

Puzzlewood

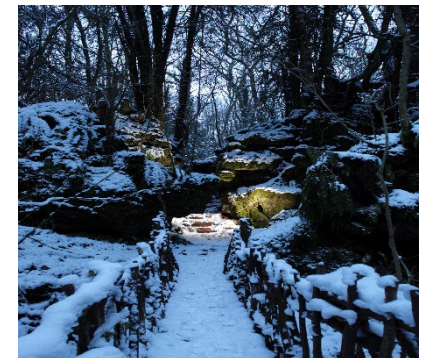
A Magical Woodland in the Forest of Dean

The Seasons KS1

Puzzlewood is a designated ancient woodland. It is a special, important and protected place. The woodland is so old it has developed intricate communities of plants, animals and fungi.

Puzzlewood is an ideal environment for the study of the seasons and the weather.

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



National Curriculum Programs of Study:

SCIENCE:

Year 1

To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees To identify and describe the basic structure of a variety of common flowering plants, including trees.

To observe growth and describe conditions for growth To identify differences in living things

To observe changes across the four seasons

To observe and describe weather associated with the seasons and how day length varies.

Year 2 Extension

To observe and describe how seeds and bulbs grow into mature plants

To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

MATHS:

To compare, measure and record time To order months of year and seasons

To explore properties of shapes e.g. symmetry

GEOGRAPHY:

To explore weather and climate in the UK and around the world

To use basic geographical vocabulary to refer to and describe key physical and human features of locations To use simple compass directions

To use photographs

To use fieldwork and observational skills

ART:

To use a range of materials creatively to design and make products

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space

To learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Suggested Learning Activities

Before you visit:

Recognize and name some plants and trees in school environment using a simple key. In Puzzlewood you will find examples of oak, ash, beech, lime and yew. There are also harts tongue and soft shield ferns.

<https://www.woodlandtrust.org.uk/blog/2020/03/tree-id-kids/>

Make observational drawings – looking at differences and similarities e.g. in shape and structure

Begin to record trees in different seasons Understand the words deciduous and evergreen

Look at photographs from Puzzlewood of the woods during the seasons prior to visit and know how to identify a season – e.g. colours, weather. You can also find lots of images of flora and fauna on our website:

<https://www.puzzlewood.net/index.php>

Have experience of looking at a very simple map and know about the four compass points

Discuss items to pack for the visit e.g. suncream, wellies (so that pupils can sort and classify items on a simple table). Write a label for each item.

Know and order months of year. Talk about which months fit into which seasons and why. What happens in those different months, what is the weather like – paint pictures for different seasons.

Make a class seasons wheel.

Collect key vocabulary for different seasons

Look at Andy Goldsworthy's work if you want to make sculptures in situ Look at the work of Turner or Constable who painted weather <https://www.youtube.com/watch?v=sngXz55b4bc> <https://www.tate.org.uk/visit/tate-britain/display/turner-collection> <https://www.tate.org.uk/art/artists/john-constable-108>

During your visit:

**You are requested to stay on the marked paths in order to preserve this important ancient site.
You are welcome to use found objects during your visit but please do not pick leaves or flowers.**

To get to know Puzzlewood, use the basic map to follow the route and draw interesting features in the correct place e.g. a cave, a bridge (an opportunity to discuss and sort physical and human features of a location). Notice the twisted shapes which suggest different life forms or secret shelters.

Use the map to find items connected with seasons hidden in the woods. Map the item's position e.g. a welly, bobble hat, sunglasses. Discuss with adult the corresponding season and how we adapt our clothing.

Look at farm animals and discuss how weather affects them and how they adapt to the different seasons. Why does it get dark so early in the winter? How could we keep Lulu the pig warm in winter?
Possible link to other animals – hibernation, food sources etc.

Detective work - Find the location of a given photo from a different season. Compare and contrast.

Identify some of the plants and trees in Puzzlewood – possibly presented as a scavenger hunt. Collect something to show you've found it – or photograph

Use senses – What can you smell? What can you hear? etc. Record group responses on Dictaphone or iPads

Observe and draw the trees. Notice huge twisted roots, thick trunks, canopy of branches. Why are the trees so big? Why is it so dark in the forest?

Compare to another plant e.g. a bramble or fern

Bark rubbings – record for a sketch book

Go to the *house in the woods*, following the dinosaur footprints for colour work.

Colours:

Give children a small selection of colour swatches. Go on a hunt to match colours to parts of the environment. (Language extension)

Could collect colours by using a 'sticky armband' or double sided tape on cardboard ('sticky armband' = sellotape wrapped around wrist sticky side up)

Is a wood just green and brown? Are all the leaves the same colour?

What if all the colours in the woods changed? Pupils given viewers with different coloured cellophane. How do colours change? How does it affect the atmosphere?

Collect or draw leaf shapes for later work or for sketch book

After your visit:

Life cycle of a tree and the creatures that live in it

In school grounds, focus on one tree throughout the school year Make a season booklet to be added to during the year.

Ideas for Creative Work During or After the Visit

Poetry work from own experience:

- senses (descriptive poem)
- from detective activity done during visit (comparative poem)
- list poems of colours/plants
- write a poem about a magic spell being put on the woods and all the colours changed e.g. what if the tree trunks turned pink
- pattern poem e.g. based on 'This is the House That Jack Built'
*'This is Puzzlewood,
This is the tree which grows in Puzzlewood
This is the moss which grows on the tree which grows in Puzzlewood.....'*
- write a riddle for one of the farm animals

Write a story using the days of the week to describe a spider, bird or farm animal's life. Sequencing events.

Make a simple zigzag book to write an animal's adventure for each season

Write instructions for other visitors about what they need to take for their visit at different times of the year.

Draw the trees.

Notice huge twisted roots, thick trunks, canopy of branches.

What does the tree look like? Can you see a face in it? Who might live in it? What happens after dark?

What might it be like to be a spider or bird living in that tree? In winter? In summer?

Colour mix colours found in woods – make a painting showing wood in current season

Look at the work of other artists who painted trees in different seasons e.g. Constable

Think about how skies changed in different seasons

Look at the work of other artists who painted skies in different seasons e.g. Turner

Communicate ideas in different ways – line, shape and colour Collect items found in the woods and make a collage on site. Tell the story of your collage. Photograph, then replace objects. Back at school, upload photo and respond in writing.

Do further work on collage e.g. leaf shapes, bark rubbings, textiles Don't forget to enjoy other artists' work!

Using leaves make rubbings, take prints, make a printing block for repeated designs, stitch on fabric. Possibly look at work of William Morris.

Adapt sketches to create a design e.g. leaf outlines, cut out from coloured paper to depict a season, arranged in a pattern.

Henri Matisse

Use art activities to develop specific vocabulary e.g. lines, dots, squiggles, patches, long, thin, rounded, symmetrical, flowing, earth colours, smooth, prickly, combine, overlap, layer

Using vocabulary collected, observations, senses work etc. – make percussion music to match the seasons. Listen to Vivaldi's 'Four Seasons'

