



Nursery – Woodland explorers 2 hours With minibeasts

Programme

Introduction

- Welcome and orientation
- Health and safety

Woodland explorers sensory walk:

- What can I see – spotting nature
- Wiggly worm game
- Listening to the woodland
- Who lives under a log – depending on age of children

THE ABOVE PROGRAMME IS INTENDED TO SUPPORT THE FOLLOWING LEARNING OUTCOMES/INTENTIONS

Most children will....

- Be able to extend their vocabulary, exploring the meanings and sounds of new words
Find out about, and identify, some features of living things.
- Look closely at similarities, differences, patterns and change
- Find out about the environment, and talk about those features they like and dislike
- Investigate the senses and discover how animals use their senses

Some children will not have progressed so much and will...

- Learn the names of some animals
- Observe differences between animals
- Experience the natural world

Some children will have progressed further and will also...

- communicate observations of a range of animals and plants in terms of features.
- recognise and identify a range of common animals

Literacy

- Introduction to new words – for example animal names, habitat names

Numeracy

- Use simple keys
- Sort according to identifiable features

Citizenship

- How and why we look after plants and animals
- Sense of responsibility for their surrounding environment

Geography

- Planning and making a journey
- What the weather is like here
- Caring for environments

SEAL / ECM

- Every individual to have a sense of achievement and enjoyment
- Each pupil to make a positive contribution to the day
- Increased confidence in ability and knowledge
- Every child to explore and discover in a safe and encouraging environment
- Every individual to be aware of how the environment and their actions contribute to their health and well-being
- Activities which vary in delivery for example individual and group work, discussions, thought and reflection time, games

Inclusion

- Worksheets and activities will be differentiated to accommodate individual learning needs
- Where possible all children will have access to the same opportunities regardless of their abilities