

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.

Early Learning Goals:	
<p>ELG 1-3 – communication and language development:</p> <ul style="list-style-type: none"> • listen in a range of situations • give their attention to what others say • follow instructions • answer how and why questions • express themselves effectively • develop own narratives and explanations by connecting ideas or events <p>ELG 4 and 5: physical activity – keeping active and safe</p> <p>ELG 6- personal, social and emotional development</p> <ul style="list-style-type: none"> • develop self confidence in different situations • confidence to talk about their ideas • work as part of a group or class • adjust behaviour for different situations <p>ELG 11 – numbers- counting</p>	<p>ELG 14- Understanding the world : explore, observe and find out about the environment</p> <ul style="list-style-type: none"> • similarities and differences in relation to places, objects, materials and living things • talk about features of their own immediate environment and how environments might vary from one another • make observations of animals <p>Expressive arts and design : explore and play with a range of media and materials, share their thoughts, ideas and feelings through a variety of activities in art, music, movement and role play</p> <p>ELG 16- explore and use media and materials</p> <p>ELG 17- being imaginative</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>

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>www.mediafire.com/?zgzdaloa4jwu8</p> <p>www.sparklebox.co.uk/literacy/nursery-rhymes/#.VI00PygriVg</p> <p>www.twinkl.co.uk/resource/t-l-545-nursery-rhyme-choosing-cards</p> <p>www.tes.co.uk/teaching-resource/27-common-nursery-rhymes-A4-posters-6288244/</p> <p>http://minnowmedia.co.uk/wp-content/uploads/2012/02/NRanimals.jpg</p> <p>www.tes.co.uk/teaching-resource/Nursery-rhymes-3003003</p> <p>www.tes.co.uk/teaching-resource/Power-Point-filled-with-nursery-rhymes-and-amp-poems-6150146/</p> <p>www.tes.co.uk/teaching-resource/Nursery-Rhymes-3013046</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">• 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.• As the children find items, they bring them to the hut, identify the nursery rhyme and 'give' them back to the correct characters. <p><u>Counting activities:</u></p> <ul style="list-style-type: none">• Find all the coins to put back in the money chest, blackbirds ('Sing a Song of Sixpence')• Little Bo Peep's sheep• Fish to return to pond – '1, 2, 3, 4, 5, Once I caught a Fish Alive'• Teddy Bears' Picnic for snack time – sing songs• 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.• 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 <p><u>Incy Wincy Spider Focus:</u></p> <ul style="list-style-type: none">• Sing the song with actions• Use the area to look for Incy Wincy Spider and his friends. Children find spiders in numerical order.	<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 Mazes - depending on the weather:

- Indoor Maze - Working in pairs: One child is blindfolded and their partner leads them round the maze and describes what they can see. (Three Blind Mice)
- Outdoor 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 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"> • Use of reputable coach company. • Children to remain seated at <i>all</i> times • Seat belts to be worn at <i>all</i> times
Uneven paths – slippery when wet	High	<ul style="list-style-type: none"> • Appropriate footwear – trainers or shoes with good grip • Children to walk at all times • Danger of tripping
Steep drops	Moderate	<ul style="list-style-type: none"> • Reiterate the importance of walking (not running) • Keep to the designated paths
Unforeseen incident with children	Low	<ul style="list-style-type: none"> • Activities managed in accordance with abilities of staff and children • Medical conditions and behavioural details of children known to staff • SEND children and those with medical conditions assigned to individual staff. Staff member to keep and administer medication if needed as per parents' instructions
Major accident	Low	<ul style="list-style-type: none"> • Ensure mobile signal, or know location of nearest landline phone
Separation from group	Low	<ul style="list-style-type: none"> • Regular head counts. Establish procedure to follow if a child goes missing. • Children briefed on what to do if they become separated
Adverse weather conditions	High	<ul style="list-style-type: none"> • Children and adults all wear suitable protective clothing • Sun protection – hat and sunscreen, adequate drinking water in hot weather • In strong winds – beware of windfall (branches)
Child safety	Low	<ul style="list-style-type: none"> • Reminder of expected behaviour around unfamiliar adults and terrain • Regular headcounts in public places

General rules to minimize risks

Car Park	<ul style="list-style-type: none"> • Coaches to park on the gravelled area. • Beware of moving traffic in the car park area.
Wood	<ul style="list-style-type: none"> • Everyone MUST stay on the paths at ALL times. • No running. • Children must stay with adults and adults must ensure this. • Some steps and paths are uneven so care should be taken at all times. • Use hand rails on the steps (where available). Some of the steps are steep. Take care. • Some plants in the wood are prickly e.g. holly, or sting (nettles) • In wet weather the paths and steps can become slippery; take additional care. • Be aware of low branches. • Walk slowly over the bridges. Be aware that some people can be apprehensive about heights.
Wood Puzzle	<ul style="list-style-type: none"> • No running. • Look out for some uneven surfaces, low ceilings and steps. • Children under 7 years should be accompanied by an adult.
Animals	<ul style="list-style-type: none"> • Read all the signs about the animals. • Animals can bite. • Do not enter fields or pens. • Always wash hands after touching the animals. Washing facilities are available in the toilet block. • Some children may be allergic to animals/hay/straw etc.
Play Area	<ul style="list-style-type: none"> • The equipment can get slippery in wet weather. • Ensure adult supervision of children in your care. • Check the suitability of the equipment for the children in your specific group.