

Year 2 – Woodland Detectives 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

EITHER

Woodland Walk – investigating habitats:

- Alive, dead or never alive
- Habitats: Meadow minibeasts – discovering the minibeasts that live in the meadow (weather permitting) or Exploring woodland minibeasts – children explore what lives under the logs
- Colour and wildlife - Camouflage game, children hunt for coloured worms (wool) and learn how animals and plants use colour
- Animal senses – Listening to the Whispering Wood
- Name that tree

Plenary session – Camouflage memory leaves

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

Most children will....

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited
- describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including micro-habitats
- Be able to extend their vocabulary, exploring the meanings and sounds of new words

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