

# PEAK DISTRICT NATIONAL PARK LEARNING & DISCOVERY TEAM TEACHERS NOTES – WOODLAND TALES



<b>Age range:</b> EYFS & Year 1	<b>Duration:</b> 10.00 – 14.30	<b>Available:</b> April to October
<b>Locations available:</b> Longdendale, Macclesfield Forest, Moorland Discovery Centre.		

In our Woodland Tales programme, pupils spend the day exploring the woods using a well-known woodland-based story (e.g. "The Gruffalo") as a stimulus for discovery about the natural environment, and engage in different sensory activities to explore this habitat.

Activities provided as part of the day include:

- Using our senses to explore the woodland habitat in different ways, through fun activities and games
- Imagining how a variety of woodland animals experience this habitat, and move around and survive within it
- Working collaboratively with friends to create bespoke shelters for woodland animal toys

Depending on location, you may:

- Searching for and discovering the wonderful diversity of woodland minibeasts
- Learn more about some different woodland mammals, and their individual 'super senses'
- Create woodland faces on the trees, using clay and natural materials collected from the woodland

## **Important Notes for this Programme:**

**Clothing:** We believe experiencing the outdoor elements is an integral part of the day and continue activities in all but the very worst weather. So please come prepared to be outside in rain or shine! Therefore, please ensure that children are wearing appropriate outdoor clothing. Waterproof jacket, wellies or stout shoes are advised for all visits. See [What-to-Wear.pdf \(peakdistrict.gov.uk\)](https://www.peakdistrict.gov.uk/what-to-wear)

**Capturing and recording your pupils' experiences:** We do not use any worksheets in our programmes for younger pupils. Therefore, we encourage you to bring a camera or phone/tablet to capture and record your children's experiences and to help you document their learning journey.

We strive to make our visits accessible to all. Days can be tailored to your group's needs. While many of our sites are accessible to people with limited mobility, we advise you to discuss your particular needs with us before booking.

## **Main Curriculum Links:**

### **EYFS Framework ELGs**

Communication and Language: Listening, Attention and Understanding; Speaking. Personal, Social and Emotional Development: Building Relationships. Physical Development: Gross Motor Skills. Literacy: Comprehension. Understanding the World: Past and Present; The Natural World. Expressive Arts and Design: Creating with Materials; Being Imaginative and Expressive.

### **English**

Reading: Comprehension skills. Develop and broaden pupil vocabulary.

<b>Science</b>	Working scientifically: Observing closely, using simple equipment; Identifying and classifying. Animals: Identify and name a variety of common animals; Basic needs of animals for survival. Living things and their habitats: Introduction to habitats.
<b>Art and Design</b>	Use a range of materials creatively to design and make products
<b>Design and Technology</b>	Design purposeful, functional, appealing products; Build structures.
<b>Physical Education</b>	Agility, balance and coordination. Outdoor activity.

Key Learning Objectives	Learning Outcomes
<p><b>Science</b></p> <ul style="list-style-type: none"> <li>Working scientifically</li> <li>Understanding habitats and micro-habitats</li> <li>Identifying, classifying, and grouping animals</li> <li>Understanding what animals need to survive (shelter, water, air, food)</li> <li>Exploring the world around us</li> </ul> <p><b>English</b></p> <ul style="list-style-type: none"> <li>Listening, comprehending, and recalling key events and characters in a story</li> <li>Being able to relate stories to the real world and pupil's own experiences</li> </ul> <p><b>Art and Design / Design Technology</b></p> <ul style="list-style-type: none"> <li>Planning and creating robust functional structures using a variety of materials</li> </ul> <p><b>Other skills</b></p> <ul style="list-style-type: none"> <li>Listening to and following instructions</li> <li>Using balance and agility on uneven terrain</li> <li>Looking carefully/observational skills</li> <li>Using equipment carefully and correctly</li> <li>Being inventive and imaginative</li> <li>Working collaboratively and sharing</li> </ul>	<p><b>All</b> children will be able to:</p> <ul style="list-style-type: none"> <li>Participate in fun, practical sensory activities</li> <li>Explore the natural world around them</li> <li>Understand that different animals use different dominant senses, e.g. to find their food</li> </ul>
	<p><b>Most</b> children will be able to:</p> <ul style="list-style-type: none"> <li>Relate characters in a story to the real world</li> <li>Understand the importance of colour to many animals, either as camouflage or as a warning</li> <li>Understand that all animals need shelter, water, air, and food to survive</li> <li>Understand that different animals eat different kinds of food</li> <li>Learn some key scientific terms, e.g. habitat, camouflage, nocturnal, adaptation, mammal, reptile, bird, invertebrate</li> </ul>
	<p><b>Some</b> children will be able to:</p> <ul style="list-style-type: none"> <li>Understand some of the differences between mammals, birds and reptiles</li> <li>Understand that it is important to care for habitats and the animals/plants that live there</li> </ul>

### Assessment for Learning

We continually assess learning using a variety of techniques appropriate to the activity such as questioning, games, observations and checking results

### Ideas for Extending Learning Before / After the Visit

- Read a variety of stories set in a woodland/forest. What types of creatures feature in the stories?
- Look at photos of different woodlands (e.g. coniferous / deciduous). What makes them different to where you live/your school grounds?
- Discuss ways that you could look after the different habitats in your school grounds. Then do it!

**Partnerships:** The Moorland Discovery Centre on the Longshaw Estate is run in partnership with the National Trust. As such visits may be delivered by staff from the Peak District National Park or the National Trust.