

The Enchanted Woodland Autumn Term (1) 2018

Half Termly Planning Objectives KS1 (SM)

	3 rd – 7 th Sept 2018 Engage -Memorable experience <u>Visit local woodland</u> <u>Recounts</u> <u>Guided Reading: The Gruffalo</u>	10 th – 14 th Sept 2018 Develop <u>Guided Reading: The Gruffalo</u>	17 th – 21 st sept 2018 Develop	24 th – 28 th Sept 2018 <u>Lists and Instructions</u>	1 st – 5 th Oct 2018 <u>Narrative</u> <u>Guided Reading :</u> Hansel and Gretel	8 th – 12 th Oct 2018 <u>Express</u> <u>Guided Reading:</u> Hansel and Gretel.	15 th – 19 th Oct 2018	22 nd – 26 th Oct 2018
Phonics	Song of Sounds – Stage 2 Yr1 & Yr2 (tricky words: l, the, he, she, we, be and me) Yr2 MA- very, every and everybody. <u>Spellings: Yr1</u> - The /ŋ/ sound spelt n before k <u>Yr 2</u> - Suffix ed when the root word ends in an e'	Song of Sounds – Stage 2 Yr1 & Yr2 (ay, ai and a-e) Yr2 MA- eigh and a <u>Spellings: Yr 1</u> - Division of words into syllables <u>Yr 2</u> - The /s/ sound spelt c before e, i and y	Song of Sounds – Stage 2 Yr1 & Yr2 (ee, ea and e-e) Yr2 MA- y as an e sound (baby, happy) <u>Spellings: Yr 1</u> – ay <u>Yr 2</u> - The /n/ sound spelt kn and (less often) gn at the beginning of word	Song of Sounds – Stage 2 Yr1 & Yr2 (igh, ie and i-e) Yr 2 MA – Y as an l sound (fly, by) <u>Spellings: Yr 1</u> – a-e <u>Yr2</u> - The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	Song of Sounds – Stage 2 Yr1 & Yr2 (ow, oa and o-e) Yr2 MA – Adding suffixes: ing, less and ly. <u>Spellings Yr1</u> – ee <u>Yr2</u> - The /l/ or /le/ sound spelt –le at the end of words	Song of Sounds – Stage 2 Yr1 & Yr2 (oo, ew and u-e) Yr 2 MA: Continue to use suffixes. <u>Spellings Yr1</u> – ea <u>Yr2</u> - The /r/ sound spelt wr at the beginning of words	Song of Sounds – Stage 2 Yr1 & Yr2 To use all graphemes with increased confidence. <u>Spellings: Yr1</u> – igh <u>Yr 2</u> – Common exception words	Song of Sounds – Stage 2 Yr1 & Yr2 To use long vowels with increased confidence. <u>Spellings: Yr1</u> – i-e <u>Yr2</u> - The /l/ or /el/ sound spelt –el at the end of word
Maths	<u>Place Value</u> <u>Year 1</u> Count and write numbers to 20. Write the right numeral to match the picture. Missing numbers on a number line. Ten frames Odd one out. <u>Year 2</u> Count objects to 100. Write the representation that matches the picture in numeral and words. Match numerals to words.	<u>Place Value</u> <u>Year 1</u> Numbers from 11 to 20. Draw a picture that shows 15. Match numbers to words. Reasoning and problem solving linked to numbers 11 to 20. <u>Tens and ones</u> Use part whole models to show tens and ones.	<u>Place Value</u> <u>Year 1</u> Count one more and one less. Make one more or one less. Draw one more and one less. Reasoning and problem solving linked to one less or one more. Compare groups of objects Which is greater?	<u>Place Value</u> <u>Year 1</u> Compare numbers Circle the greater number. Use < > and = to compare numbers. Order numbers Order numbers smallest to largest Reasoning and problem solving linked to ordering. <u>Year 2</u> Ordering numbers. Circle numbers on a number line.	<u>Place Value / Addition and Subtraction</u> <u>Year 1</u> Ordinal numbers Fact families to 10 Using part whole models, creating sentences, missing numbers. Problem solving <u>Year 2</u> Count in 2s 5s and 10s Fact families to 20. Use bar model and part whole model	<u>Addition and Subtraction</u> <u>Year 1</u> Number bonds to 10. Use cubes to create number bonds. How many different ways can you make 7? Problem solving number bonds. <u>Year 2</u> Check Calculations Use operations to check calculations. Problem solving	<u>Addition and Subtraction</u> <u>Year 1</u> Compare number bonds. Use < > and = to compare number bonds. Match number bonds that equal. <u>Year 2</u> Compare number sentences. Fill in the missing numbers.	<u>Addition and Subtraction</u> <u>Year 1</u> Adding Together Use ten frames to help solve calculations. Which sentence is correct? <u>Year 2</u> Related Facts Solving problems linked to related facts. Bonds to 100.

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Reasoning problems linked to counting to 100.	Create numbers using base tens and ones.	Use more than less than and equal than to complete sentences.	Circle the greatest/smallest.	to solve number bonds.		Problem and solving linked to comparing numbers sentences.	Match 10 frames to the right calculation. Solve missing numbers.
<p><u>Measurement / Cornerstones</u></p> <p><u>Year 1</u></p> <p>Compare, describe and solve practical problems for lengths and heights (e.g. long/short, longer/ shorter,tall/short, double/half).</p> <p>Measure and begin to record the following: lengths and heights; mass/weight; capacity and volume; time (hours, minutes, seconds).</p> <p>Measure the circumference of a tree. Use a range of non-standard measures to compare sizes of different trees, including string, hands and blocks.</p> <p>Make the comparisons</p>	<p><u>Year 2</u></p> <p>Representing numbers Complete number sentences using ten and ones. Represent a number in different ways.</p> <p>Reasoning and problem solving linked to representing numbers.</p> <p>Tens and Ones Use part whole models using numicon shapes.</p> <p>Reasoning and problem solving linked to tens and ones.</p>	<p><u>Year 2 –</u></p> <p>Place value charts. What number is represented in the chart?</p> <p>Write number sentences using place value charts.</p> <p>Compare numbers. Odd one out Which is least and most?</p> <p>Reasoning and problem solving linked to comparing numbers.</p> <p>Complete statements using more than less than and equal to</p> <p>Use symbols < > and = and reasoning and problem solving linked to comparing numbers.</p>					

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	<p>fair by measuring each tree at the same height, perhaps the base or at head height.</p> <p>Approximately 2.5 cm of a tree’s girth equates to one year’s growth.</p>							
English	<p>RECOUNTS Describe events and experiences using appropriate topical vocabulary.</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Talk about their woodland experience, using the photographs taken to remember and recall what they saw and did, and how it felt</p>	<p>S&L – HOT SEATING AND LETTERS</p> <p>Independently ask simple questions to find out more about the topic.</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Invite a woodland animal (or puppet!) into school and ask questions about their life in the woods. Compose questions with a partner</p>	<p>S&L – LISTENING TO OTHERS AND MINI BOOKS</p> <p>Gives simple reasons for own answers or opinions.</p> <p>Articulate and justify answers, arguments and opinions.</p> <p>Read or listen to their woodland visitor’s response as he explains how impressed he was with all that they learned about woodland animals. Discuss and respond to</p>	<p>LISTS AND INSTRUCTIONS S&L - Describe events and experiences using appropriate topical vocabulary.</p> <p>Give well- structured descriptions, explanations and narratives for different purposes, including for expressing feelings. Look at picture cards of British woodland flowers and flowering plants</p>	<p>CONTINUE INSTRUCTIONS THEN NARRATIVE</p> <p>Re-read their own writing to check that it makes sense.</p> <p>Re-read what they have written to check that it makes sense. Complete their instructions by adding a list of all</p>	<p>Read aloud their own writing clearly and audibly.</p> <p>Read aloud their writing clearly enough to be heard by their peers and the teacher.</p>	<p>Hello Woodland Explorers, would you like to join us for a special woodland party deep in the woods? There will be plenty to eat, games to play and creatures to meet. We would love to see you there!</p> <p>Best wishes,</p> <p>Mr Fox</p>	<p>Compose sentences and record in order to form narratives.</p> <p>Compose a sentence orally before writing it. Watch a slide show to view photographs of the woodland party with Mr Fox. Write simple sentences and sentence sequences to</p>

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<p>to be in the woodland. Work in small groups, retelling the day by setting out the photographs in sequence.</p> <p>Encourage the children to use adverbial phrases such as: first we, then we, next, after that, finally. Children could use Photo Story or PowerPoint to sequence their digital images.</p> <p>Say sentences out loud to an adult or peer before writing.</p> <p>Compose a sentence orally before writing it Use their sequenced woodland visit pictures to write a simple sentence describing each one. Start each sentence with a simple time adverbial. Refer to their word tree for help when describing the woodland.</p> <p>LA- Max three pictures.</p>	<p>beforehand, thinking carefully about what they want to ask.</p> <p>Encourage the children to write thank you letters to their animal visitor, enclosing pictures they have drawn of them and describing what they learned from his or her visit.</p> <p>Say sentences out loud to an adult or peer before writing.</p> <p>Say out loud what they are going to write about.</p> <p>Compose a sentence orally before writing it. Write down their questions they would like to ask the woodland animal that comes in to visit. Once the visit has been, complete the letter to their woodland visitor telling them what they have learned about woodland animals since their</p>	<p>any questions their visitor asks in his letter.</p> <p>In creating a 'response' from their woodland visitor, pose further questions for the children to discuss. For example, how could you help to care for the woodland and its animals?</p> <p>Talk to an adult or peer about what they are going to write.</p> <p>Say out loud what they are going to write about.</p> <p>Using drawings and writing, make a mini book about their favourite woodland animal. Use words collected during shared time to make it interesting and fun.</p> <p>Provide children with lots of different resources to make their books, such as paper, card, clips, staples and a</p>	<p>such as bluebell, gorse, bramble, wild strawberry, foxgloves, wild garlic, wood sorrell and buttercups. Read their names and describe and talk about their features including leaf shapes, petal forms, colours and other features such as thorns, prickles, fruit and scent. Play a game of 'Guess my name', describing to others what they see and giving answers.</p> <p>Display picture cards with flower and plant name captions. Some names are tricky to read, so draw children's attention to links with phonic work when reading.</p>	<p>the resources and materials they used. Write their list using bullet points or commas.</p> <p>Display the children's instructions with their finished crowns.</p> <p>Say sentences out loud to an adult or peer before writing.</p> <p>Compose a sentence orally before writing it. Read a simplified and error-filled version of the story! Spot the mistakes and talk about them, rewriting the sentences correctly.</p> <p>For example, 'Once upon a time there were two children</p>	<p>Complete their stories adding a clear title, the author's name, decorations and illustrations. Read their stories aloud to others in the group.</p> <p>Display the children's books in an 'Imagination corner' with mysterious pathway images, small world creatures and animals, and other woodland books and stories.</p>	<p>Party Organiser</p> <p>RSVP</p> <p>P.S – Please can you bring a super woodland story with you? We love stories!</p> <p>P.P.S – We have left a secret trail into the woods to show you the way...</p>	<p>record what they did on the day.</p> <p>Encourage the children to add in words that express how they felt during the fun activities!</p> <p>Independently ask simple questions to find out more about the topic. Talk about their ideas for developing a small piece of woodland within the school grounds. Visit a local garden centre to buy a range of seeds and saplings. Talk to the experts there about their choices and ask questions about how to plant and look after their purchases.</p>
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	<p>Re-read their own writing to check that it makes sense.</p> <p>Re-read what they have written to check that it makes sense. Finish their recounts, reading them aloud to check their sentences make sense. Make any changes they think necessary and share their work with others including parents and carers.</p>	visit. Put their letters into envelopes, decide on the right address to use and walk to the post office to post them.	variety of interesting drawing and writing materials.	<p>Writing Say sentences out loud to an adult or peer before writing.</p> <p>Compose a sentence orally before writing it.</p> <p>Share how they made their own individual woodland crowns. If photographs were taken of the making process, use these to help sequence what they did, and think about how they would instruct someone else to make one. Begin to write a simple set of instructions for 'How to make a woodland crown'.</p>	<p>called Hansel and Petal. They lived in a house in the park'. Encourage the children to cross out mistakes and add in the correct words and spellings. At the end of the lesson, model corrections and show the children's ideas and suggestions on an interactive whiteboard.</p> <p>Talk to an adult or peer about what they are going to write.</p> <p>Say out loud what they are going to write about.</p> <p>Look at and talk about a range of slides or images of mysterious woodland pathways. Choose a</p>			
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				<p>Help children sequence their sentences by displaying photographs or encouraging them to talk about what they did, how they did it and in what order.</p> <p>Talk about their writing with the teacher or a partner.</p> <p>Discuss what they have written with the teacher or other pupils.</p> <p>Complete their woodland crown instructions, numbering them and adding helpful</p>	<p>favourite picture and imagine they have found the pathway and are about to follow it into the woods. Imagine they meet an animal or a magical creature or find a rare flower or plant. Begin to write a story about their woodland adventure.</p> <p>There are lots of images of woodland paths on the web. Provide the children with a three-page concertina booklet on which to write their story. Stick the image of their woodland pathway on the front of their booklets.</p> <p>Compose sentences and</p>			
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				<p>drawings and diagrams. Check with a partner to make sure they make sense and that all their sentences have a full stop and capital letter.</p> <p>Children could word process their instructions, adding digital images and photographs.</p>	<p>record in order to form narratives.</p> <p>Sequence sentences to form short narratives</p> <p>Share their story ideas with an adult or writing partner, explaining what they are writing and imagining. Continue developing their stories using support materials such as word banks, simple dictionaries and picture cards of animals, plants and flowers. Some children may require a writing frame to structure their writing. Alternatively, the children could write their stories completely unaided for more</p>			
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					imaginative results!			
Guided Reading	<p>Understand the meaning of new words or phrases, with adult support.</p> <p>Discuss word meanings, linking new meanings to those already known.</p> <p>Explore and read together a range of books and posters about British woodland, then make a joint list of useful words. Write the words on individual cards and display on the branches of a 'word tree' for use in their own writing and play.</p> <p>Make a word tree by securing a fallen branch in a bucket of earth. Thread punched word cards with string or ribbon and hang them from the branches. The cards</p>	<p>Draw on their own experiences, background information provided by the teacher and illustrations to make sense of what they have read.</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Use information books and the web to find out more about their visitor and other woodland animals. Talk about what they have learned and record their ideas on sticky notes and whiteboards to share with others.</p> <p>Working together, look at a variety of</p>		<p>Draw on their own experiences, background information provided by the teacher and illustrations to make sense of what they have read.</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Read a set of simple instructions on how to make a woodland crown. Read</p>	<p>Identify the beginning, middle or end of stories and recognise different sections of a non-fiction text.</p> <p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Listen to the traditional tale <i>Hansel and Gretel</i> and talk about what happens. Retell the story together, perhaps ordering</p>		<ul style="list-style-type: none"> • We'd better let Mr Fox know how many guests to expect... Let's write a short letter accepting his invitation! Where do we send it to? • Which story do you think they would like to hear? Let's take a vote! • Let's get ready for the party... What do we need to make or prepare? Let's make a list. • You could make an animal mask to wear during our visit. Which animal would you like to be? Use your best cutting and sticking to make your mask. • Down in the woods, let's follow the trail the animals have left us... Where does it lead to? • Look out for woodland treasures on the way. What interesting objects can you collect? What sounds do you hear? Are any of the animals watching? 	

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	could be shaped like leaves or birds.	woodland animal images and describe what they see. Record words and phrases offered by the children so they can use them in their independent writing. Ask the question, 'What do we know about...?'		<p>sentences aloud and carry out instructions to complete one together. Highlight the 'bossy' verbs in the instructions which told them what to do! Make a list of any other bossy words that they could use to tell others what or how to do something!</p> <p>This activity links to the Art & design activity on page 9. Ask the children to consider whether the instructions were clear enough. Were they easy to follow? Did they need to be</p>	<p>pictures to sequence the events. Think and share a sentence for each picture card. Read the story independently or with a partner or other adult.</p> <p>Prepare a collection of picture cards that children can use to sequence and retell the story.</p>		<ul style="list-style-type: none"> • Explore holes and hollows, tree stumps and tunnels. Use torches to explore the undergrowth. Tell a grown up what you discover! • Let's make a camp! Collect sticks and twigs to make seats and a table where we can eat our party food and read our story to the animals. • The animals must be hiding. Can you see them? They are very shy! • Let's make some decorations to hang in the trees. We'll use all the leaves, sticks, petals and cones we can find. What will you make? • Ta dah! Here comes Mr Fox! Find a leaf to wave as he walks by! Enjoy your party food and remember to take lots of photographs of this special event.
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				told any extra information? Would extra steps have helped?			
Science	<p><u>Plants- Trees</u> Year 1</p> <p>Identify and name common flowers and trees found growing in the locality.</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Make friends with a tree! Working in pairs, choose a tree to befriend. Circle it with their arms, smell it, touch its bark and take a close look at its branches and leaves. Take rubbings of its bark, collect a few of its leaves and take a photograph of their tree with a digital camera to help with identification.</p>	<p><u>Plants Tress</u> Year 1</p> <p>Sort trees in to groups to show those that are evergreen and those that are deciduous.</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Learn that some trees are deciduous and some are evergreen. Look at pictures of both types of tree and read their names. Take a walk around the local environment to look at people's gardens and describe the trees they can see – deciduous or evergreen?</p>	<p><u>Animals – Birds</u> Year 1</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a range of common animals from the local and wider environment.</p> <p>Sit in a quiet wooded area and observe bird life. Count how many birds and different bird types they can see. Talk about what they see the birds doing in the trees.</p> <p>Demonstrate how binoculars help them to watch the birds more closely. Provide a range of common</p>	<p><u>Animals – Habitats</u> Year 1</p> <p>Name animals living in a range of familiar environments such as their homes, woodland or school grounds.</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Sort pictures of animals into those which live in a woodland habitat and those which live in their homes and local environment. See if they can find any that live in both places. Find out more by reading non-fiction books</p>	<p><u>Animals</u> Year 1</p> <p>Identify and name a range of common animals from the local and wider environment.</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Play the 'Who am I?' game. Ask their classmates questions to work out which animal's name is on their back!</p> <p>Who am I?' is a fun way to learn more about</p>	<p><u>Plants</u> Year 1</p> <p>Identify the basic structural parts of common flowering plants and trees, including root, stem, stalk, leaves, flowers, bulb, fruit, seeds and trunk.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Identify the leaves, flowers, petals, seeds, roots and stem of a wild flowering plant. Dissect and observe them using a digital</p>	<p>Care for a growing seedling, observing and describing its growth.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Observe how their wild flowers and saplings settle and grow after planting. Talk about what their plants need to thrive, and observe and water them regularly. Measure their plants as they</p>

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<p>Back in the classroom, children could, identify and make a mini book all about their 'own' tree including their rubbings and leaf prints. Write independently about their tree.</p> <p>Year 2</p> <p><u>Working Scientifically</u></p> <p>Gather data, record and talk about their findings, in a range of ways, using simple scientific vocabulary.</p> <p>Gather and record data to help in answering questions.</p> <p>Identify and name common flowers and trees found growing in the locality.</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p>	<p>Deciduous trees shed their leaves during autumn while evergreens keep their needle-like leaves all year round. Provide simple picture cards to help children match trees. Talk about the differences they notice between different types of tree.</p> <p>Year 2</p> <p><u>Working Scientifically</u> Do things in the correct order when performing a simple test and begin to recognise when something is unfair.</p> <p>Perform simple test.</p> <p>Year 1</p> <p>Sort and group objects, materials and living things, with help, according to</p>	<p>British bird books and cards for children to read independently. Children could read and interpret a pictogram that shows data about birds displayed on the interactive white board, before making their own using a simple graphing package.</p> <p>Year 2</p> <p><u>Working Scientifically</u> Observe something closely and describe changes over time.</p> <p>Observe closely, using simple equipment.</p>	<p>together and independently.</p> <p>Encourage the children to share their ideas and discoveries in conversations with adults and other children. Children could use a simple database or branching database to identify and name a selection of woodland animals.</p> <p>Year 2</p> <p><u>Working Scientifically</u> Use their observations and ideas to suggest answers to questions.</p> <p>Use simple scientific language to explain what they have found out.</p> <p>Use their observations and ideas to suggest answers to questions.</p>	<p>animals. Attach the name or a picture of a woodland animal to each child's back. Each child must then ask probing questions to discover which animal they are! Give the children some key words or questions to use.</p> <p>Year 2</p> <p><u>Working Scientifically</u> Observe something closely and describe changes over time.</p> <p>Observe closely using equipment.</p> <p>Investigate how pine cones open and close in different environmental conditions. Carefully tap a pine cone to find</p>	<p>microscope or hand lens. Count the petals or leaves, noticing their shape and pattern and comparing their similarities and differences. Stick the petals, leaves or seeds to a piece of double-sided sticky tape attached to a card shape for the children to examine.</p> <p>Year 2 <u>Working Scientifically</u> Observe something closely and describe changes over time.</p> <p>Observe closely using equipment.</p> <p>Investigate how pine cones open and close in different environmental conditions. Carefully tap a pine cone to find</p>	<p>grow or keep a growing diary to record changes as they happen.</p> <p>Children can observe the growth of the tree or plants over the coming months – or even years!</p>
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	<p>Plant wild and woodland flowers using seeds and bulbs native to woodlands of the UK. Look for suitable planting spots – shaded areas of the school grounds, a hedgerow or under the canopy of a large tree. You may need to prepare the area with the children first, getting rid of any other coarse vegetation or weeds. You can do this by laying a large piece of old carpet on the ground for a few months to kill any existing vegetation. Reasonably priced mixed wildflower seed packs are available online.</p>	<p>simple observational features.</p> <p>Sort items collected from their woodland walk into groups of living things, dead things and things that have never been alive. Explain why they have sorted them in that way and think of other things that could be added to these groups.</p> <p>This activity could also be extended to sort and classify items by shape, colour and pattern. Children could use digital photographs of their collected items to create a branching database.</p>				<p>out whether the seeds fall out. Place the pine cone in a warm, dry place and notice what happens to it. Find out how the pine cone changes when placed in a cold or wet place. Consider why the pine cone might open and close.</p> <p>Pine cones rely on the wind for seed dispersal. On dry days the cones open, allowing the seeds to be blown out and dispersed. On wet days the pine cones swell and close up, because wet days are less favourable for seed dispersal. Do not use shop-bought cones for this task as they may have been baked and will no</p>		
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						longer respond to environmental changes.		
Arts and Design	<p>Use a range of materials creatively to design and make products.</p> <p>Describe the sensory properties of a range of different materials and decide which ones to use when making something.</p> <p>Make a wacky and wonderful tree boggart! Press clay onto a tree trunk and sculpt a face into it using sticks, twigs, leave, stones and bark. Take a photograph of everyone's tree boggarts to display in the classroom.</p> <p>A tree boggart is a face sculpted on the surface of the tree bark.</p> <p>Each child needs a small ball of soft clay to press into the trunk to make the base of the face.</p>	<p>Use lines to represent a shape or outline.</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Draw or paint a picture of a woodland creature, using a range of photographs and pictures to observe their features before doing so. Extend to make 3-D junk models of different creatures including foxes, badgers, birds, squirrels and owls.</p> <p>Often local museums have stuffed and mounted animals available for loan which are invaluable for drawing work and general scientific observation.</p>	<p>Build simple structures</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Build a nest or a den for a woodland animal. Begin by matching pictures of animals to their woodland homes: a bird to a nest, a fox to a den, a badger to a sett or a rabbit to a warren. Build nests and dens outdoors using sticks, twigs and other collected items from the outdoors. Describe how they made it, what materials they used and spend time playing with their dens and nests.</p> <p>Take pictures of the children building their nests and dens. There are trained den builders available through the Forest School Association.</p>	<p>Describe the sensory properties of a range of different materials and decide which ones to use when making something.</p> <p>Use a range of materials creatively to design and make products.</p> <p>Make their own woodland crowns! Draw around flower, fruit, seed and leaf templates then paint them and cut them out. Stick them carefully to a card band or crown adding twigs, acorns, and other woodland treasures.</p> <p>This activity links to English work on instructions (see page 8). Children can also cut pictures from magazines and newspapers to add</p>	<p>Describe the sensory properties of a range of different materials and decide which ones to use when making something.</p> <p>Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</p> <p>Use natural materials from the woodland or local outdoor environment to make whittled sticks, tree hangings and sculptures. For inspiration, look at the work of the artist, Andy Goldsworthy, describing what</p>	<p>Build simple structures.</p> <p>Build structures, exploring how they can be made stronger, stiffer and more stable.</p> <p>Make a home for a tiny, magical creature such as a woodland fairy or imp. Use a variety of small items such as moss, sticks, pebbles, leaves and other found materials to</p>		<p>Outline personal likes and dislikes regarding their own work.</p> <p>Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</p> <p>Make an indoor gallery using natural materials. Make patterns and small-scale sculptures which can be changed daily. Talk about their work, explaining what they are trying to do and what they like about the finished results!</p> <p>Children can collect natural</p>

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				<p>to their woodland crowns, which might also show words and flower names. Remember to take photographs of the creative experience, documenting how the crowns develop from start to finish.</p>	<p>they like or find interesting about his work.</p> <p>Take photographs and ask the children to write a simple sentence about their experiences for display.</p>	<p>create their woodland homes. Consider how the creature would get in and out of their home and what they might need whilst they're in residence!</p> <p>There are lots of enchanting images of fantasy woodland homes, doorways and holes to be found on the web and other software. Use these in a PowerPoint to</p>		<p>resources such as flowers, pebbles, twigs, leaves, grass and pine cones for their gallery.</p>
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						<p>inspire children's creativity.</p> <p>Select and explain choice of materials, sometimes with help.</p> <p>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</p> <p>Create teeny treats for a tiny</p>		
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						tea party to serve to imaginary woodland creatures. Work with an adult to bake mini bramble crumbles and pies, fairy cakes with leaf decorations or chocolate logs with edible flower decorations... perhaps even a gingerbread house?		
R.E.	<u>What do Christians believe God is like?</u> What do the concept cards mean? (separate planning)	Why do Christians think God is like a forgiving father?	Why Did Jesus teach using parables?	What does "The Lost Son" story mean to Christians today?	How do Christians show they love God?	Why do Christians pray to God?	What can we learn today from the story of The Lost Son?	

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History/ Geography			<p>Draw a simple picture map, (e.g. of an imaginary place from a story), labelling particular features.</p> <p>Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.</p> <p>Build mini woodlands in sand and mud trays; creating tiny trees from twigs, sticks, pine cones and leaves. Decide where to place coniferous or deciduous trees; adding extra details such as paths, clearings, grassy patches, gates, fences and dens.</p> <p>Encourage children to make a map of an imaginary woodland. They might choose to map their own mini woodland after it's built. Some</p>					
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			children may be able to create simple keys for their maps and plans.					
PSHE							<p>Suggest how they could make a positive contribution to their class, school or community.</p> <p>Feel positive about themselves. Plan, prepare and present a special woodland assembly all about their project. Use digital resources such as images, sound recordings and tables as part of their presentation.</p> <p>Write invitations on leaf-shaped cards, inviting parents and carers to come and watch the assembly.</p>	<p>Suggest how they could make a positive contribution to their class, school or community.</p> <p>Know what improves and harms their local, natural and built environments and about some of the ways people look after them.</p> <p>During circle time, share what they learned about teamwork throughout the project. Articulate one thing they have done to improve the environment and/or how they will look after or use the</p>

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								<p>woodland in the future.</p> <p>Children could write woodland pledges on cut out leaves to hang from a model tree in the classroom.</p>
Music								
P.E.		<p>Negotiate space when racing and chasing, adjusting speed or changing direction to avoid obstacles.</p> <p>Participate in team games, developing simple tactics for attacking and defending.</p> <p>Play 'Owl's-a-hunting'! Pretend to be little mice, scampering around and then freezing when they hear the 'Too-wit, too-woo' of an owl!</p> <p>Any mice seen moving by the owl (teacher), after hearing the hoot, are 'gobbled up' and then join the owl in</p>						

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		looking for some more little mice to eat. The winner is the last mouse uneaten! This is a good game for learning about predator/prey relationships in the woodland. Change the predators and prey to explore different relationships. You might choose caterpillars and birds, or foxes and rabbits.						
ICT							Co 4 Use technology purposefully to create, organise, store, manipulate and retrieve digital content.	<p>Complete simple tasks on a computer by following instructions.</p> <p>Learn about the work of the Woodland Trust, finding out what they do to protect British woodlands. Send a class email to tell them what they have learned and which trees they have planted.</p> <p>The Trust promotes</p>

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								woodland 'champions' and encourages conservation. You can even dedicate a tree for a small fee.
Other activities				<p>Recognise and know the value of different denominations of coins (including counting coins), 1p, 2p, 5p, 10p, 20p, 50p, £1, £2 and notes.</p> <p>Recognise and know the value of different denominations of coins and notes.</p> <p>Set up a woodland shop using natural</p>				

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				<p>items such as leaves, feathers, sticks, pebbles and cones to stock their woodland store. Create their shop in the outdoors, using logs and wooden off-cuts and stumps for tables and chairs. Create mini price tags and role play buying and selling. Solve money problems using the shop items.</p> <p>Provide children with blank price tags on elastic bands to attach to different items. They will also need a range of wooden baskets, pens, coins and paper shopping bags for their role play and problem solving.</p>			
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This planning may change due to the children's interests, learning needs and creative partnership workshops.

