



## **Reception – Woodland explorers programme outline (half-day visit)**

### **PROVISIONAL PROGRAMME – PLEASE READ BOTH SHEETS**

#### **Introduction**

- Welcome and orientation
- Health and safety
- Plan for the day
- Learning outcomes
- Introduce topics

#### **Comfort break**

#### **Woodland explorers walk:**

- Exploring woodland minibeasts – children explore what lives under the logs
- Wiggly worms - Camouflage game, children hunt for coloured worms (wool) and learn how animals and plants use colour
- Hug a tree – what trees do for us
- Using our senses – Listening to the Whispering Wood

#### **Plenary session –Senses Runaround**

Children are shown animal pictures and must decide which sense is most important to that animal and then move to the appropriate sense card using an action to indicate which sense the animal uses. There may be more than one sense per animal!

**Walk back to Centre -** Memory sticks – if time, or take home

**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
- Explore colour, texture, shape, form and space in two or three dimensions
- 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