

# Puzzlewood

*A Magical Woodland in the Forest of Dean*

## ***Fairy Tales: Once Upon a Time in Puzzlewood***

### ***FOUNDATION STAGE/YEAR 1***



We strongly recommend that you visit the site before your visit, as there are so many varied opportunities for creative curriculum development.

Early Learning Goals:	
<p>ELG: Listening, Attention and Understanding</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p> <p>ELG: Speaking</p> <p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p> <p>ELG: Managing Self</p> <p>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge</p> <p>Explain the reasons for rules, know right from wrong and</p>	<p>ELG: The Natural World</p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>ELG: Creating with Materials</p> <p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function</p> <p>Share their creations, explaining the process they have used</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>ELG: Being Imaginative and Expressive</p> <p>Invent, adapt and recount narratives and stories with peers and their teacher</p> <p>Extension into KS1:</p> <p>To ask the geographical question 'What is it like to live in this place?</p> <p>To observe geographical features and record as a tally chart</p> <p>To use geographical vocabulary - hill, river, road, houses, buildings</p> <p>To make maps and plans</p>

<p>try to behave accordingly</p> <p>ELG: Building Relationships</p> <p>Work and play cooperatively and take turns with others</p> <p>ELG: Gross Motor Skills</p> <p>Negotiate space and obstacles safely, with consideration for themselves and others</p> <p>Demonstrate strength, balance and coordination when playing</p>	
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**These plans can obviously be adapted to suit other fairy tales.**

**Puzzlewood has 30 red capes.**

### Prior to the visit:

Read a variety of fairy tales

### Suggested activities on site:

#### Activity:

##### Fairy Tale hunt:

- Look for evidence and sculptural shapes which could have been a part of a fairy tale e.g. castle forms, goblin fireplace, petrified village, King's throne.
- Find the doorway. Who might be behind it?
- In groups with an adult supervisor, the children walk around the trails in any order, looking for clues which match fairy tales which have been attached to trees etc. prior to the visit e.g. an axe, a witch's cauldron, a bundle of straw, a broken chair, packet of turnip seeds, spotted hanky....
- Finish at *house in woods*, talk about clues gathered and what fairy tale they think they have come from.
- Role play scenes or tell the story from one or two of the fairy tales using the gathered clues in context e.g. Goldilocks and the Three Bears.
- Draw picture which includes a gathered clue.

#### Resources:

8 Laminated photos of different fairy tales 'hidden' prior to visit by Puzzlewood. Please request in advance.



Box of dressing up clothes



Drawing materials

Sound cards from your school's phonics scheme



To explore Little Red Riding Hood further:

- Wear capes to go on a wolf hunt, following the wolf's trail through the woods e.g. *dinosaur footprints*, ending up at *the house in the woods*. Laminated sounds to be collected around the *house in the woods* area and put in the basket. Use the sounds to play 'I Spy'.
- If someone is willing to dress up as a wolf, play 'Fairy Footsteps'\* and 'What's the Time Mr Wolf?'
- Role play the story (wolf at window?)

To explore Three Billy Goats Gruff further:

- Observe goats in farm area, talk about big, middle-sized and small
- Find a bridge where they think the troll might live – look for evidence
- Re-enact 'trip-trapping' across the bridge
- Draw pictures of what they think the troll looks like. What does he eat? etc.

To explore Hansel and Gretel further:

- Follow a 'breadcrumb' trail to the *house in the wood* which becomes the gingerbread house where the wicked witch lives
- Draw pictures of things to put in the witch's cauldron – a recipe – role play
- Witch casts a magic spell to change all the colours in the wood – children put on card spectacles with different coloured cellophane lenses and explore the area around the hut.
- Back in *play area or willow maze*, play circle games where witch chases children e.g. witch (child with witch's hat on) in centre of circle with large key, a child sneaks up to steal it and run away round the circle or maze chased by witch.

\*Fairy Footsteps

Follow the wolf, if he turns round you freeze. If you are seen moving, you go back to the starting point.

Drawing materials



Breadcrumb trail – Puzzlewood to lay beforehand

Witch's cauldron - Puzzlewood

Witch's hats - Puzzlewood

Card spectacles with different coloured cellophane lenses

Large cardboard key or musical instrument

Useful site:

[www.literacyshed.com/the-fairy-tale-shed](http://www.literacyshed.com/the-fairy-tale-shed)

a story set in a fairy tale land

Possible work back at school:

- Combine features from different fairy tales to make into a big 3D map or plan of a fairy tale land centred around Puzzlewood. Label or sentence writing about each location and who lives there. Display.
- Read other stories that involve wolves or witches.
- Make up stories where a character from one story meets a character from another.
- Make masks or dressing up clothes to present story – film? Music and dance?
- Paint a picture of Puzzlewood under the spell of the witch – e.g. all the trees are different colours or some fairy tale characters emerge from the twisted natural features.

**RISK ASSESSMENT ATTACHED.**

## Risk Assessment for Educational Visits

It is assumed the trip leader and preferably at least one other accompanying staff member will have visited the site and be familiar with the facilities, the layout, the location of phones, toilets, first aid equipment etc. and that all adults accompanying the trip will be briefed before the visit. The party will include a qualified first aider and carry at least one first aid kit during the visit.

Recommended staff/ pupil ratios: - early years/reception: 1 adult to 4 pupils, KS1: 1 adult to 5 pupils, KS2: 1 adult to 6 pupils, KS3: 1 adult to 8-10 pupils.

Hazard	Risk level	Action to reduce/prevent risk
Transportation to/from school	Low	<ul style="list-style-type: none"> <li>• Use of a reputable coach company.</li> <li>• Children remain seated at <i>all</i> times.</li> <li>• Seat belts to be worn at <i>all</i> times.</li> </ul>
Uneven paths – slippery when wet	High	<ul style="list-style-type: none"> <li>• Appropriate footwear – trainers or shoes with good grip.</li> <li>• Children must walk (single file) at all times.</li> <li>• Danger of tripping.</li> </ul>
Steep drops	Moderate	<ul style="list-style-type: none"> <li>• Reiterate the importance of walking (not running).</li> <li>• Keep to the designated paths.</li> </ul>
Unforeseen incident with children	Low	<ul style="list-style-type: none"> <li>• Activities managed in accordance with abilities of staff and children.</li> <li>• Medical conditions and behavioural details of children known to staff.</li> <li>• SEND children and those with medical conditions assigned to individual staff. Staff member to keep and administer medication if needed as per parents' instructions</li> </ul>
Major accident	Low	<ul style="list-style-type: none"> <li>• Ensure mobile signal, or know location of nearest landline phone</li> </ul>
Separation from group	Low	<ul style="list-style-type: none"> <li>• Regular head counts. Establish procedures to follow if a child goes missing.</li> <li>• Children briefed on what to do if they become separated.</li> </ul>
Adverse weather conditions	High	<ul style="list-style-type: none"> <li>• Children and adults all wear suitable protective clothing</li> <li>• Sun protection – hat and sunscreen, adequate drinking water in hot weather.</li> </ul>
Child safety	Low	<ul style="list-style-type: none"> <li>• Reminder of expected behaviour around unfamiliar adults and terrain</li> <li>• Regular headcounts in public places</li> </ul>

## General rules to minimize risks

Car Park	<ul style="list-style-type: none"> <li>• Coaches to park in the gravelled area.</li> <li>• Beware of moving traffic in the car park area.</li> </ul>
Wood	<ul style="list-style-type: none"> <li>• Everyone MUST stay on the paths at ALL times.</li> <li>• No running.</li> <li>• Children must stay with adults and adults must ensure this.</li> <li>• Some steps and paths are uneven and may be slippery so care should be taken at all times.</li> <li>• Use handrails on the steps (where available). Some of the steps are steep. Take care.</li> <li>• Some plants in the wood are prickly e.g. holly, or sting (nettles) and potentially poisonous e.g. mushrooms and fungi</li> <li>• In wet weather the paths and steps can become slippery; take additional care.</li> <li>• Be aware of low branches.</li> <li>• Walk slowly over the bridges. Be aware that some people can be apprehensive about heights.</li> <li>• Walk in single file as the paths can be narrow.</li> </ul>
Animals	<ul style="list-style-type: none"> <li>• Read all the signs about the animals.</li> <li>• Animals can bite.</li> <li>• Do not enter fields or pens.</li> <li>• Do not feed the animals.</li> <li>• Always wash hands after touching the animals. Washing facilities are available in the toilet block.</li> <li>• Some children may be allergic to animals/hay/straw etc.</li> </ul>
Play Areas	<ul style="list-style-type: none"> <li>• The equipment can get slippery in wet weather.</li> <li>• Ensure adult supervision of children in your care.</li> <li>• Check the suitability of the equipment for the children in your specific group.</li> <li>• Do not pick or eat fruit from the orchard area.</li> </ul>



Additional Safety Measures	
General	<ul style="list-style-type: none"> <li>• Timed Ticketing and limited numbers to prevent crowding.</li> <li>• Signage to remind visitors about distancing.</li> </ul>
Toilets	<ul style="list-style-type: none"> <li>• Additional Toilet checks and cleaning as required.</li> <li>• Additional signage to remind that hands should be washed for at least 20 secs with soap and hot water (NB Hand sanitiser is not advised in accordance with DEFRA guidelines for working farms).</li> <li>• Additional hand dryers added.</li> <li>• New handwashing &amp; baby change block.</li> <li>• Male and female toilet queuing system to promote social distancing.</li> </ul>
Woods	<ul style="list-style-type: none"> <li>• New entrance to wood to promote social distancing.</li> <li>• Signed one way system to maintain social distancing.</li> </ul>

### For Information

For the safety of our customers and staff areas of Puzzlewood are monitored by CCTV in accordance with the Industry Code of Practice and Puzzlewood is registered with the Information Commissioner's Office (ICO)

