

# Puzzlewood

A Magical Woodland in the Forest of Dean

## Nursery Rhymes

### EARLY YEARS/FOUNDATION STAGE



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

<b>Early Learning Goals:</b>	
<p><b>ELG: Listening, Attention and Understanding</b></p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions during whole class discussions and small group interactions 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>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><b>ELG: Gross Motor Skills</b></p> <p>Negotiate space and obstacles safely, with consideration for themselves and others</p> <p>Demonstrate strength, balance and coordination when playing;</p> <p><b>ELG: Managing Self</b></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 try to behave accordingly;</p>	<p><b>ELG: The Natural World</b></p> <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class</p> <p>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</p> <p><b>ELG: Creating with Materials</b></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><b>ELG: Being Imaginative and Expressive</b></p> <p>Invent, adapt and recount narratives and stories with peers and their teacher</p> <p>Sing a range of well-known nursery rhymes and songs</p>

<p>ELG: Number</p> <p>Subitise (recognise quantities without counting) up to 5</p> <p>ELG: Numerical Patterns</p> <p>Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity</p>	<p>Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.</p> <p><u>Extension into KS1:</u></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>
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## Prior to the visit:

Activity	Resources
<p>Variety of nursery rhymes text to browse through, begin to join in with and even to recite some, act out the rhymes. Also books which feature nursery rhyme characters.</p> <p>Sort nursery rhymes into those you like and those you don't like so much, or find other ways to sort them.</p> <p>Know about some of the characters and read and tell other stories about them</p> <p>Use dice or cards in a rhyme bag to play games e.g. throw the dice, recite the rhyme Play '<i>Let's all pass the box around, box around, box around, Let's all pass the box around and see what is inside....</i>'. take out a card and recite the rhyme</p> <p>Make up own versions of rhymes, exploring rhyming</p> <p>Geography: Investigate nursery rhymes which contain geographical features, talk about what it might be like to live in the place e.g. The Grand Old Duke of York, Jack and Jill, Yankee Doodle, Dr Foster went to Gloucester, Pussy Cat Pussy Cat</p> <p>Paint own pictures of characters and their homes.</p> <p>Talk about, and re-enact, a journey through the children's pictures. Visit the homes of different characters.</p>	<p><a href="https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-songs-index/zhwdgwx">https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-songs-index/zhwdgwx</a></p> <p><a href="https://www.bbc.co.uk/teach/school-radio/eyfs-listen-and-play-nursery-rhymes-index/z7dqscw">https://www.bbc.co.uk/teach/school-radio/eyfs-listen-and-play-nursery-rhymes-index/z7dqscw</a></p> <p><a href="https://www.tes.com/teaching-resource/nursery-rhyme-song-cards-6037801">https://www.tes.com/teaching-resource/nursery-rhyme-song-cards-6037801</a></p>

## Suggested activities on site:

Activity	Resources
<p>Using the hut and story circle as a base:</p> <p><u>Mother Goose Treasure Hunt:</u> <i>Mother Goose has a problem. Somebody has been messing around with her nursery rhymes....</i></p> <ul style="list-style-type: none"><li>• Find items belonging to nursery rhyme characters which they have lost in the woods. These could be real or laminated pictures e.g. pail, kettle, mice tails, umbrella dish and spoon, heart tarts. (list of hidden items and corresponding nursery rhymes . This list could be adapted / extended to suit own requirements.</li><li>• As the children find items, they bring them to the hut, identify the nursery rhyme and 'give' them back to the correct characters.</li></ul> <p><u>Counting activities:</u></p> <ul style="list-style-type: none"><li>• Find all the coins to put back in the money chest, blackbirds ( 'Sing a Song of Sixpence')</li><li>• Little Bo Peep's sheep</li><li>• Fish to return to pond – '1, 2, 3, 4, 5, Once I caught a Fish Alive'</li><li>• Teddy Bears' Picnic for snack time – sing songs</li><li>• Use the story circle to recite and sing nursery rhymes. Could possibly make simple percussion instruments (e.g. two stones banged together) or body sounds to accompany.</li><li>• In the surrounding area of the hut, build 'homes' for other characters e.g. Little Bo Peep, Little Miss Muffet, Humpty Dumpty (draw with sticks or other found materials). Draw pictures of the characters to place in the homes</li></ul> <p><u>Incy Wincy Spider Focus:</u></p> <ul style="list-style-type: none"><li>• Sing the song with actions</li><li>• Use the area to look for Incy Wincy Spider and his friends. Children find spiders in numerical order.</li></ul>	<p>Nursery rhyme pictures with items missing Laminated pictures of items / items Adult dressed as Mother Goose (mob cap)</p> <p>Baskets for collecting coins, etc</p> <p>Coins, blackbirds, sheep, fish as required laminated. (Ask Puzzlewood to hide on arrival)</p> <p>Hang numbered spiders (e.g. 1 – 10) in the branches (Ask Puzzlewood to hang on arrival)</p>

- Look around area for evidence of real spiders. Talk about why spiders have webs.
- Make new webs using string and branches/trees near the hut. Make 'Incy Wincy Spiders' out of clay or plasticine and twigs and place them in their new home.

String  
Clay or plasticine

Farm Animal focus:

- Observe the farm animals at Puzzlewood: Old MacDonald had a Farm – what noises would they make? Put animal actions into song. Think about the homes they live in. What their young are called. Name their body parts correctly (see maze activity) *e.g. how many different names can you think for feet*
- Use the animals as a way of exploring opposites *'This little pig went to market...but Lulu is a FAT pig', 'Pippa is a big donkey, Jasmine is a small donkey', long necks and short necks! What other opposites can they think of?*

Using the Maze - depending on the weather:

- Willow maze – walk around and play a game as if they were one of the Puzzlewood animals e.g. Lulu the pig - adapt as required!  
*'I spy with my little eye....  
I touch with my muddy trotter.....  
I smell with my twitching snout...  
I hear with my floppy ears...'*
- Attach PE band as a tail and play tag around the play area. (Three Blind Mice)

**Possible display work back at school:**

Combine features from different rhymes to make into a big picture map or plan of a nursery rhyme village within Puzzlewood. Place the Puzzlewood animals and their homes on the map. Use this map to extend vocabulary using prepositions and positional language.

## 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)