



Year 1 – Woodland Explorers programme outline Half day

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:

- Meadow minibeasts – discovering the minibeasts that live in the meadow
- What do I eat, carnivore, omnivore or herbivore
- Colour and wildlife - Camouflage game, children hunt for coloured worms (wool) and learn how animals and plants use colour
- Using our senses – Listening to the Whispering Wood
- Exploring woodland minibeasts – children explore what lives under the logs

Who am I?

Teacher wears an animal crown and must ask the children questions to try and guess the animal. Children must only answer yes or no!

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