

Key Stage 1

Know your trees

Learning objective:	To recognise and identify different tree types.
You will need:	The Know your Trees poster, an outing to a local woodland or around the playground, secateurs to cut twigs.
Activity:	An outing to look at the different ways trees grow and for leaf collecting, followed by online research and poster-making for different tree species.
Starter:	Before the outing see how many tree species pupils can name, write them on the board and ask how many of them they think they will identify on their outing. Find out how much they know about deciduous and evergreen trees.
Development:	<p>Go out to the woodland and in groups of three or four (seven groups in total) have them collect as many different leaf types and fruits and seeds as possible. Depending on the season, these can either be collected off the ground or by carefully taking examples from the trees. Take secateurs to help make neat cuts.</p> <p>Back in the class, give each group a copy of the Know your Trees poster and ask them to identify how many leaves from the poster they have found.</p> <p>Ask them to draw each leaf and write a description about it that would help someone classify the leaf. Do they think it is from a deciduous or evergreen tree – why do they think this.</p> <p>Give each group one of the leaf types to investigate further, either using IT or homework, to find out as much as they can about that tree: where it grows, how it grows, how tall it grows, what it is used for, what animals live in it etc. Encourage them to find out the most surprising fact about the tree that they can. Use this information to create a group poster about the tree.</p>
Plenary:	Have each group prepare a quiz of five questions for the class based on their poster. Each group then asks the other groups their questions in a quiz show format where groups use their “tree name” as their buzzer sound to answer the questions.
Further activities:	Use the leaves to do leaf rubbings using crayons and thin paper.

Key Stage 2

Lifecycles

Learning objective:	To be able to describe the different lifestyle stages of birds, mammals, insects and amphibians and know the differences between each group.
You will need:	The Lifecycle poster with each element cut out separately, card, scissors, a copy of the book <i>Monkey Puzzle</i> by Julia Donaldson.
Activity:	Pupils will identify the stages in the lifecycle of different animal types and look at the differences between them.
Starter:	<p>Ask if anyone remembers the children's book <i>Monkey Puzzle</i>. Discuss the story line and then turn to the end of the book where the butterfly says: "You never told me she looks like you! I didn't know. I couldn't! You see... None of my babies looks like me."</p> <p>Ask the pupils why they think this is? What other animals can they think of where the young don't look like the adult?</p>
Development:	<p>In pairs, have the pupils write ten words each of young and adult animal forms on cards, e.g. frog, tadpole, maggot, fly, bird, egg, lizard, cub, tiger, kitten, rabbit etc. Have them cut the cards out and give one half to their opposite pair. Then play "lifecycle snap" - the rules of snap but when two from the same lifecycle come up, such as egg and bird, they have to say "lifecycle snap" and set that pair aside until they have no cards left.</p> <p>Put the pairs into fours and give each group a set of the life cycle parts cut out from the poster, all mixed up. Ask them to sort the elements into young, growing and adult.</p> <p>Can they put the parts together to make a whole lifecycle? How long do they think each lifecycle takes? What is similar and different about each lifecycle?</p>
Plenary:	Look at the lifecycle poster. Can they name which "animal type" is featured. Can they name other animal types from within those groups.
Further activities:	Create lifecycle wheels as a classroom display. Write metamorphosis on the board and give pupils five minutes to make as many words as they can from it.

Early Years

Describe and create a woodland

Learning objective:	To be able to talk about a woodland environment and what animals and plants you might find there.
You will need:	Poster “Woodland Life”, art materials
Starter:	Ask children what a woodland is. What is found there. What do we do there. Get children to tell their own stories about their experiences of woodlands.
Development:	<p>On the poster, put blank paper over the animals. Then one-by-one describe the animals one clue at a time and ask children to guess what the animal is. Remove the paper once they have got the right answer, until you have the whole picture.</p> <p>Ask children to look at all the different colours in the picture. Ask them to look at all the different shapes. What are the tallest things, what are the smallest things?</p> <p>Ask them to think about where the different animals live and what they eat.</p> <p>In groups, get them to create different parts of the picture and put these together in a collage. One set make the trees in the background, another set make foxes, another bluebells etc. Get them to think about the texture of what they are making and what might be good for it, smooth material for flowers etc. You could bring in real leaves to recreate the woodland floor.</p>
Plenary:	Get children to look at the finished artwork and discuss which bits they like the most and why. Whether everything is the right size and in the right place. Whether they think a frog or a bunny would like to live in the actual picture and why.
Further ideas:	Ask children to describe the daffodils and the primroses using descriptive language, then do tallies of how many of each are in the picture, make sentences with missing words about where each of the animals live so children can place the bird in the tree, the rabbit in the burrow, the frog in the pond etc and establish habitats for each animal. Create a simple word search with the names of the animals in the picture.

Key Stage 1 & 2

Descriptive writing task

Learning objective:	To write a descriptive piece based on what you might see or do in a woodland.
You will need:	The Woodland Life poster.
Activity:	Explain that pupils are going to use the poster as the basis for writing a description about what they would actually see if they go down to the woods.
Starter:	Encourage pupils to look at the poster and think about all the things they can see in the picture. What would they be able to hear? How would it smell? How would they feel in the woods?
Development:	<p>Encourage pupils to generate different vocabulary that might help in describing a woodland.</p> <p>In pairs:</p> <ul style="list-style-type: none">• choose an animal and describe it to each other without using the animal's name. Guess each other's animal.• play 'hide and seek' by imagining you are hiding in the woods and describing where you are in the picture.• give each other instructions for how to climb a tree. What would you feel, see and do?• ask pupils to write down as many adjectives that they can that could help in describing a wood• for older children, ask pupils to choose an animal and write down five words to describe it. Then pick a pupil and ask them to describe their animal to the class without using any of those five words. <p>Choose pairs to come up to the front and demonstrate their work to the class.</p> <p>Write relevant words that come up on the board.</p> <p>Once children have done the pair work set them a writing task of describing woodlands and things they might see and do there starting with "If you go down to the woods today..."</p>

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Key Stage 1 & 2

Descriptive writing task *(continued)*

Development continued:

For older children make this an exercise in writing a diary. Ask them to write a diary entry imagining an afternoon in the woods. Share the golden rules for descriptive writing:

- Write in the first person
- Use all your senses: sound sight, smell, touch, taste
- Include interesting words to help bring the woodland to life

Plenary:

Play a game of “If you go down to the woods today, you’ll see a...” where children each add their own idea of what you might see.

For older children this should be alphabetical and they have to remember the list as they go along.

Further ideas:

Use the poster as the basis of learning about food chains and the difference between carnivores, herbivores and omnivores. Use the poster to look at the specific habitats that different animals live in.