

Puzzlewood

A Magical Woodland in the Forest of Dean

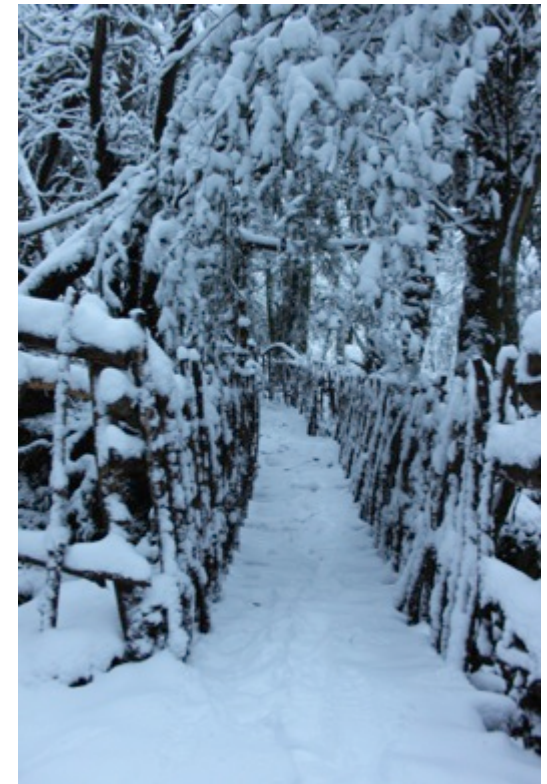
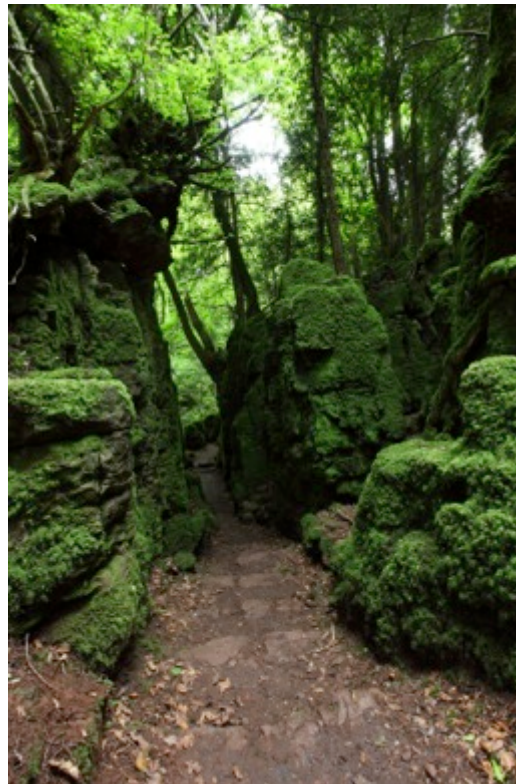
THE SEASONS

Key Stage 1

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

Below are some suggestions for your visit that can be adapted to suit your class.

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:

To record from first hand observation and experience

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.

Useful site: www.naturedetectives.org.uk

Suggested Activities:

<u>Prior to the visit</u> (or as a follow-up depending on the month of your planned visit)	<u>Resources</u>
<p>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.</p> <p>Make observational drawings – looking at differences and similarities e.g. in shape and structure</p> <p>Begin to record trees in different seasons</p> <p>Understand the words deciduous and evergreen</p> <p>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</p>	<p>Simple classification keys – downloadable</p> <p>Sketchbooks</p> <p>Photographs</p>

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

Simple maps

Seasonal items for discussion

Andy Goldsworthy video about his work

<http://www.bbc.co.uk/education/clips/zh4wmp3>

www.twotempleplace.org/.../wp.../Year-3-Famous-Artists-Turner.pdf

kids.tate.org.uk/games/discovering-turner/

On Site	Resources
<p>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.</p> <p>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.</p> <p>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.</p> <p>Detective work - Find the location of a given photo from a different season. Compare and contrast.</p> <p>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</p> <p>Use senses – What can you smell? What can you hear? etc. Record group responses on Dictaphone or iPads</p> <p>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</p> <p>Bark rubbings – record for a sketch book</p> <p>Go to the <i>house in the woods</i>, following the dinosaur footprints for colour work.</p>	<p>Puzzlewood map onsite</p> <p>List of interesting features</p> <p>Seasonal items hidden</p> <p>Photographs of farm animals</p> <p>Laminated named photos of plants and trees Digital cameras/plastic bags</p> <p>Dictaphones or iPads</p> <p>Paper, wax crayons</p> <p>Colour swatches = paint colour charts, fabrics or wools for matching</p>

<p><u>Colours:</u></p> <p>Give children a small selection of colour swatches. Go on a hunt to match colours to parts of the environment. (Language extension)</p> <p>Could collect colours by using a 'sticky armband' or double sided tape on cardboard ('sticky armband' = sellotape wrapped around wrist sticky side up)</p> <p>Is a wood just green and brown? Are all the leaves the same colour?</p> <p>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?</p> <p>Collect or draw leaf shapes for later work or for sketch book</p>	<p>Viewers with different coloured cellophane</p>
<p><u>After the visit:</u></p> <p>Life cycle of a tree and the creatures that live in it</p> <p>In school grounds, focus on one tree throughout the school year</p> <p>Make a season booklet to be added to during the year</p>	

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?

Any pictures drawn onsite or photographs

Sketch book

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'

Painting equipment

www.fun-learning-activities-for-children.com/John-Constable.
www.nationalgallery.org.uk/upload/pdf/notes_constable-hay-wain.pdf

Digital camera
ipads

Sketch books
www.twotempleplace.org/UNIT3B
<https://www.tes.co.uk/teaching.../william-morris>

Percussion instruments

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.