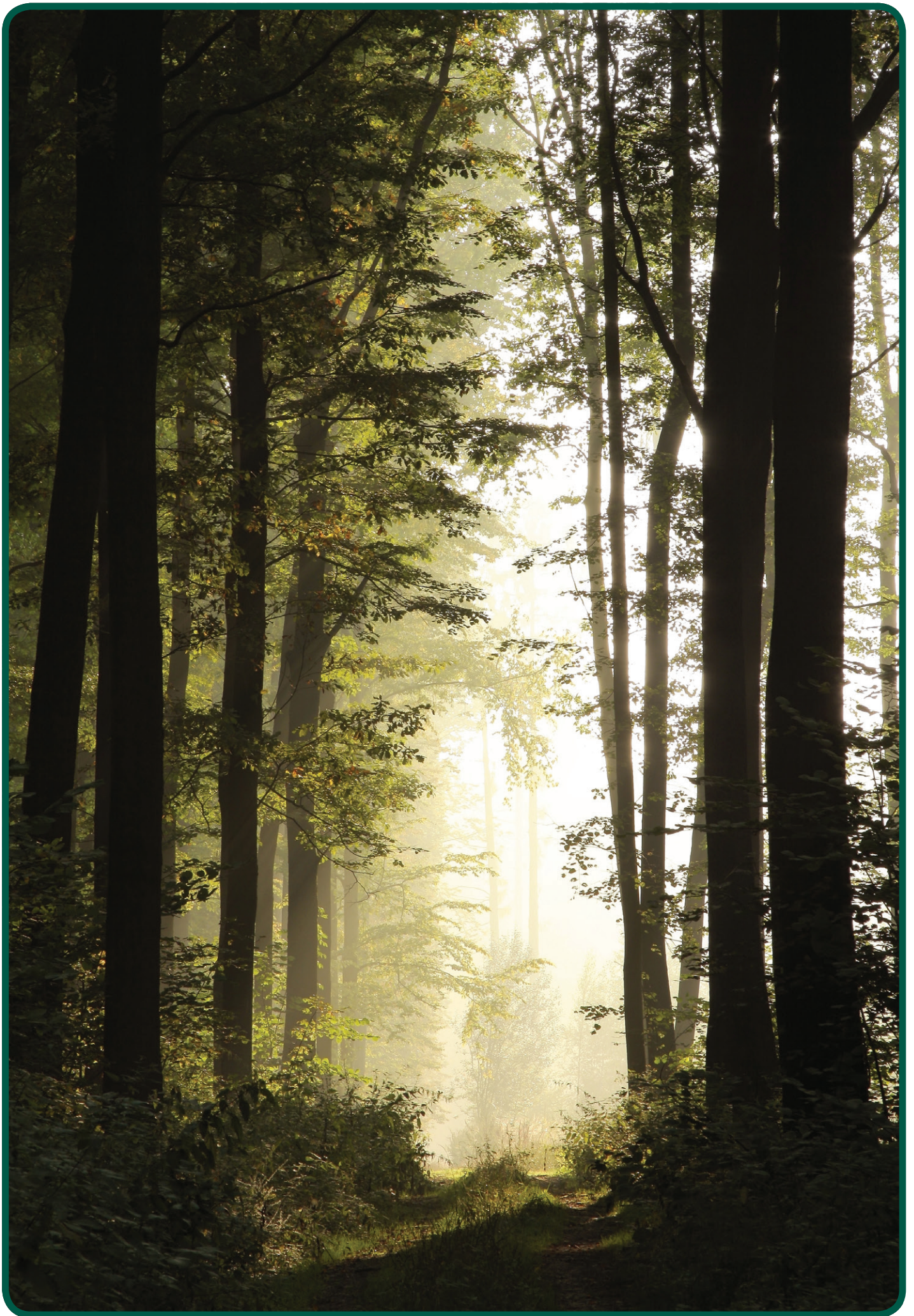
At last it's time to rest by the woodland fire, listening to stories and toasting our sweet, gooey marshmallows. Yum, yum!

ILP focus	Creative development
Language, literacy and communication	Information books and letters; Lists and instructions; Narratives Range: R LLC 1, 3, 6
Mathematical development	Measuring length and height; Using money Range: R MD 6
Personal and social development, well-being and cultural diversity	Feeling positive; Looking after the environment Range: R PSWC 1, 6, 9
Knowledge and understanding of the world	Plants and animals; Identifying and classifying; Making maps; Sending an email Range: R KUW 3, 5; R KUW MLT 2, 5
Physical development	Team games Range: R PD 1, 4
Creative development	Working with natural materials; Drawing and painting; Building structures; Vegetable orchestra Range: R CD 1, 3, 4

Access teaching resources for this ILP on The Hub.

‘The creation of a thousand
forests is in one acorn.’

Ralph Waldo Emerson



Programme of study

In this project children will have the opportunity to...

Oracy

Speaking

- ☐ **Or S 2** Talk about things they have made or done, explaining the process.
- ☐ **Or S 1** Express an opinion on familiar subjects.
- ☐ **Or S 9** Use a variety of questions (e.g. 'Who?', 'What?', 'Why?', 'When?' and 'How?'), for a variety of purposes and to clarify understanding.
- ☐ **Or S 3** Include some detail and some relevant vocabulary to extend their ideas or accounts.
- ☐ **Or S 6** Speak audibly, conveying meaning to listeners beyond their friendship group.
- ☐ **Or S 8** Respond with increasing detail to drama and other creative stimuli.
- ☐ **Or S 4** Build on previous experience, making themselves clear by:
 - organising what they say
 - choosing words deliberately.

Listening

- ☐ **Or L 1** Listen to others, with growing attention, usually responding appropriately (e.g. carrying out instructions).
- ☐ **Or L 5** Follow more complex action commands.
- ☐ **Or L 2** Listen to and carry out increasingly complex instructions.
- ☐ **Or L 9** Answer 'Who?', 'What?', 'When?', 'Where?', 'How?' and open-ended questions relating to own experiences, stories or events.

Literacy

Reading

- ☐ **Re RA 2** Explore language, information and events in texts.
- ☐ **Re C 2** Identify information related to the subject of a text.
- ☐ **Re C 3** Recall details from information texts.
- ☐ **Re RS 12** Look for clues in the text to understand information.
- ☐ **Re C 1** Retell events from a narrative in the right order.
- ☐ **Re RS 14** Identify words and pictures on-screen which are related to a topic.

Writing

- ☐ **Wr MPR 4** Talk about what they are going to write.
- ☐ **Wr MPR 5** Write words, phrases and simple sentences and read back own attempts.
- ☐ **Wr MPR 1** Write in response to a variety of stimuli on subjects that are of interest or importance to them, including stories, poems, class activities and personal experiences.
- ☐ **Wr MPR 2** Communicate purposefully in writing (e.g. may be supported by a drawing).
- ☐ **Wr SO 5** Understand different types of writing (e.g. records of events, descriptions, narrative).
- ☐ **Wr GPSH 2** Use capital letters and full stops with some degree of consistency.
- ☐ **Wr SO 3** Develop the use of a storyline within imaginative writing.
- ☐ **Wr SO 4** Use a simple plan to support and organise writing (e.g. story boards, thinking maps).

Mathematical development

- ☐ **Ma DS CPI 1** Sort and classify objects using more than one criterion.
- ☐ **Ma MS LWMC 1** Use non-standard units to measure:
 - length, height and distance
 - weight/mass
 - capacity.
- ☐ **Ma GS S 2** Use 2D and 3D shapes and describe how they fit together.
- ☐ **Ma NS FR 1** Count reliably up to 20 objects.
- ☐ **Ma MS AVAP 2** Describe position, direction and movement.
- ☐ **Ma NS MM 2** Find totals and give change from 10p.

Children will apply the skills shown in bold during the Innovate stage.

Personal and social development, well-being and cultural diversity

☐	PSWC PD 9	Value the learning, success and achievements of themselves and other people.
☐	PSWC WB 4	Demonstrate care, respect and affection for other children, adults and their environment.

Knowledge and understanding of the world

☐	KUW 9	Make observations and measurements and keep records.
☐	KUW 15	Communicate observations and measurements.
☐	KUW 10	Make comparisons and identify similarities and differences.
☐	KUW 11	Sort and group information using ICT on some occasions.
☐	KUW 2	Think about questions and then ask them and listen to the answers.
☐	KUW 3	Listen to others' ideas.
☐	KUW 12	See links between cause and effect.
☐	KUW 19	Use and become familiar with common words and phrases for their world.
☐	KUW 20	Reflect on and evaluate their own and others' work.

Physical development

☐	PD AP 2	Move safely with increasing control and coordination.
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Creative development

☐	CD ACD 2	Value the learning, success and achievements of themselves and other people
☐	CD ACD 4	Develop and use their understanding of colour, line, tone, texture, pattern, shape and form.
☐	CD ACD 3	Mix, shape, arrange and combine materials to create their own images and objects that communicate and express their ideas, feelings and memories creatively.
☐	CD ACD 1	Explore and experiment with a variety of techniques and materials.
☐	CD ACD 6	Use a variety of materials and tools for experimentation and problem solving.
☐	CD ACD 8	Reflect on their own and others' work

Children will apply the skills shown in bold during the Innovate stage.

‘Trees are poems that the
earth writes upon the sky.’

Sand and Foam

Khalil Gibran



Engage

Engage

Memorable experience

Visit a local woodland to enjoy an outside walk, using their 'super senses' to observe nature's beauty and magic. In a small bag, collect fallen treasures they find along the way. Encourage the children to describe their surroundings and take digital photographs of interesting things: tree bark, leaves of different shapes and sizes, wild flowers or nuts and seeds. **Make the children aware of woodland safety rules, pointing out things that shouldn't be touched or eaten, keeping calm and looking out for hazards.** Maybe leave some fantasy items for children to find... miniature slippers, a weeny pair of wings, a tiny bowl, a sprinkle of fairy dust, or a mysterious little spell book!

Back at school, set up a nature table to display all the interesting and exciting treasures they have collected.

English focus: Recounts

Areas of learning	Children could...
Oracy Or S 2 Talk about things they have made or done, explaining the process.	Talk about their woodland experience, using the photographs taken to remember and recall what they saw and did, and how it felt to be in the woodland. Work in small groups, retelling the day by setting out the photographs in sequence. Teacher note Encourage the children to use connective phrases such as: first we, then we, next, after that, finally. Children could use Photo Story or PowerPoint to sequence their digital images.
Reading Re RA 2 Explore language, information and events in texts.	Explore and read together a range of books and posters about British woodland, then make a joint list of useful words. Write the words on individual cards and display on the branches of a 'word tree' for use in their own writing and play. Teacher note Make a word tree by securing a fallen branch in a bucket of earth. Thread punched word cards with string or ribbon and hang them from the branches. The cards could be shaped like leaves or birds.
Writing Wr MPR 4 Talk about what they are going to write.	Use their sequenced woodland visit pictures to write a simple sentence describing each one. Start each sentence with a simple time connective. Refer to their word tree for help when describing the woodland. Teacher note You can give the children fewer images than were taken: just three would be enough to show the beginning, middle and end.
Writing Wr MPR 5 Write words, phrases and simple sentences and read back own attempts.	Finish their recounts, reading them aloud to check their sentences make sense. Make any changes they think necessary and share their work with others including parents and carers. Teacher note Invite parents to hear the children's experiences of their woodland visit, displaying their photographs and work.



Curriculum enrichment: Trees

Areas of learning	Children could...
Knowledge and understanding of the world KUW 9 Make observations and measurements and keeping records. Wr MPR 1 Write in response to a variety of stimuli on subjects that are of interest or importance to them, including stories, poems, class activities and personal experiences.	Make friends with a tree! Working in pairs, choose a tree to befriend. Circle it with their arms, smell it, touch its bark and take a close look at its branches and leaves. Take rubbings of its bark, collect a few of its leaves and take a photograph of their tree with a digital camera to help with identification. Teacher note Back in the classroom, children could, identify and make a mini book all about their 'own' tree including their rubbings and leaf prints. Write independently about their tree.
Knowledge and understanding of the world KUW 15 Communicate observations and measurements. Ma DS CPI 1 Sort and classify objects using more than one criterion.	Sit in a quiet wooded area and observe bird life. Count how many birds and different bird types they can see. Talk about what they see the birds doing in the trees. Teacher note Demonstrate how binoculars help them to watch the birds more closely. Provide a range of common British bird books and cards for children to read independently. Children could read and interpret a pictogram that shows data about birds displayed on the interactive white board, before making their own using a simple graphing package.
Mathematical development Ma MS LWMC 1 Use non-standard units to measure: – length, height and distance – weight/mass – capacity.	Measure the circumference of a tree. Use a range of non-standard measures to compare sizes of different trees, including string, hands and blocks. Make the comparisons fair by measuring each tree at the same height, perhaps the base or at head height. Teacher note Approximately 2.5 cm of a tree's girth equates to one year's growth.
Knowledge and understanding of the world KUW 10 Make comparisons and identifying similarities and differences. Or S 1 Express an opinion on familiar subjects.	Learn that some trees are deciduous and some are evergreen. Look at pictures of both types of tree and read their names. Take a walk around the local environment to look at people's gardens and describe the trees they can see – deciduous or evergreen? Teacher note Deciduous trees shed their leaves during autumn while evergreens keep their needle-like leaves all year round. Provide simple picture cards to help children match trees. Talk about the differences they notice between different types of tree.
Creative development CD ACD 2 Make choices when choosing materials and resources. Or S 2 Talk about things they have made or done, explaining the process.	Make a wacky and wonderful tree boggart! Press clay onto a tree trunk and sculpt a face into it using sticks, twigs, leave, stones and bark. Take a photograph of everyone's tree boggarts to display in the classroom. Teacher note A tree boggart is a face sculpted on the surface of the tree bark. Each child needs a small ball of soft clay to press into the trunk to make the base of the face.

‘Once upon a time there were four little Rabbits, and their names were, Flopsy, Mopsy, Cotton-tail and Peter.’

The Tale of Peter Rabbit

Beatrix Potter

Develop



Develop



English focus: Information books and letters

Areas of learning	Children could...
Oracy Or S 9 Use a variety of questions (e.g. 'Who?', 'What?', 'Why?', 'When?' and 'How?'), for a variety of purposes and to clarify understanding.	Invite a woodland animal (or puppet!) into school and ask questions about their life in the woods. Compose questions with a partner beforehand, thinking carefully about what they want to ask. Teacher note Encourage the children to write thank you letters to their animal visitor, enclosing pictures they have drawn of them and describing what they learned from his or her visit.
Reading Re C 2 Identify information related to the subject of a text.	Use information books and the web to find out more about their visitor and other woodland animals. Talk about what they have learned and record their ideas on sticky notes and whiteboards to share with others. Teacher note Working together, look at a variety of woodland animal images and describe what they see. Record words and phrases offered by the children so they can use them in their independent writing. Ask the question, 'What do we know about...?'
Writing Wr MPR 2 Communicate purposefully in writing (e.g. may be supported by a drawing).	Using drawings and writing, make a mini book about their favourite woodland animal. Use words collected during shared time to make it interesting and fun. Teacher note Provide children with lots of different resources to make their books, such as paper, card, clips, staples and a variety of interesting drawing and writing materials.
Writing Wr SO 5 Understand different types of writing (e.g. records of events, descriptions, narrative).	Complete the letter to their woodland visitor telling them what they have learned about woodland animals since their visit. Put their letters into envelopes, decide on the right address to use and walk to the post office to post them. Teacher note Hand the letters to the postmaster, then wait for a reply!
Oracy Or S 1 Express an opinion on familiar subjects.	Read or listen to their woodland visitor's response as he explains how impressed he was with all that they learned about woodland animals. Discuss and respond to any questions their visitor asks in his letter. Teacher note In creating a 'response' from their woodland visitor, pose further questions for the children to discuss. For example, how could you help to care for the woodland and its animals?



Curriculum enrichment: All creatures great and small

Areas of learning	Children could...
Knowledge and understanding of the world KUW 11 Sort and group information using ICT on some occasions. Re C 3 Recall details from information texts.	Sort pictures of animals into those which live in a woodland habitat and those which live in their homes and local environment. See if they can find any that live in both places. Find out more by reading non-fiction books together and independently. Teacher note Encourage the children to share their ideas and discoveries in conversations with adults and other children. Children could use a simple database or branching database to identify and name a selection of woodland animals.
Knowledge and understanding of the world KUW 2 Think about questions and then ask them and listen to the answers. Or S 9 Use a variety of questions (e.g. 'Who?', 'What?', 'Why?', 'When?' and 'How?'), for a variety of purposes and to clarify understanding.	Play the 'Who am I?' game. Ask their classmates questions to work out which animal's name is on their back! For example, 'do I live in a tree?' Or 'Do I have 4 legs or 2?' Teacher note 'Who am I?' is a fun way to learn more about animals: attach the name or a picture of a woodland animal to each child's back. Each child must then ask probing questions to discover which animal they are! Give the children some key words or questions to use.
Physical development PD AP 2 Move safely with increasing control and coordination. Or L 1 Listen to others, with growing attention, usually responding appropriately (e.g. carrying out instructions).	Play 'Owl's-a-hunting'! Pretend to be little mice, scampering around and then freezing when they hear the 'Too-wit, too-woo' of an owl! Teacher note Any mice seen moving by the owl (teacher), after hearing the hoot, are 'gobbled up' and then join the owl in looking for some more little mice to eat. The winner is the last mouse uneaten! This is a good game for learning about predator/prey relationships in the woodland. Change the predators and prey to explore different relationships. You might choose caterpillars and birds, or foxes and rabbits.
Creative development CD ACD 4 Develop and use their understanding of colour, line, tone, texture, pattern, shape and form. Ma GS S 2 Use 2D and 3D shapes and describe how they fit together.	Draw or paint a picture of a woodland creature, using a range of photographs and pictures to observe their features before doing so. Extend to make 3-D junk models of different creatures including foxes, badgers, birds, squirrels and owls. Teachers note Often local museums have stuffed and mounted animals available for loan which are invaluable for drawing work and general scientific observation.

Develop



English focus: Lists and instructions

Areas of learning	Children could...
Oracy Or S 3 Include some detail and some relevant vocabulary to extend their ideas or accounts.	Look at picture cards of British woodland flowers and flowering plants such as bluebell, gorse, bramble, wild strawberry, foxgloves, wild garlic, wood sorrell, and buttercups. Read their names and describe and talk about their features, including leaf shapes, petal forms, colours and other features such as thorns, prickles, fruit and scent. Play a game of 'Guess my name', describing to others what they see and giving answers. Teacher note Display picture cards with flower and plant name captions. Some names are tricky to read, so draw children's attention to links with phonic work when reading.
Reading Re RS 12 Look for clues in the text to understand information.	Read a set of simple instructions on how to make a woodland crown. Read sentences aloud and carry out instructions to complete one together. Highlight the 'bossy' verbs in the instructions which told them what to do! Make a list of any other bossy words that they could use to tell others what or how to do something! Teacher note This activity links to Art & Design (p.9). Ask the children to consider whether the instructions were clear enough. Were they easy to follow? Did they need to be told any extra information? Would extra steps have helped?
Writing Wr MPR 4 Talk about what they are going to write.	Share how they made their own individual woodland crowns. If photographs were taken of the making process, use these to help sequence what they did, and think about how they would instruct someone else to make one. Begin to write a simple set of instructions for 'How to make a Woodland Crown'. Teachers note Help children sequence their sentences by displaying photographs or encouraging them to talk about what they did, how they did it and in what order.
Writing Wr GPSH 2 Use capital letters and full stops with some degree of consistency.	Complete their woodland crown instructions, numbering them and adding helpful drawings and diagrams. Check with a partner to make sure they make sense and that all their sentences have a full stop and capital letter. Teacher note Children could word-process their instructions, adding digital images and photographs.
Writing Wr MPR 5 Write words, phrases and simple sentences and read back own attempts.	Complete their instructions by adding a list of all the resources and materials they used. Write their list using bullet points or commas. Teacher note Display the children's instructions with their finished crowns.



Curriculum enrichment: Wild flowers

Areas of learning	Children could...
Knowledge and understanding of the world KUW 10 Make comparisons and identifying similarities and differences. Ma NS FR 1 Count reliably up to 20 objects.	Identify the leaves, flowers, petals, seeds, roots and stem of a wild flowering plant. Dissect and observe them using a digital microscope or hand lens. Count the petals or leaves, noticing their shape and pattern and comparing their similarities and differences. Teacher note Stick the petals, leaves or seeds to a piece of double-sided sticky tape attached to a card shape for the children to examine.
Knowledge and understanding of the world KUW 11 Sort and group information using ICT on some occasions. Or S 6 Speak audibly, conveying meaning to listeners beyond their friendship group.	Sort items collected from their woodland walk into groups of living things, dead things and things that have never been alive. Explain why they have sorted them in that way and think of other things that could be added to these groups. Teacher note This activity could also be extended to sort and classify items by shape, colour and pattern. Children could use digital photographs of their collected items to create a branching database.
Knowledge and understanding of the world KUW 3 Listen to others' ideas. Or L 1 Listen to others, with growing attention, usually responding appropriately (e.g. carrying out instructions).	Plant wild and woodland flowers using seeds and bulbs native to woodlands of the UK. Look for suitable planting spots – shaded areas of the school grounds, a hedgerow or under the canopy of a large tree. Teacher note You may need to prepare the area with the children first, getting rid of any other coarse vegetation or weeds. You can do this by laying a large piece of old carpet on the ground for a few months to kill any existing vegetation. Reasonably priced mixed wildflower seed packs are available online.
Knowledge and understanding of the world KUW 12 See links between cause and effect. Or S 3 Include some detail and some relevant vocabulary to extend their ideas or accounts.	Investigate how pine cones open and close in different environmental conditions. Carefully tap a pine cone to find out whether the seeds fall out. Place the pine cone in a warm, dry place and notice what happens to it. Find out how the pine cone changes when placed in a cold or wet place. Consider why the pine cone might open and close. Teacher note Pine cones rely on the wind for seed dispersal. On dry days the cones open, allowing the seeds to be blown out and dispersed. On wet days the pine cones swell and close up, because wet days are less favourable for seed dispersal. Do not use shop-bought cones for this task as they may have been baked and will no longer respond to environmental changes.
Creative development CD ACD 3 Mix, shape, arrange and combine materials to create their own images and objects that communicate and express their ideas, feelings and memories creatively. Or S 8 Respond with increasing detail to drama and other creative stimuli.	Make their own woodland crowns! Draw around flower, fruit, seed and leaf templates then paint them and cut them out. Stick them carefully to a card band or crown adding twigs, acorns, and other woodland treasures. Teacher note This activity links to English work on instructions (see p.8). Children can also cut pictures from magazines and newspapers to add to their woodland crowns, which might also show words and flower names. Remember to take photographs of the creative experience, documenting how the crowns develop from start to finish.

Develop



English focus: Narrative

Areas of learning	Children could...
Reading Re C 1 Retell events from a narrative in the right order.	Listen to the traditional tale 'Hansel and Gretel' and talk about what happens. Retell the story together, perhaps ordering pictures to sequence the events. Think and share a sentence for each picture card. Read the story independently or with a partner or other adult. Teacher note Prepare a collection of picture cards that children can use to sequence and retell the story.
Writing Wr MPR 4 Talk about what they are going to write.	Read a simplified and error-filled version of the story! Spot the mistakes and talk about them, rewriting the sentences correctly. Teacher note For example, 'Once upon a time there were two children called Hansel and Petal. They lived in a house in the park'. Encourage the children to cross out mistakes and add in the correct words and spellings. At the end of the lesson, model corrections and show the children's ideas and suggestions on an interactive whiteboard.
Writing Wr SO 3 Develop the use of a storyline within imaginative writing.	Look at and talk about a range of slides or images of mysterious woodland pathways. Choose a favourite picture and imagine they have found the pathway and are about to follow it into the woods. Imagine they meet an animal or a magical creature or find a rare flower or plant. Begin to write a story about their woodland adventure. Teacher note There are lots of images of woodland paths on the web. Provide the children with a three-page concertina booklet on which to write their story. Stick the image of their woodland pathway on the front of their booklets.
Writing Wr SO 4 Use a simple plan to support and organise writing (e.g. story boards, thinking maps).	Share their story ideas with an adult or writing partner, explaining what they are writing and imagining. Continue developing their stories using support materials such as word banks, simple dictionaries and picture cards of animals, plants and flowers. Teacher note Some children may require a writing frame to structure their writing. Alternatively, the children could write their stories completely unaided for more imaginative results!
Writing Wr MPR 2 Communicate purposefully in writing (e.g. may be supported by a drawing).	Complete their stories adding a clear title, the author's name, decorations and illustrations. Read their stories aloud to others in the group. Teacher note Display the children's books in an 'Imagination Corner' with mysterious pathway images, small world creatures and animals, and other woodland books and stories.



Curriculum enrichment: Fantasy woodland

Areas of learning	Children could...
Creative development CD ACD 1 Explore and experiment with a variety of techniques and materials. Re RS 14 Identify words and pictures on-screen which are related to a topic.	Use natural materials from the woodland or local outdoor environment to make whittled sticks, tree hangings and sculptures. For inspiration, look at the work of the artist, Andy Goldsworthy, describing what they like or find interesting about his work. Teacher note Take photographs and ask the children to write a simple sentence about their experiences for display.
Creative development CD ACD 6 Use a variety of materials and tools for experimentation and problem solving. Ma MS AVAP 2 Describe position, direction and movement.	Read a simplified and error-filled version of the story! Spot the mistakes and talk about them, rewriting the sentences correctly. Teacher note For example, 'Once upon a time there were two children called Hansel and Petal. They lived in a house in the park'. Encourage the children to cross out mistakes and add in the correct words and spellings. At the end of the lesson, model corrections and show the children's ideas and suggestions on an interactive whiteboard.
Creative development CD ACD 2 Make choices when choosing materials and resources. Or L 5 Follow more complex action commands.	Create teeny treats for a tiny tea party to serve to imaginary woodland creatures. Work with an adult to bake mini bramble crumbles and pies, fairy cakes with leaf decorations or chocolate logs with edible flower decorations...perhaps even a gingerbread house? Teacher note Serve tiny portions on small cups and saucers and have a teeny weeny picnic in the outdoors. Children could also make imaginary foods using play dough or modelling dough. Take care to model good hygiene in food preparation.
Mathematical Development Ma NS MM 2 Find totals and give change from 10p.	Set up a woodland shop using natural items such as leaves, feathers, sticks, pebbles and cones to stock their woodland store. Create their shop in the outdoors, using logs and wooden off-cuts and stumps for tables and chairs. Create mini price tags and role-play buying and selling. Solve money problems using the shop items. Teacher note Provide children with blank price tags on elastic bands to attach to different items. They will also need a range of wooden baskets, pens, coins and paper shopping bags for their role play and problem solving.
Knowledge and understanding of the world KUW 19 Use and become familiar with common words and phrases for their world. Wr MPR 2 Communicate purposefully in writing (e.g. may be supported by a drawing).	Build mini woodlands in sand and mud trays, creating tiny trees from twigs, sticks, pine cones and leaves. Decide where to place coniferous or deciduous trees, adding extra details such as paths, clearings, grassy patches, gates, fences and dens. Teacher note Encourage children to make a map of an imaginary woodland. They might choose to map their own mini woodland after it's built. Some children may be able to create simple keys for their maps and plans.

‘Let us proceed under the assumption that the fairy folk do exist and that I am not a gibbering moron.’

Artemis Fowl

Eoin Colfer

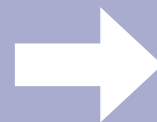
Innovate



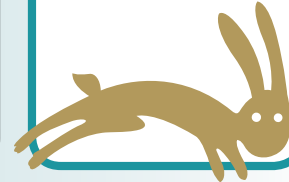
Innovate... *Let's get creative!*



You could make an animal mask to wear during our visit. Which animal would you like to be? Use your best cutting and sticking to make your mask.



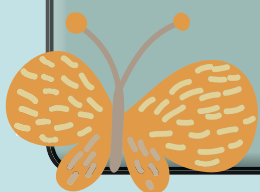
Down in the woods, let's follow the trail the animals have left us... Where does it lead to?



Let's get ready for the party... What do we need to make or prepare? Let's make a list.



Which story do you think they would like to hear? Let's take a vote!



We'd better let Mr Fox know how many guests to expect... Let's write a short letter accepting his invitation! Where do we send it to?



2 Hollow Tree
Ash and Oak
The Woods
Woodtown

Hello woodland explorers,

Would you like to join us for a special woodland party deep in the woods? There will be plenty to eat, games to play and creatures to meet.

We would love to see you there!

Best wishes,

Mr Fox

Party Organiser
R.S.V.P

P.S Please can you bring a super woodland story with you?

We love stories!

P.P.S We have left a secret trail into the woods to show you the way...



START



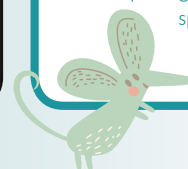
CONGRATULATIONS!
You have completed your
Innovation Challenge.

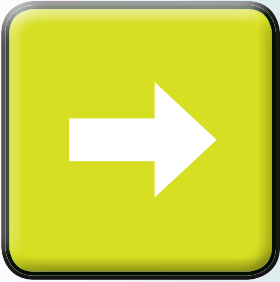


Make a map to show where you went and how you got there!

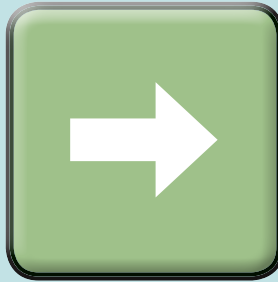
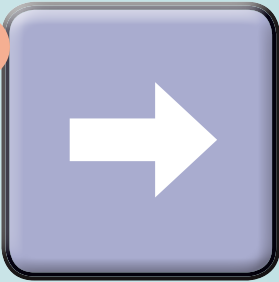
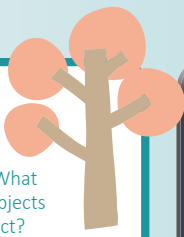


Ta dah!
Here comes Mr Fox!
Find a leaf to wave as he walks by! Enjoy your party food and remember to take lots of photographs of this special event.

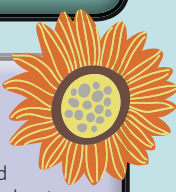




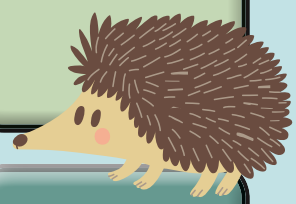
Look out for woodland treasures on the way. What interesting objects can you collect? What sounds do you hear? Are any of the animals watching?



Explore holes and hollows, tree stumps and tunnels. Use torches to explore the undergrowth. Tell a grown up what you discover!



Let's make a camp! Collect sticks and twigs to make seats and a table where we can eat our party food and read our story to the animals.

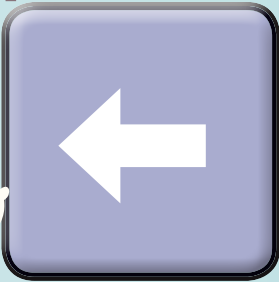


You will need

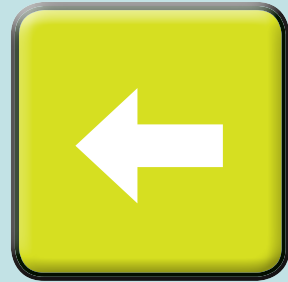
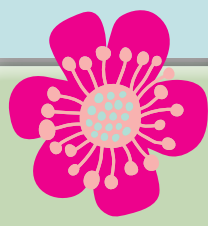
- ☐ Torches
- ☐ Pebbles to leave a trail for the children
- ☐ Pictures, puppets or soft toys of woodland animals
- ☐ Digital cameras
- ☐ A fox mask (and a willing adult to wear it)
- ☐ Small bags for collecting
- ☐ String and scissors
- ☐ Some party food for your picnic.



Let's make some decorations to hang in the trees. We'll use all the leaves, sticks, petals and cones we can find. What will you make?



The animals must be hiding. Can you see them? They are very shy!



‘Overnight, very
Whitely, discreetly,
Very quietly

Our toes, our noses
Take hold on the loam,
Acquire the air.’

Mushrooms

Sylvia Plath

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Express



Express



English focus: Recounts, instructions and narratives

Areas of learning	Children could...
Reading Re RS 14 Identify words and pictures on-screen which are related to a topic.	Watch a slide show to view photographs of the woodland party with Mr Fox. Write simple sentences and sentence sequences to record what they did on the day. Teacher note Encourage the children to add in words that express how they felt during the fun activities!
Oracy Or S 9 Use a variety of questions (e.g. 'Who?', 'What?', 'Why?', 'When?' and 'How?'), for a variety of purposes and to clarify understanding.	Talk about their ideas for developing a small piece of woodland within the school grounds. Visit a local garden centre to buy a range of seeds and saplings. Talk to the experts there about their choices and ask questions about how to plant and look after their purchases. Teacher note Listen carefully to garden centre staff as they advise what to choose, how to plant and provide care for the chosen specimens.
Writing Wr MPR 3 Use pictures, symbols, letters in sequence and familiar words to communicate meaning.	Use Google Maps and satellite images of the school grounds to show where they would like to plant their saplings. Label their maps and plans to show the various features. Think about where they would place tree trunks, wooden stumps and dens. Teacher note Set the children a challenge of labelling ten different things on their map. Visit the Woodland Trust website to gain free advice on planting your own trees and saplings.
Oracy Or L 2 Listen to and carry out increasingly complex instructions.	Work with adults, parents and carers following verbal instructions to plant their saplings. Take turns in talking with others, listening to instructions and reflecting upon what they have done. Teacher note Encourage the children to co-operate, take turns and listen carefully.
Writing Wr MPR 2 Communicate purposefully in writing (e.g. may be supported by a drawing).	Watch an adult making a woodland campfire. Listen carefully to the instructions, following the rules and safety procedures of fire lighting. Cook a woodland pizza or melt marshmallows on the fire. Maybe listen to a story or join in with a woodland song while they work! Afterwards, write one or more sentences to form a short narrative about the campfire experience. Teacher note Children will be fascinated and excited by the experience of watching a fire being lit but make sure they understand and follow the safety procedures. Always have water at the ready to quickly extinguish the fire or to soothe burns if there is an accident. Keep your wood supply and other flammable materials well away from the fire. Supervise the children at all times and never leave a fire unattended. Always make sure your fire is completely extinguished before leaving.



Curriculum enrichment: Plant for the future

Areas of learning	Children could...
Knowledge and understanding of the world KUW 20 Reflect on and evaluate their own and others' work. Wr MPR 6 Select letters, words and pictures to compose writing on-screen.	Learn about the work of the Woodland Trust, finding out what they do to protect British woodlands. Send a class email to tell them what they have learned and which trees they have planted. Teacher note The Trust promotes woodland 'champions' and encourages conservation. You can even dedicate a tree for a small fee.
Knowledge and understanding of the world KUW 9 Make observations and measurements and keep records. Or L 9 Answer 'Who?', 'What?', 'When?', 'Where?', 'How?'), for a variety of purposes and to clarify understanding.	Observe how their wild flowers and saplings settle and grow after planting. Answer questions about what their plants need to thrive, and observe and water them regularly. Measure their plants as they grow or keep a growing diary to record changes as they happen. Teacher note Children can observe the growth of the tree or plants over the coming months – or even years!
Creative development CD ACD 8 Reflect on their own and others' work. Or S 2 Talk about things they have made or done, explaining the process.	Make an indoor gallery using natural materials. Make patterns and small-scale sculptures which can be changed daily. Talk about their work, explaining what they are trying to do and what they like about the finished results! Teacher note Children can collect natural resources such as flowers, pebbles, twigs, leaves, grass and pine cones for their gallery.
Personal and social development, well-being and cultural diversity PSWC PD 9 Value the learning, success and achievements of themselves and other people. Or S 6 Speak audibly, conveying meaning to listeners beyond their friendship group.	Plan, prepare and present a special woodland assembly all about their project. Use digital resources such as images, sound recordings and tables as part of their presentation. Teacher note Write invitations on leaf-shaped cards, inviting parents and carers to come and watch the assembly.
Personal and social development, Well-being and cultural diversity PSWC WB 4 Demonstrate care, respect and affection for other children, adults and their environment. Or S 4 Build on previous experience, making themselves clear by: – organising what they say – choosing words deliberately.	During circle time, share what they learned about teamwork throughout the project. Articulate one thing they have done to improve the environment and/or how they will look after or use the woodland in the future. Teacher note Children could write woodland pledges on cut-out leaves to hang from a model tree in the classroom.



Fun facts

Did you know?

- F** There are two types of woodland: coniferous woodland is mostly made up of evergreen trees with needle-like leaves, while deciduous woodland is home to trees with broad, flat leaves.
- F** The age of some trees can be estimated by how many adults it takes to hug them!
- F** The Major Oak in Sherwood Forest is believed to have been a hiding place for Robin Hood and his Merry Men!
- F** A Christmas tree is traditionally an evergreen fir.
- F** Yew trees can live for over a thousand years!
- F** Generations of badger families can live in the same sett for up to 100 years.
- F** Woodpeckers sound out hollows in trees with their long bills and catch insects with a long sticky tongue!
- F** The grass snake is the largest species of snake to be found in Britain: it grows up to two metres long. They like damp woodland homes, often hibernating in abandoned rabbit warrens.
- F** Fairies love fresh flowers and laughter, but most of all, fairies love music!
- F** The beautiful red fox, with its bushy tail and dog-like face is a crepuscular creature. This means it sleeps during the day and comes out at twilight.
- F** A fox only uses an underground den when raising new pups.
- F** Did you know that as well as whiskery faces, foxes have whiskers on their legs which help them find their way around?
- F** The oldest tree in the UK (and perhaps in Europe) is believed to be the Fortingall Yew near Aberfeldy in Scotland. It is thought to be between 2000–3000 years old.
- F** Leaf litter makes a great hiding place for animals and insects who also love to feast on the fallen pine cones, seeds, nuts and toadstools!

Ideas for home learning



- Plant some daisies, poppies, or other wild flowers. Draw and write a flower diary about the changes you see each week. Take photographs or draw pictures to show your flowers as they grow and change.
- Take your family for a woodland walk near your home. Take photographs of interesting flowers or trees to show your friends at school.
- Search the web for images and facts about amazing woodlands or forests around the world. Make a scrapbook showing the best ones.
- Go on a tree hunt. Can you show an adult a coniferous (evergreen) and deciduous tree? Tell your family what the words 'coniferous' and 'deciduous' mean.
- Make patterns and sculptures using natural materials in your garden. Take photographs of your artwork.
- Find out about famous artists who use the woodland for inspiration.
- Have fun building 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 miniature homes and gardens for fairies and pixies from natural materials such as bark, pebbles, twigs, leaves and pine cones.
- Write a 'Who am I?' riddle for family and friends to solve. Write clues about a woodland animal, plant or tree.
- Write a letter to Mr Fox telling him what you have been doing at school and at home. He'd love to hear about your adventures!
- Measure the length or height of small trees or bushes, sticks, twigs and leaves found in your garden, local park or woodland.

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Creative learning with backbone



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