

ANIMAL DRAMA

INSIDE

Previous knowledge –
Looking at how animals move.
Brief Safety talk.
Discuss animals they might find in the woods.
What do they look like?
How do they move?
Look at pictures from books and laminated pictures of animals.
Look at classification sheets.

RESOURCES

Laminated cards.
Bird mask.
Wool worm.
Camera.

SPECIFIC VOCABULARY

Worms, bird, movement language, animal names

OUTSIDE

Exploratory walk.
Drama work – individuals are given a woodland animal card and will act out how it travels / behaves to the rest of the group who have to guess what it is.
Circle game Who's got the worm? All class sit on the log circle.
Teacher chooses one child to be the bird and that child wears the bird mask – no eye slots.
One child to carry the worm.
Question and answer song.
Bird sings Who's got the worm?
Worm sings I've got the worm.
Bird guesses who the worm is.
They switch if wrong.
If correct bird stays.

KEY SKILLS

Thinking.
Communication.
Listening.
Problem solving.
Teamwork.

BUILD A NEST

INSIDE

Brief Safety talk.

Discuss why birds build nests during the spring.

Discuss materials used.

Owl Babies book.

AFTER

Make clay birds for their nests.

OUTSIDE

Exploratory walk.

Birds and worms game – a bird chases worms, if tagged they are eaten.

If the children are in a crouching position they are under the ground.

In pairs or small groups build a nest using available materials.

More able children to only use one hand / tweezers to weave like a bird.

Scavenger hunt -
Feed the bird – find the worms (pieces of wool) around the surrounding area.

Discuss which nests are most habitable. Why?

RESOURCES

Wool.

Twigs.

Moss.

Book.

Laminated bird.

Camera.

Tweezers.

SPECIFIC VOCABULARY.

Moss, twigs, animal fur, habitat, home, nest.

KEY SKILLS

Thinking.

Communication.

Listening.

Problem solving.

Teamwork.

Fine motor skills.

COLOUR POEMS

INSIDE

Brief Safety talk.

AFTER

Look at a different colour.
Children to write a poem
about that colour.
Display poems.

OUTSIDE

Exploratory walk.

Give each child a colour
swatch (colour depending
on season).

The child then has to find as
many items as possible to
match the colour swatch.

After collection get together
in groups and talk about what
they have found and the
shades.

Discuss what else they know
of that is that colour.
Write a colour poem in their
groups.

RESOURCES

Camera,
Tape recorder,
Writing frames,
Paper,
Pencils,
Swatches.

SPECIFIC VOCABULARY

Colours, swatch, shade.

KEY SKILLS

Thinking.
Communication.
Listening.
Teamwork.

HEDGEHOG FUN

INSIDE

Discuss safety before Hedgehogs' appearance and habitats.

AFTER

Display hedgehogs.
Make a fact sheet about a hedgehog or other woodland animal.

RESOURCES

Camera.
Play dough.
Pictures of animals - laminated

SPECIFIC VOCABULARY

Colours, texture, flowers, leaves, mud, twigs, bark, branches, roots, smooth, soft, hairy, rough, hard, spiky, camouflage, habitat, home.

OUTSIDE

1. Exploratory walk – stop at the big tree and discuss where they think a hedgehog would live and why.
2. Show them a picture of a hedgehog- what does it look like? Feel like? Why?
3. Show the children the play dough, ask them how they would make a hedge hog using the dough and things found around them.
4. The children make a hedgehog.
5. Gather leaves to make a typical hiding place for a hedgehog.
6. Place the chosen hedgehog inside the hiding place. Discuss importance of animal habitats and caring for the environment.

KEY SKILLS

Communication, speaking and listening, observation, problem solving, creativity, thinking skills.
Bilingualism – Welsh colours, animals and counting.

LANDSCAPE SHADES

INSIDE

Discuss safety before.

AFTER

Use collage materials to make a pictorial representation of the woodland landscape.

OUTSIDE

1. Exploratory walk.
2. At viewing point observe colours of surroundings, mountain landscape.
3. Discuss shades of colours and bands
4. Use leaves to make a graduated colour picture – individually paired or in groups

RESOURCES

Paper.
Glue.
Camera.

KEY SKILLS

Communication,
observation,
creativity,
thinking,
problem solving.

SPECIFIC VOCABULARY

Size , colours, texture,
shades, light, lighter,
lightest, dark, darker,
darkest etc.

LEAF IDENTIFICATION

INSIDE

Discuss safety before.

AFTER

Sorting activity – pictures of the different trees – children match their leaves to correct tree, make leaf rubbings or prints using inks, crayons or paints.

OUTSIDE

1. Exploratory walk introducing specific tree names (2 or more depending on ability of your group) see pack for tree names.
2. Give each child a laminated leaf with name on to go and find.
3. Discuss leaf size, shape, texture, colour, smell and veins For more able/older sort leaves into simple or compound leaves.
4. Describe your leaf to a partner. Do you know the name of the tree ?

RESOURCES

Laminated leaves.
Leaf and tree.
Identification charts.

KEY SKILLS

Communication,
speaking and listening,
observation, creativity,
thinking – problem
solving.

SPECIFIC VOCABULARY

Size , colours, texture,
shades, names of trees.

LEAF SORTING

INSIDE

Discuss safety before.

AFTER

Look at and display leaf bracelets and collection of leaves.

OUTSIDE

1. Exploratory walk.
Find any 5 leaves – compare and describe.
How it looks, feels and differences etc.

2. Find 10 - big / small / alt.

Make a bracelet.

Can you make a pattern?

Using pipe cleaners for bracelet.

RESOURCES

Pipe cleaners

SPECIFIC VOCABULARY

Size , colours, texture,
mud, leaves, grass,
twigs, veins, ground,
underfoot.

KEY SKILLS

Communication,
observation,
mathematical, sorting,
ordering, counting.

LEAF SORTING 2

INSIDE

Discuss safety before.

AFTER

Use leaf basket to plant a seed.

OUTSIDE

1. Exploratory walk.
2. Collect leaves of different shapes, sizes and colours.
3. Smear Vaseline on pot.
4. Using pva glue cover pot with leaves.
5. When dry remove pot.

RESOURCES

Pots.
Glue.
Watered down pva.
Vaseline.

KEY SKILLS

Communication,
observation, creativity.

SPECIFIC VOCABULARY

Size , colours, texture,
mud, leaves, grass, twigs,
veins, ground, underfoot.

SMELLY POTS

INSIDE

Discuss safety before.
Discuss smells they like and don't like.

AFTER

Write or draw a list of ingredients.

More able/ older children write recipe instructions.

Design another smelly cocktail - of their choice.

OUTSIDE

1. Exploratory walk.
2. Collect 10 items to go into their smelly pots from ground.
3. Add water and mash together with a stick.
4. Smell cocktails – compare and describe.
5. Group them – blindfold 1 member of the group.
6. Can they identify their pot ?

RESOURCES

Pots.
Water.
Stick.

KEY SKILLS

Communication, speaking and listening, observation, creativity, thinking, use of senses.

SPECIFIC VOCABULARY

Smell, colours, texture, shades, ingredients, senses, sight, smell, touch.

SPIDER FUN

INSIDE

Discuss safety before.
Sing incy wincy spider.
Talk about where a spider might like to live and eat.
Examine a spider in a bug box or with a magnifying glass.

AFTER

make a spider from air drying dough.

OUTSIDE

1. Exploratory walk – looking for areas you think spiders might like to live.
2. Spiders and flies game - flies hide and spiders hunt for them.
3. Make their own spider's web from wool, play dough and sticks.
4. Make a class web from wool / string each child to say a place they think a spider would live.

RESOURCES

Camera.
Play dough.
String wool.
Sticks.
Pictures of animals-laminated.

KEY SKILLS

Communication,
speaking and listening,
observation, problem solving, creativity,
thinking skills.

Bilingualism – welsh colours, animals and counting.

SPECIFIC VOCABULARY

Colours, texture, flowers, leaves, mud, twigs, bark, branches, roots, smooth, soft, hairy, rough, hard, spiky, camouflage, habitat, home, web.

WOODLAND NOISES

INSIDE

Brief Safety talk.
Listen for sounds around the school.
Sound walk.

AFTER

Compare and contrast sounds from different environments.
Use tapes to listen to sounds from house, farm etc..

Make a sound map.

OUTSIDE

Exploratory walk.

Circle time activity.

Listening to the sounds of the woodland.

Children sit quietly. Every time they hear a sound they put a finger up, until everyone is holding ten fingers up.

Listen for bird songs or other woodland sounds.

Make a tape of sounds to listen to.

RESOURCES

Camera.

Tape recorder.

SPECIFIC VOCABULARY

Names of birds, names of animals and woodland sounds
High, low, deep, loud, quiet, soft, squeaky, pitch.

KEY SKILLS

Thinking.
Communication.
Listening.
Problem solving.
Teamwork.

WOODLAND NATURE FRAMES

INSIDE

Discuss safety before.

Discuss what a picture is.

Show them a variety of pictures and talk about which ones they like / dislike and why.

AFTER

Discuss picture and display.

OUTSIDE

1. Exploratory walk collecting objects from nature.
2. Feely bag.
3. Find 4 sticks each.
4. More able and older children to make the frame by square lashing. Teacher makes the rest.
5. Children collect leaves and objects from nature.
6. Make picture within frame.
7. Use sticky back plastic to secure pictures.

RESOURCES

String/wool.
Sticky back plastic.
Stick.
Camera.

SPECIFIC VOCABULARY

Smell, colours,
texture, shades,
flowers, leaves, mud,
twigs, stones, smooth,
soft, hairy, rough, hard.

KEY SKILLS

Communication,
speaking and listening,
observation, creativity,
thinking skills, use of
senses, descriptive
language.

CAMOUFLAGE

INSIDE

Discuss safety before.
Short discussion about camouflage and why it is important in nature.
Make a mask using a template.
Squirrel caterpillar fox etc.

AFTER

Role play inside or outside little red riding hood / 3 little pigs, the children make masks of their own.

RESOURCES

Camera.
Masks.
Woolly worms.
Glue.
Bookmark with double-sided sellotape to collect worms.
Pictures of animals - laminated.

SPECIFIC VOCABULARY

Smell, colours, texture, shades, flowers, leaves, mud, twigs, bark, branches, roots, smooth, soft, hairy, rough, hard, camouflage.

OUTSIDE

1. Exploratory walk.
2. At viewpoint discuss what animals they might see in the woods – what colour ? Why? Can they be seen easily ?
3. Worm activity – place different coloured wool worms around the surrounding area in various places. (Mark boundaries)
4. Get the children to find and collect the worms. Which worms did they find easily ? Why ? Go back and look closely for the green and brown worms ? Why were they more difficult to find ?
5. Recap camouflage, get them to collect natural objects to decorate their masks.
6. Test out camouflage masks by hiding in the woods - boundaries.

KEY SKILLS

Communication, speaking and listening, observation, problem solving, creativity, thinking skills, descriptive language.
Bilingualism – welsh colours, animals and counting.

MEET A TREE

INSIDE

Discuss safety.
Briefly discuss branches at eye level.

AFTER

Discuss how the tree felt and what they found out.
Children will draw a picture of their tree.
Does it match their picture ?
Look at and compare.

RESOURCES

Crayons.
Paper.
Blindfolds.
Camera.

SPECIFIC VOCABULARY

Smell, colours, textures,
shades, flowers, leaves,
mud, twigs, bark, branches,
roots, smooth, soft, hairy,
rough, hard.

OUTSIDE

1. Exploratory walk.
2. Look at trees around you.
Discuss size, colours, position, branches, roots and other features.
3. Look at similarities and differences - do they know the names of trees ?
4. Work in pairs - one blindfolded.
5. Spend a few moments feeling the tree and describing it to partner.
6. Remove blindfold to identify which tree is theirs.
7. Using crayons make a rubbing of the tree.
8. Discuss roots, branches, bark, knots and specific leaves.
9. Take a picture of the tree.

KEY SKILLS

Communication. speaking and listening, observation, creativity and thinking skills, use of senses, descriptive language.