

Thematic plans and lesson ideas based on 'The Lost Words: A Spell Book'.



© Jackie Morris: *The Lost Words; A Spell Book* (Macfarlane & Morris, 2017; Hamish Hamilton at Penguin Books).

A Teaching Toolkit to support the Early Years curriculum in Wales.

by Students studying the Early Years degree at the University of South Wales; edited by Pavla Boulton.



Acknowledgements:

This teaching toolkit has been created because of the wonderful way in which Rob Macfarlane & Jackie Morris (2017) presented the problem of important words in our language about our natural world disappearing from the lives and minds of our children, due to their removal from the Oxford Junior Dictionary. The Year 2 Early Years Education & Practice students of the University of South Wales (USW), took this project and decided that they needed to support this beautiful 'spell book' by creating a toolkit of teaching ideas which could support Early years practitioners in helping to re-wild children's language. Their creativity and diverse ideas have made a significant contribution to this resource. Support from the Gwent Wildlife Trust has been invaluable, supporting the students in their learning and in partnering the USW in this project.

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¹ Macfarlane,R. & Morris, J. (2017) *The Lost Words ; a Spell-Book*. Hamish Hamilton at Penguin Books. The Lost Word images are ©Jackie Morris, 2017.Permission has been granted for use of the images in this resource.

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Background to the Toolkit

Students studying the BA (Hons) in Early Years Education and Practice at the University of South Wales study a module called ‘Children Learning through Landscapes’ that looks in depth at the theory and practice behind children learning in an outdoor environment. As student practitioners they observe and experience the benefits and the challenges of outdoor provision during their placements and have been able to consider the positives outcomes as well as the difficulties of outdoor pedagogies whilst compiling this toolkit of ideas, which they have tried and tested in their own practice.



Students engaged in this work have also been studying the Level 2 Award in Outdoor Learning Practice (Agored Cymru) and this has allowed them to consider activity planning, based on a thematic plans and ideas that cover the Areas of Learning in the Foundation Phase Curriculum (WG, 2015). The thematic planning has also encouraged students to consider the transition of these ideas to support the new Welsh Curriculum currently being developed, as this will allow ideas to be applied flexibly. The Curriculum for Wales (WG Draft 2019) is emerging and the structure and approach lends itself to the thematic planning utilised in this toolkit, thus supporting practitioners through the transition.

Inspiration for developing the toolkit

Through studying the course, students also worked alongside colleagues at Gwent Wildlife Trust (GWT) and were fortunate to take part in a number of activities at Magor Marsh Nature Reserve, where ‘real wildlife’ and nature are at hand; as opposed to our main outdoor learning area at Newport City campus, which is a car park/ concrete area with a few trees, but which can still offer opportunities for learning and can be transformed into whatever theme we may be working with. However, Magor Marsh really brought learning alive and a ‘reconnection’ with nature was made for many students.

Through working with GWT a good partnership developed, and it was discovered that GWT had been able to fund the provision of a copy of ‘The Lost Words’ book by Robert Macfarlane and Jackie Morris (2017) into every primary school in Gwent and Monmouthshire. This stimulated a lot of thought, and students wondered how this amazing book, (borne of a truly worrying decision to remove such beautiful words from the children’s dictionary) was being used in schools. Students asked, ‘was I sure that Early years practitioners would all feel confident to go outside and use the book with the children?’

From this point on it was clear that students were motivated to develop ideas and activities that practitioners could use alongside this most inspiring book, so that the ‘Lost Words’ would be spoken, drawn, collaged and of course



understood by the children. They wanted children to be captivated by these living species which share our landscapes, so they could learn that 'stewardship' of the planet is everyone's responsibility. They set out on a journey of creative thinking, researching facts that they never knew themselves and then taking ideas with them into their own practice, and went to try them out.



The Toolkit

All the ideas contained in this toolkit are the works of the Year 2 USW Early Years Education students 2018--19. The toolkit has been formatted in a way that offers some structure to the layout in terms of the chosen 'Lost Words'. Ten of the Lost Words have been selected to use in this resource, some of which were chosen by the children that the students were teaching during their placements in Early Years settings in South Wales.

Each Lost Word has a thematic plan and one or more lesson plan ideas, which have been linked to the Welsh Foundation Phase curriculum (WG,2015). However, some students used different approaches to illustrate and explain their ideas and pedagogies. Therefore, in order to maintain different individual approaches, diversity in the content has been retained, which I hope reflects the individuality of the students' approach, because I believe that it is what makes each practitioner a 'master at their craft'.

The Curriculum

In April 2019, the Welsh Government launched the draft Curriculum for Wales (CfW) 2022, containing the six Areas of Learning and Experience (AoLE).

Expressive Arts
Humanities
Health and Well-being
Science and Technology
Mathematics and Numeracy
Languages, Literacy and Communication

This toolkit has been developed using the Welsh Foundation Phase Areas of Learning, as this remains the current curriculum for Early years in Wales. However, the approaches used to illustrate the teaching ideas are designed 'thematically', offering a much more holistic approach to the delivery of the curriculum.

This correlates with the new CfW which is made up of the six different AoLE's which are designed to support learners to realise the 4 purposes of the curriculum, encompassing the existing areas, subjects and disciplines. The AoLE's are designed rather to operate together as part of a holistic curriculum and ought not to be considered as separate silos. This allows for learning to be drawn upon across all the

AoLE's, thus planning needs to reflect this in practice. The design of the themed teaching in this toolkit reflects this concept, using the Lost Words as threads that are interwoven within the teaching of the AoLE's, bring them together in a more holistic fashion.

In addition, it supports the four purposes of the curriculum. 'Curriculum' includes ALL the learning experiences and assessment activities planned in pursuit of the four purposes which are to develop children and young people as:

- ambitious, capable learners, ready to learn throughout their lives
- enterprising, creative contributors, ready to play a full part in life and work
- ethical, informed citizens of Wales and the world
- healthy, confident individuals, ready to lead fulfilling lives as valued members of society.

The pedagogy of outdoor learning can support and develop children in achieving these four purposes in a multi – modal, active, multi-sensory and holistic approach and the ideas contained within this toolkit attempt to inspire practitioners to do exactly that.

Example of new AoLE : Science and Technology that would be relevant and transferable to ideas in this Toolkit:

What Matters statements² for S & T

- The world around us is full of living things which depend on each other for survival.
- Being curious and searching for answers helps further our understanding of the natural world and helps society progress.
-

A range of KSE's³ from progression steps 1,2,3 :

- **Inquiry**
- **Learners need to experience**
- **Multisensory experiential learning**
- **A rich learning environment indoors and outdoors**
- **Using a range of tools to observe and explore, e.g. magnifying tools and cameras.**
- **Work safely and be aware of risks**
- **Use a range of appropriate scientific equipment to observe, measure and record**
- **Using technologies, directly or indirectly, to observe a range of phenomena**
- **Different types of inquiry, including out-of-classroom learning, fair testing, pattern seeking, classifying and identifying, exploring, making things and investigating models**

Principles of progression (Learning) articulated through a series of Achievement outcomes⁴:

- I can identify living things in their natural habitats.
- I can recognise and compare some features of living things and discuss similarities and differences.
- I can compare and contrast how living things develop and have offspring.
- I can explore how different habitats provide resources for living things to survive.

² What matters statements (WMS) articulate fundamental key concepts that express what matters most in that AoLE. They also draw on component AoLE's where relevant.

³ KSE= Knowledge, Skills and Experience. These are key to achieving the WMS within the AoLE.

⁴ Progression is intended to be a continuum of learning for each AoLE from 3-16yrs. There are 5 steps of progression on the continuum 5,8,11,14,16 yrs. Pace of progress along the continuum may differ. Progression steps are articulated through achievement outcomes (I can...) for each WMS. They are not best fit criteria but need to be used to build a picture of how a learner is progressing in knowledge, skill and competency across the AoLE's.



The Importance of Outdoor Learning...

The outdoors is the ideal environment for experiential learning, because it offers unique opportunities to be creative, to move around, to be noisy and to take risks. The outdoors is full of special stimuli such as weather, sounds, smells and textures which can enrich and enhance a child's learning environment (WAG,2009, p.2).

Student references, comments and quotes that were used during the process of presenting and developing this Toolkit of ideas

We believe that there are numerous benefits to children learning in nature and about nature. Observing children fully engaged in their learning and developing skills in a holistic way is a rewarding moment for a practitioner.

“Teachers who understand how to encourage and support and extend outdoor play activities are more likely to enrich these experiences significantly.” (Renick, 2009, p.83)

“Being outdoors enhances all aspects of children’s development: social, physical, creative, cultural and personal. Children with these skills well-developed are better able to learn and to retain that learning.” (Wales, DCELLS, 2009, p. 2)

Learning in an outdoor environment has been found to ‘increase knowledge and understanding ... developments in knowledge and understanding appeared to be from across a range of domains’ (Dillion et al, 2005, p. 24)



In the early years, outdoor learning can often lack an educational aim or outcome. Bilton and Waters (2016) noted that most early years practitioners in England and Wales cited physical development as the most common purpose for outdoor learning closely followed by personal and social development. All Areas of learning can be embraced in the outdoors and observation is the key tool that allows practitioners to do this.

Holland (2009), recognises that many ‘wild spaces’ are now privately owned and that children have limited access to nature therefore it is ‘our’ responsibility as adults to adapt and reconnect them to nature. As suggested by Montessori purposeful outdoor activities can begin to develop a scientific understanding of nature and in addition can encourage children to comprehend their moral responsibilities to take care of the planet (Lewis and Poole, 2018; Tovey, 2007).

The future protection of nature depends on the attachment to nature of children and young people (Louv, 2005, p.156).

Outdoor area – Adaptable?

Traditional Playground

Walls and Fences

- Restricted area
- Hooks and pulleys to hang items, such as baskets to store natural and manufactured resources – Acorns, Tubs, Whisks.

On the ground/Space

- Inclusive
- Flat surface/Concrete
- Large space to conduct activity – No fixtures
- Resources to be added before hand – Acorns to be hidden around area

Activity Resources

- Able to add loose features – Logs, Tyres for planting
- Able to adapt resources to include diverse contexts – depending on classroom theme/Sensory
- Simple resources- Can be prepared by the children if necessary – cost effective



Adventure Playground

Natural Environment

- Sensory- rich space
- Encourages exploration

On the ground/Space

- Large woodland area to conduct activity
- Access to nature – Grass, Acorns, Dandelions
- Uneven surface/ incline – Risk assessment and rules to be considered before activity - Scaffolding
- Loose materials used as resources – Grass, Dandelions, Acorns, Fixtures potentially included in activity – Trees (Squirrels home), Grass (Goop cupcakes)

Activity Resources

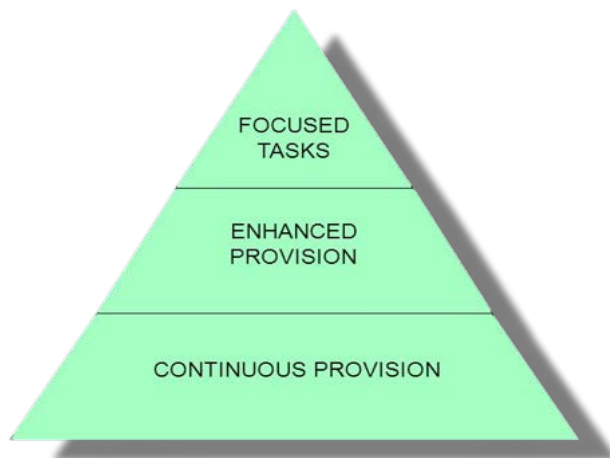
- Natural resources to be included in activity – Trees, Grass, Acorns – Cost effective and experiential

Children need the freedom and challenge that natural outdoor environments provide to collaborate, structure and maintain their activities with minimum adult intervention (Maynard et al 2011).

Thoughts about different spaces were discussed by the students and using the SEESAW app⁵ they shared their experiences from their practice. Where they identified lack of resource and 'difficult spaces' they suggested that most spaces could be transformed by bringing in resources, using loose parts and recyclable materials which could still offer outdoor opportunities, even where green space might be lacking.

⁵ Seesaw is a student-driven digital portfolio that empowers students of any age to independently document what they are learning in their learning spaces and to share it with tutors, classmates and even the world. (<http://itunes.apple.com/us/app/seesaw-the-learning-journal>)

Why use Thematic planning?



- ✚ Extremely effective for teaching the curriculum and skills in a meaning and relatable format (Thomas and Lewis, 2016).
- ✚ Ward suggests it increases Children's engagement (2000)
- ✚ Uses a holistic approach (Dalton and Boyd,1992)
- ✚ Links to Thomas and Lewis (2016) Foundation Phase triangle.


Thematic planning allows the practitioner to respond to the needs of the learner and can make instructions more comprehensible. Presenting a theme to the learning allows for a more meaningful context and changes the instructional focus from isolated pieces of information to information that revolves around a meaningful message/ topic. Effective thematic learning uses themes as a 'conceptual glue' for learners and can strengthen bonds to knowledge.

Fern

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Thematic planning

Sand/ tough Spot	Role play	Book Corner	Writing area	Investigation area	Outdoors	ICT	Construction	Maths area		Water
Prehistoric tough spot with Herbivores	Garden centre	Nature books - seasonal	Storytelling	Different types of ferns		Looking at Life cycle / how they procreate	Building dens with ferns	Matching written number to physical	Pipe cleaners of different lengths to make Ferns	Making fern boats

Language, Literacy and communication

Feel Box - children use describing words for the ferns and then show them the ferns and have them describe what they see.
 Story telling - Create a story (see creative development) and children tell their story & create pictures to illustrate the story.
 Fern mud pies - children make the pies, decorate with fern parts then **write** a recipe for it (links with CD) .

This week's theme is **Fern**

Creative Development

Printing Ferns - Printing in Mud or Paint or use ferns as paint brush.
 Making Fern crowns
 Collage of ferns and natural materials
 Drawings of Ferns / Fern Rubbings - Charcoal,
 Create a character: Mr. Fern with backstory (Links with LLC) .
 Prehistoric play with herbivore dinosaurs and Ferns
 Fern Bashing - ferns pressed between materials
 Tissue paper fern collage

Physical Development

Ferns Dancing
 Fern matching relay - matching different species of fern with pictures or name
 Nature walk - try and spot ferns / colours/ size/

Welsh Development

What is Welsh for Fern - rhydnyen
 Describing words for fern - colours
 Places where they are found in Welsh

ICT

Record Mud Pies - video
 Photograph fern planting, crowns, and other activities
 Watch Videos of ferns life cycle
 Draw a fern on Kids doodle app

Knowledge & Understanding of the World

Matching and Naming Parts of the Fern
 Planting Ferns - where and why? ferns need shade
 Cycle of the Fern plant - creating a poster and present what they have found in groups
 Read - Tree : seasons come and seasons go - discuss the seasons and changes to nature

Mathematical Development.

Organising different sized ferns
 Buying Ferns at Garden Centre (role-play area) - have the children buy ferns using 50p, 10p, 5p, 2p, and 1p; perhaps depending on length

Personal and social development

What Ferns do for the environment? - What can we do to take care of the environment?
 Fern friends - Create themselves or their family out of ferns, with other natural materials or printing.
 In groups discuss what is special and different about them and their family.

Fern Lesson Plan							
Learning Objective:							
<ul style="list-style-type: none"> To be able to describe the fern to the class using a variety of their senses. To be able to create patterns on fabric by using the ferns. 							
No. Children: 5-6	Age of children: 4-5	Time: 10:00			Duration of activity: 1 hour		
Area of Learning		LLC	PSD	MD	WLD	KUW	PD
Cross Curricular Links: Physical Development (Fine motor skills), Knowledge and Understanding of the World, and Language, Literacy and Communication.		Links to LNF:					
		<ul style="list-style-type: none"> 'Exchange ideas in one-to-one and small group discussions, e.g. with friends' (Welsh Government, 2014). 					
Skill:		Range:					
<ul style="list-style-type: none"> 'Activities that allow them to use their senses, be creative and imaginative' (Welsh Government, 2015, p.18) 		<ul style="list-style-type: none"> 'Experience a language-rich environment that immerses them in the spoken and written word' (Welsh Government, 2015, p.18) 					
Resources:		Differentiation:					
<ul style="list-style-type: none"> Ferns Paper Cloth Hammer Pegs Paint 		<p>More able: - Less assistance from adult.</p> <ul style="list-style-type: none"> Encourage the children to use new vocabulary or more detailed description e.g. longer sentences. <p>Less able: - Use prompting questions to inspire or help the children think of describing words.</p> <ul style="list-style-type: none"> Assist child with bashing the fern if required. Or if child cannot hold the mallet, have them print with the ferns using paint. 					












Details Plan of Activity: Fern discovery	
Duration: 10 Minutes	<p>Introduction:</p> <ul style="list-style-type: none"> • Before the lesson start place the Ferns in the outdoor space. • Tell the children that you've found something new outside that you want to show them. • Once the children have found the ferns, have the children close their eyes and feel the Fern and have them describe what the fern feels and smells like. • Then have the children look and describe what the ferns look like. (Create a Spider diagram to evidence the activity)
Duration: 45 Minutes	<p>Main Activity:</p> <ul style="list-style-type: none"> • divide class into 3 groups and select one group at a time to 'Bash Ferns', send the other groups off for free play. • Explain and demonstrate to the child how to 'Bash' the ferns • Place the fern on a piece of paper in the desired placement and cover with a piece of cloth. Secure together with pegs, to ensure they do not move apart. • Then give them a hammer to bash the Fern within the cloth until can see Patten through the cloth. • Once the children have completed the task give them the opportunity to further decorate; if not rotate the groups. • Repeat until all groups have had a turn.
Duration: 5 Minutes	<p>Plenary:</p> <ul style="list-style-type: none"> • When all groups are done gather children in a circle to ask them what they learnt from today's activity?





Willow

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Sand/ tough Spot 	Role play 	Book corner 	Writing area 	Investigation area 	Outdoors 	TCT 	Construction 	Maths area 	Craft area 	Water 
Willow paint brushes, attaching different herbs.	Withybush town	Non-fiction books, trees, caterpillars.	Willow leaf rubbing	Catkins and caterpillars	Re-planting willow	Programming bee bots to go through willow maze	Using playdough and twigs to make tee-pee shapes	Measuring tools	Willow leaf sun catcher	Send seed/branch down the river

Language, Literacy and communication

Describing words for willow vs goat willow
Write the 'W' or 'Willow' using willow sticks in compost.
'Gentle willow' story book.
Responding orally to subject matter in 'Gentle willow' book.
What makes you sad, group discussion.
Using willow and glue make Willow word using cut out leaf circle for 'o'.
Group willow poem with adult support

Physical Development

Develop skills for weaving willow using paper straws.
Learn to weave willow into a star shape.
Willow paint brushes

Knowledge & Understanding of the World

History of willow weaving.
Who still uses it now? What places around the world?
Local willow weavers come in for a talk.
Nature walk, look for a willow tree around school or local grounds.
Planting Willow, it re roots itself.
Shape of willow tree leaves, what makes them different from other leaves?
Life cycle of a willow, seeds float down river
Differences between goat willow and weeping willow

This week's theme is
Willow

ICT

Use measuring app on ipad to distinguish how long a piece of willow is.
Research different types of willow using
http://growninwales.co.uk/giw_grower/west-wales-willows/
Programme bee bots to go through willow maze, get to the pollen.

Personal and social development

Weeping willow, why is it called this? What makes you sad?

Gentle willow story about death, explore children's feelings about the book and allow for circle time for children to share stories using cuddly toy for turn taking.

Creative Development

Weave willow into a star shape
Practice weaving on a Christmas tree
How do the catkins on goat willow feel?
Followed by life drawing of goat willow
Using cotton wool make collage of goat willow branch
Willow leaf rubbings
Clay willow leaf prints

Welsh Development

Willow trees ("withies") welsh history
Local place names like "Withybush".
Used for baskets of different types such as lobster pots

Mathematical Development.

Measuring willow in feet-
Mark out on the floor, 1ft, 2ft etc.
Ask children to sort the willow according to height.
Have small pieces of willow at varying heights ask children to sort them in height order and stick down onto paper.
Measuring willow, using a ruler work find 5 pieces of willow that are all 5cm, 7cm etc.
Thick and thin pieces of willow.

Date: 7 th December 2018		Time of lesson delivery: 2.30pm						
Age of children: 6-7 years		Number of children: 12			Duration of session: 1 hour			
Area of Learning (Foundation Phase Curriculum):		LLC	PSD	MD	WLD	KUW	PD	CD
<p>Learning Objective/s:</p> <ul style="list-style-type: none"> • Be able to understand that willow is a resource that has been used for many years for weaving and to create structures. • Be able to manipulate willow to create the desired effect. 								
<p>Skill from Foundation Phase Area of Learning:</p> <ul style="list-style-type: none"> • Develop fine manipulative skills • Use a range of small and large equipment and stimuli 				<p>Range from Foundation Phase Area of Learning:</p> <ul style="list-style-type: none"> • Developing their gross and fine motor skills through their practical activities and use of varied tools, equipment and apparatus. • Being involved in physical activities that allow them to work as individuals, with a partner and in small groups, sharing ideas and helping each other to improve their work. 				
<p>Links to LNF Strands / Elements:</p> <ul style="list-style-type: none"> • Listen to others, with growing attention, usually responding appropriately, e.g. carrying out instructions • Use standard units to measure: – length, height and distance: metres, half metres or centimetres • Use checking strategies to decide if answers are reasonable 								
Cross Curricular Links:		LLC	PSD	MD	WLD	KUW	PD	CD
<p>Resources: Willow branches, wooden base with holes drilled in (optional), string, scissors, ruler and pen.</p>				<p>Differentiation: MAT / ALN pupils Less able: To provide laminated visual instruction cards to follow (pictures of each step). To provide support with using the ruler to measure. More able: extend their learning by showing them and letting them tie their own knot.</p>				

Detailed Plan of Lesson:	
Link to children's previous learning: Number recognition and being aware of the function of a ruler. Manipulating craft straws to get used to the bending and threading skills required.	
Duration: 15 minutes	<p>Introduction:</p> <p>Start activity inside, show children purpose made slide show on the computer about the journey of the willow, where it was grown, how it was harvested. Show them examples of willow weaving and discuss how long it has been around for.</p> <p>Move the group to the Forest School area and show them the willow soaking, ask for their help to remove it from the water.</p>
Duration: 40 minutes	<p>Main Activity:</p> <p>The children will be making their own Christmas stars on a 1:1 basis of 1:2 depending on ability. With half a willow stick ask the children to select the thickest end. From that end they need to measure 6 inches and mark it off with a pen, from the mark measure another 6 inches and repeat three more times. They should then hold the willow on the first pen mark and bend the willow on the next three pen marks to form an equal angle triangle. Hold the triangle in place and thread the end of the willow through the triangle and bend on the final mark. Thread through the triangle again to point the end of the willow to where their hand is holding. This should create a star shape. Tie off using the remaining willow to create the final point. If needed secure with string.</p>
Duration: 5 minutes	<p>Plenary (checking understanding):</p> <p>Gather the children around the log circle and review how the Christmas tree now looks is it sturdy?</p> <p>Ask the children what they found hard or easy about the activity.</p> <p>Ask them where they might display their Christmas stars.</p> <p>Encourage them to come up with future weaving projects for the class.</p>

Assessment: (e.g. Formative (AfL), Summative (AoL), Key Questions to ask pupils)

Summative: By the end of the session they will have a finish product of the star.

Formative: Observations should be made of children's measuring abilities to inform further planning.

Key questions:

"Do you think this piece of willow will be long enough?"

"Do all the pieces you've marked outlook about the same length?"

"How could you check?"

"What did you find easy/hard about the weaving?"

"I wonder what else/what other shapes we could weave from willow?"

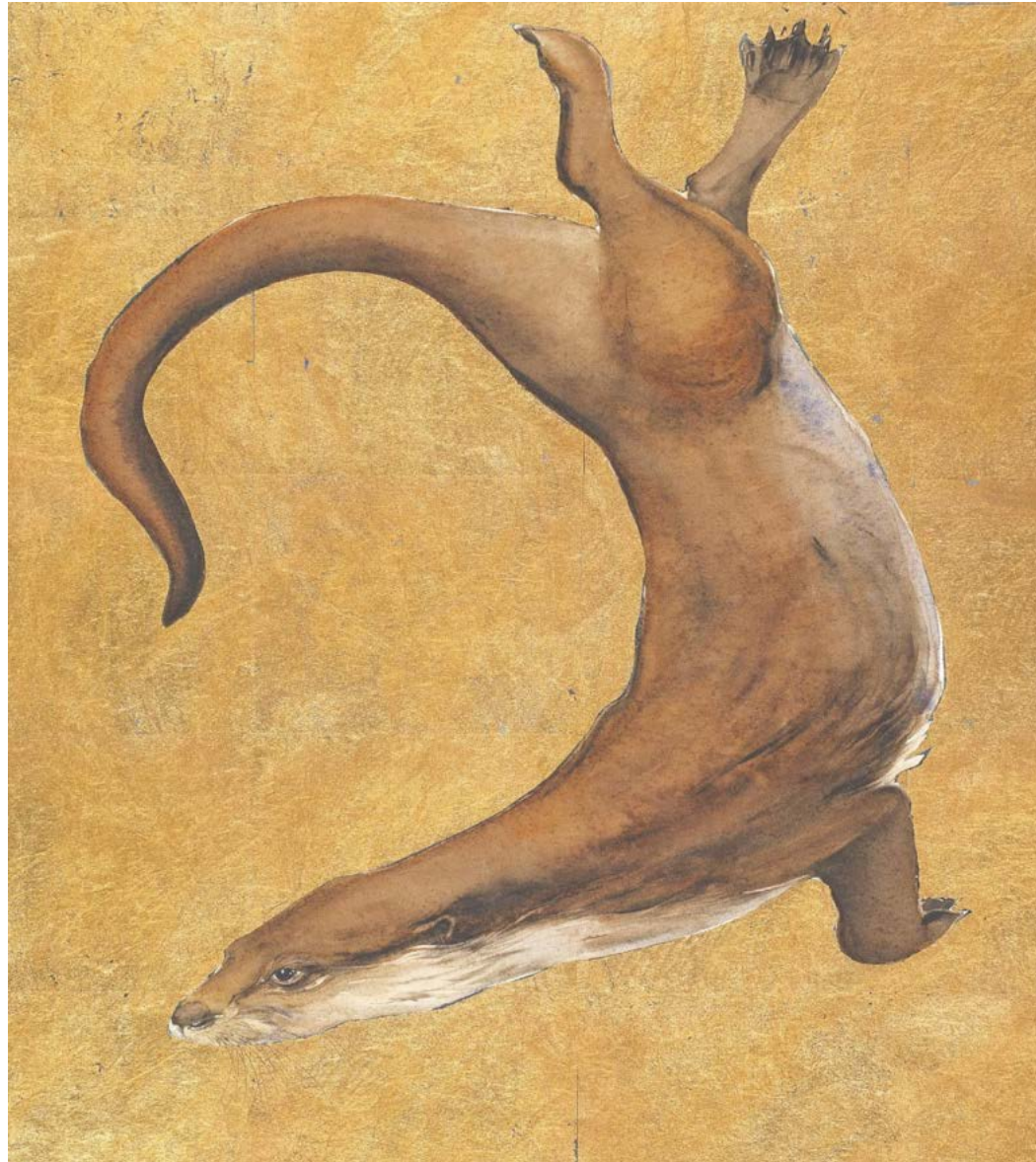
Resources and space for Willow stars











The diagram illustrates the resources and space for making Willow stars. The central resource is Willow branches. Other resources include a Ruler, Permanent marker, String, Scissors, and a Wooden base with holes. The space for the activity is shown in three photographs: children working with willow in a field, a group of children sitting on a log in a field, and a blue mat on a playground.

Otter

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(Macfarlane & Morris, 2017; Hamish Hamilton at Penguin Books).



Sand/ tough Spot	 Role play	 Book corner	 Writing area	 Investigation area	 Outdoors	 ICT	 Construction	 Maths area	 Craft area	 Water
Otter habitats, small world	Otter dress up	Cwtch corner, otter books	Paw prints, fish and otter prompt cards	Tuff spot and fishing game	O course and tin foil river.	Otter clips	Building otter den with clay and stones	Sorting and matching	O rolls and painting footprints	Tin foil river

Language, Literacy and communication
 Otter may be a new word for some children, explore how it sounds.
 What else starts with 'o' sound?
 Five little otter's song.
 Describing words/phrases for otters, (furry, fluffy and like to play)
 Books- 'The otter who loved to hold hands' and 'Goodnight little sea otter' and 'The Utterly Otterleys'
 Otter fact file - analyse text to find information about otters and create a fun fact file

This week's theme is
Otters
Welsh Development
 Otter colours in welsh, du, brown and llywd
 Cwtch corner- Otters like to cuddle, children read a book to Flo the otter.
 Otter in welsh - dyfrgi

Personal and social development
 Introduce them to Flo (cuddly toy Otter), can you look after her? Feed her some fish.
 Passing the otter round the circle taking turns to hold it.
 Do Unto Otters" story book - read the story book, "Do Unto Otters" by Laurie Keller around a log circle with a cuddly-toy otter and rabbit (optional). The book tells a story about Rabbit and his new Otter neighbours and is based on manners & treating others how you would like to be treated yourself.
 Sea Otters float together; **Holding hands so they don't drift away, acting it out as part of the 5 little otter's song.**

Physical Development
 Otter obstacle course, follow the footprints.
 Where is the otter hiding? Underneath, on top, next to, near.... Wiggle like an otter wiggles their tail, dive and swim using your arms/legs, crawl close to the ground to move like an otter Hide and seek with children.
 Fishing game.

ICT
 Watching David Attenborough otter clips.
 Video of otters holding hands.
 Taking photos of obstacle course and children participating, make into a book.
 Use an Ipad - Youtube "Sea Otter nursery rhyme",

Knowledge & Understanding of the World
 What do otters eat? - Fish, frogs and crabs. Make a dinner plate.
 Food chain - use texts and other sources to investigate the otter food chain
 Making mud waterslides.
 Sensory tray with pebbles, clay, sticks and toy otters.
 Otter habitats, Holts
 Floating and sinking in the water tray; otters diving for fish. Life cycle of an otter pup to adult
 Trip to Magor marsh, try and spot otters; Why might an otter like to live there?

Mathematical Development.
 Different sized otter pictures, big and small, match them up.
 Sorting fur colours by colour, brown, grey and black.
 Counting five little otter song including finger puppets to count.
 Counting otter footprints on the ground; Otter footprints (supplied by Gwent wildlife trust); Look at sizing compared to other mammals
 Otter racing - Using a drain pipe or long tube, release different brown materials/objects (crayon, leaf, pencil, stone, stick, acorn, paper) at one end and time which object 'swims' to the bottom the quickest, record results and produce a graph as an extension

Creative Development
 Clay Otters - use clay to make otters and paint when dry
 Making otters using kitchen rolls sticking on face, arms legs and tail
 Creating otters using brown footprint, drawing on eyes and whiskers.
 Making Tin Foil River.
 Fake fur fabric, otter hats for dress up
 Musical instruments that make 'squeaky' sounds

Otter Lesson Plan							
Date: 3 rd March 2019				Time of lesson delivery: 10.00am			
Age of children: 2-3 years		Number of children: 4		Duration of session: 20 minutes			
Area of Learning: Early Years Foundation Phase		PSDWB	CD	PD	LLc	MD	KUW W
Learning Objective/s: <ul style="list-style-type: none"> • Be able to follow step by step instructions to complete obstacle course • Be able to develop physical literacy skills 							
Area of learning statement and age range: <ul style="list-style-type: none"> • Is able to follow directions. (Listening and attention, 30-50 months) • Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action. (Understanding, 30-50 months) 				Characteristics of Effective Learning: <ul style="list-style-type: none"> • Playing and Exploring: Being willing to 'have a go' • Active learning: Being involved and concentrating 			
Links to other areas of learning and development: <ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways. (Moving and Handling, 30-50 months) • Uses positional language (Shape, Space and Measure 30-50 months) 							
Cross Curricular Links:		PSDWB	CD	PD	LLC	MD	KUW W
Resources: Otter hat and furry waistcoat, play tunnel, laminated otter footprints, balancing stones, log, slide, tuff spot and water. Clothing: waterproof trousers and wellies.				Differentiation: MAT / ALN pupils MA- may be able to follow two step instructions for example, "go down the slide and then splash through the puddle" LA- some children may need to hold an adults hand whilst going on the balancing stones and over the log the first time to build confidence, try to encourage them to do it themselves the second-time round (scaffolding).			

Detailed Plan of Lesson:	
Link to children's previous learning: Following one step instructions: Engaging in imaginative play	
Duration: 5 Minutes	Introduction: Physical warm up based on what an otter likes to eat. We have previously discussed that otters like to eat fish, frogs and crabs; ask children "how does a frog move?" They should say or demonstrate jumping, get the whole group jumping. Then a fish, "how does a fish move?" Repeat the action the children come up with and repeat again for crab. Run through all the movements by calling out fish, frog or crab at random.
Duration: 10 minutes	Main Activity: Guide the child around the obstacle course 1:1 demonstrating and giving clear step by step instructions using positional language. Fur box- first step is to dress up in the otter fur to keep warm. Tunnel- encourage children to crawl through the tunnel, pretend that the otter is crawling out of its holt. Otter footprints- pretend that we need to follow the other otters down to the river stepping on each footprint on the balancing stones and over the log. Slide- get the children to climb the slide and pretend it is a mud slide and they are sliding into the river to play with their otter friends. River- with wellies on splash and play in the water.
Duration: 5 minutes	Plenary (checking understanding): Together as a group review pictures taken on the iPad of the children completing the obstacle course, document any observations they make of themselves and their peers pretending to be otters. These pictures and snapshots of the children voice could be used for a display.
<p>Assessment: (e.g. Formative (AfL), Summative (AoL), Key Questions to ask pupils): Formative assessment: making observations of children's gross motor skills and their ability to follow instructions.</p> <p>Key questions: "Can you put the hat on top of your head" "Can put your arms through the waistcoat". "Can you crawl through the tunnel" etc. "Do you think otters like playing in the water?" "What was your favourite thing to do"?</p>	

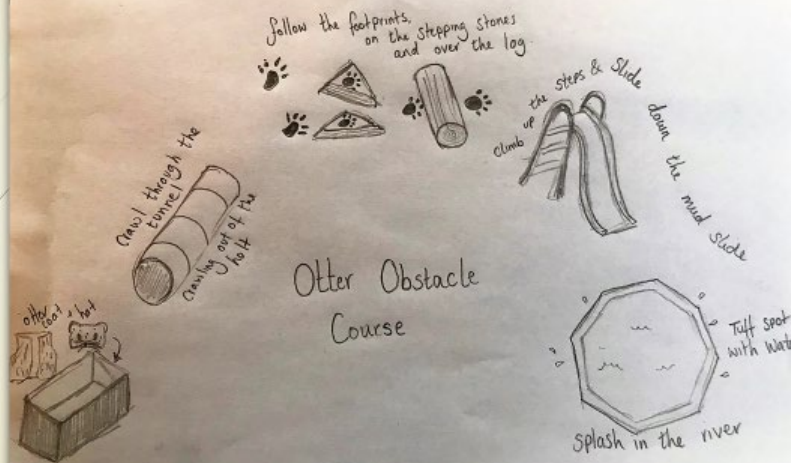
Resources and spaces for otter obstacle course



Resources: Differ depending on setting



Different settings have different spaces – don't let it put you off. Even a rubberised playground can be turned into an 'Otter's playground' with a bit of creativity and some recycled loose parts!



Otter 2 Lesson Plan							
Date: 8/1/19				Time of lesson delivery: 10:30am			
Age of children: 5/6 years		Number of children: 4					
Area of Learning (Foundation Phase Curriculum):		LLC	PSD	MD	WLD	KUW	PD CD
Learning Objective/s: <ul style="list-style-type: none"> • Recognize the different otters and their homes • Understand different types of otters live in different environment and eat different things 							
Skill from Foundation Phase Area of Learning: <ul style="list-style-type: none"> • Think about question and then asking them and listening to the answers 				Range from Foundation Phase Area of Learning: <ul style="list-style-type: none"> • Learn the names of animals and the environment they live in 			
Links to LNF Strands / Elements: <ul style="list-style-type: none"> • Literacy – oracy across the curriculum 							
Cross Curricular Links:		LLC	PSD				
Resources: <ul style="list-style-type: none"> • Simple information sheet about otters and the environment they live in • Matching cards with the otters and the habitats / homes 				Differentiation: MAT / ALN pupils MAT: use just the iPads to find the information and less support from the teaching assistant or teacher ALN: more able children, teaching assistant or teacher supporting the less able children			

Detailed Plan of Lesson:	
Link to children's previous learning: Discuss with class teacher if they have learnt about otters before.	
Duration: 5 minutes	Introduction: <ul style="list-style-type: none"> • Children watch a video about otters and their habitats and homes • Read the information sheets provided
Duration: 10 minutes	Main Activity: <ul style="list-style-type: none"> • In pairs, small groups on individually the children must identify the different otters that are placed on the table using the simple information sheets, information from the video or find the information by themselves on the iPads. • Once the children have identified the otters correctly they must match the otter with the correct home / habitat through using the simple information sheets, information from the video or find the information by themselves on the iPads.
Duration: 5 minutes	Plenary (checking understanding): <ul style="list-style-type: none"> • See if they can identify the otter to the correct home without using the information sheets and iPads and without support from the practitioner.
Assessment: (e.g. Formative (AfL), Summative (AoL), Key Questions to ask pupils) Key Questions: What otter do you have there? Where do you think the otter lives? What food do you think the otter eats? What is your favourite otter fact?	

Otter 3 Lesson Plan							
Date:				Time of lesson delivery: 10:50/11am			
Age of children: 6 – 7 years old		Number of children: 10		Duration of session: 45 minutes			
Area of Learning (Foundation Phase Curriculum):		LLC	PSD	MD	WLD	KUW	PD CD
Learning Objective/s: <ul style="list-style-type: none"> Analyse text and extract appropriate information to complete the otter fact file worksheet Be able to work in a pair to complete the task Gain an understanding of some of the characteristics of otters 							
Skill from Foundation Phase Area of Learning: <ul style="list-style-type: none"> Sorting and grouping information using ICT on some occasions Describing what they have found out and offering simple explanations 				Range from Foundation Phase Area of Learning: <ul style="list-style-type: none"> Identify some animals and plants that live in the outdoor environment Work on their own and in pairs and small groups 			
Links to LNF Strands / Elements: <ul style="list-style-type: none"> Prepare and ask a variety of questions, e.g. ‘Who?’, ‘What?’, ‘Why?’, ‘When?’ and ‘How?’, for a variety of purposes and to clarify understanding Share activities and information to complete a task Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information Identify information from a text accurately and sort into categories or headings Write text which makes sense to another reader, which may include details and pictures 							
Cross Curricular Links:		LLC	PSD	MD	WLD	KUW	PD CD
Resources: 5x Clipboards & Pencils (one between two) Otter Fact File worksheet Otter fact sheets, props to correspond with the facts (optional) Outdoor learning space Children must be dressed appropriately to go outdoors Ipad to take photos of the fact sheets, and the children completing the fact file to display on outdoor learning topic board				Differentiation: MAT / ALN pupils Scaffolding: Pair the children in mixed ability pairs to support each other with reading the facts and writing the fact file, e.g. pair a HA child with a LA, MA with MAT. Ensure enough teaching staff are available to support the children around the trail with reading & writing			

Detailed Plan of Lesson:	
Link to children’s previous learning: The children have previously completed a penguin fact file so will have previous knowledge of how information on a fact file is displayed, what type of information is required & how to read and analyse text for information. The children have also briefly looked at otters in their outdoor learning module when researching different common UK wildlife.	
Duration: 5/10 minutes	Introduction: <ul style="list-style-type: none"> • Before going outside, separate the children into their mixed ability pairs and explain that these are the pairs they will be working in for the activity • Go outside and sit the children in the log circle to introduce the activity and check their previous knowledge, “Who can remember looking at some different wildlife a few weeks ago? Can anyone remember the animal called an otter? What do you know and what can you remember about otters?”, give a brief description of an otter in case some children have little previous knowledge and introduce the otter fact file sheets, “have we done a fact file on a different animal? What animal was that? What type of things did we need to find out to complete the fact file?” • Set behavioural expectations: <ul style="list-style-type: none"> - Only one pair should be at a station at any time (going around the stations in a clockwise rotation would work best so the children will have a chance to visit each station) - The children will have a maximum of 7 minutes at each station to fill in the correlating fact file box, and must swap stations when instructed - They must work together and share responsibilities, such as one child writing the facts, one child reading the facts. • There will be 5 stations and each station will have a fact sheet focused on a specific topic the children need to fill in on their fact file worksheet
Duration: 25 minutes	Main Activity: <ul style="list-style-type: none"> • Begin the activity by sending each pair to a different station, reinforce that they will spend 7 minutes at each station, using the Ipad as a timer. • Support children if needed with reading the fact sheets, ensure they are writing down the relevant information • Each station will contain props related to the fact sheet for the children to look at, some might be items and others might be pictures, this will help them retain information, encourage the children to engage with the props after writing down the information on their fact file • Once each group has visited every station and completed the fact file, bring the children back to sit in the log circle

<p>Duration: 5 minutes</p>	<p>Plenary (checking understanding):</p> <ul style="list-style-type: none"> • Whilst sat in the log circle, give each child an opportunity to tell the group one thing they learned during the activity • “How did the activity make you feel?” • “Did you enjoy the activity?” • “what information can you recall about otters? What is your favourite otter fact? ”
<p>Assessment: (e.g. Formative (AfL), Summative (AoL), Key Questions to ask pupils)</p> <p>Formative – check the children’s ability to read the information on the fact sheets, did they need support? What words did they need more support with?</p> <p>Check the children’s ability to record information onto the fact sheet, did they miss a lot of information? Did they record the information in the correct boxes? Spelling?</p> <p>Were the children able to work together responsibly to complete the task? Did using mixed ability pairs help? Should the children have been grouped by ability?</p> <p>Key questions – did you find out where an otter lives? Did you find out what an otter eats? What does an otter look like? Did you learn any fun facts about otters? Did you work responsibly in a pair? Did you miss any boxes on the fact file sheet? Did you find writing the information hard or easy?</p>	

Further ideas

Mud printing (Creative Development)

– Use mud to print your footprint onto paper, then create an otter’s body & feet using felt, fur, sticks & string and other materials to create arms, tail & face



Ollie the Otter (ICT/Language Literacy Communication)

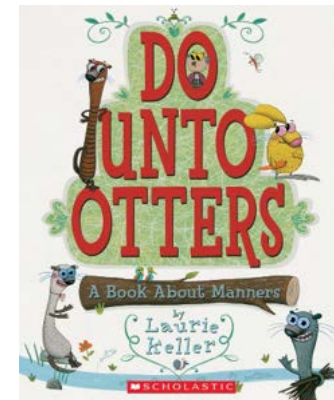
– Using Youtube, listen to “Ollie the Otter” educational song.

https://www.youtube.com/watch?v=tUPfPWKBrpk&list=RDtUPfPWKBrpk&start_radio=1

The video helps to demonstrate Otter behaviour and characteristics, and the repetitive song lyrics are easily remembered by children, so they can join in. Check if the children can recall the information in the song, or retell the language used.

“Do Unto Otters” story book (Personal and Social Development)–

Read the story book, “Do Unto Otters” by Laurie Keller around a log circle. The book is based on Rabbit and his new Otter neighbours and tells the story of manners & treating others how you would like to be treated yourself.



OTTER Fact file Activity: Overview and Aims :

Curriculum – The Otter Fact File activity makes clear links with the Knowledge and Understanding of the World Area of Learning within the Foundation Phase curriculum, however also has strong links with other areas of learning such as Language, Literacy and Communication and Personal and Social Development

Knowledge and Understanding of the World - Skill:

- Identifying what they want to find out and how to do it
- Sorting and grouping information using ICT on some occasions

Range

- Investigate indoor and outdoor learning environments, as well as including natural conditions as they arise
- Work on their own and in pairs and small groups.
- Learn about the senses that humans and other animals have and use to enable them to be aware of the world around them
- Identify some animals and plants that live in the outdoor environment

Language, Literacy and Communication - Skill:

- Continuous and enhanced provision and focused activities in the indoor and outdoor learning environments
- Experiences that allow them to adopt a variety of roles, including leadership within a small group, paired learning or working within a team
- Tasks and challenges that encourage problem solving and discussion.

Range

- Practise, develop and refine their skills within all aspects of provision, including continuous provision, and through all Areas of Learning

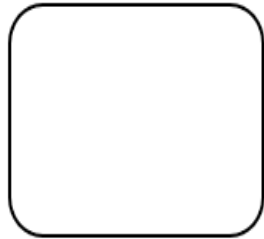
Personal and Social Development

Range

- Activities that allow them to adopt a range of roles, including leadership within a small group, paired learning or working within a team
- Different resources such as those in print and interactive forms

Theory – As part of the Otter Fact File activity, the children can be grouped into mixed ability pairs as a ‘scaffolding’ method. Scaffolding Theory was introduced by Bruner (1990) influenced by Vygotsky (1978), as cited in Lindon (2012, p.39), Bruner believed children learn when a more experienced other scaffold their learning, by giving support and gradually taking it away until they are able to work independently. By grouping children in mixed ability, the higher ability children will initially aid the lower ability with reading and writing, until eventually the lower ability child may feel confident to read & write the fact sheet independently.

1 Otter Fact File



Appearance – what do they look like?

Habitat – where do they live?

Diet – what do they eat?

Fun Fact – did you know?

Species – how many different species of
otter are there? What types of otter are
found in the United Kingdom?

Habitat

Where do otters live?



- Otters dig their own homes called a 'holt'
- Otters love swimming and like to make their holts near rivers.
- Otters cover their holts with lots of sticks, leaves and grass to protect themselves from other animals

Diet

What do otters eat?














- Otters like to eat lots different types of fish that they catch in rivers
- Sometimes otters eat frogs and snakes too!
- Otters only eat meat and don't like eating plants or vegetables



© Jackie Morris: *The Lost Words; A Spell Book* (Macfarlane & Morris, 2017; Hamish Hamilton at Penguin Books).

Magpie

Sand/ tough Spot 	Role play 	Book corner 	Writing area 	Investigation area 	Outdoors 	ICT 	Construction 	Maths area 	Craft area 	Water 
Dig to find the Magpie treasure chest	Wildlife centre	Magpie learns a lesson" - Sally Morgan, "Messy Magpie" Twinkl Resources	Magpie adjectives Magpie word bank to tell a	Use a magnifying glass to look at a real feather	Bird spotting using binoculars Listen to different bird	RSPB website to listen to different bird	Build a strong Magpie nest	Symmetry with coins and feathers	Make shiny treasure that would catch the Magpies	Do feathers float or sink? compare them with different items that float/sink

Language, Literacy and communication

Magpie words - 'Magpie' (use) the words from a word bank to create a sentence/story

Talk for Writing - use the Pie Corbett 'Talk for Writing' technique to retell the children's storybook "Magpie learns a Lesson" by Sally Morgan
Magpie poem - 1 for silver, 2 for gold....

Identify information and facts from text to create a Magpie fact-file
Magpie adjectives - think of adjectives to describe a magpie and use them on the outdoor learning topic board

Magpie Eggs - go on a scavenger hunt for the matching Magpie eggs, with the aim of joining the phonic letter to the picture
Describe magpie treasure - shiny, reflective etc

Physical Development

Bird and worm tag; search for worms around the grounds (pipecleaners)

How do Magpies move? - spreading their arms out to act as wings, jumping to act as flying (GMS)

Go on a treasure hunt for Magpie treasure - shiny things

Bird Spotting - use the school's large outdoor space to carry out bird identifying, using picture cards with common birds we might spot and their names to help identify them correctly

Knowledge & Understanding of the World

Magpie Fact file - where do they live, what do they eat, what do they look like, interesting magpie facts, what family of bird does the magpie belong too

Research where Magpies originate from - where is the origin of the Magpie, how did the Magpie get its name

Identify areas in our local community where a Magpie might or might not want to live - in the town centre, in the forests, in the pond, in a school, in a woodland area

Use the 'Messy Magpie' story to learn about how Magpie cleaned up his environment, learning about the importance of keeping our environment clean, preventing littering and recycling our waste

This week's theme is:

Magpie

ICT

Use an Ipad to record a video, telling a story about a magpie or retelling "Magpie learns a Lesson" by Sally Morgan

Use the RSPB website to gather facts about magpies and other common birds and create flash cards using the information that could be used for bird identification

Use Youtube or the RSPB website to listen to and identify Magpie and other various bird calls / songs

Mathematical Development

Magpie treasure nest - add up the total of the shiny treasure in the nest, LA: 1 and 2-digit numbers, MA: 2-digit numbers, HA & MAT: 2 and 3-digit numbers.

Magpie coins - use the shiny coins that a Magpie has collected= counting sets by grouping the coins in 2, 5 & 10, Demonstrate place value using the coins; match the numbered coins to create number bonds to 10/20.

Magpie money - use different combinations of coins to pay for priced items out of the Magpies treasure nest.

Creative Development

Magpie Making -using a range of materials and sticking them onto a magpie template

Paper plate - use paper plates and cut them out to make a Magpie
Feather printing - rub feathers into clay to create a pattern
Observational drawings using pictures from a book or online images

Make a nest - using boxes, fill with items they would expect to find in a Magpie nest

Make bird footprints using mud

Make a collage / necklace out of the magpie treasure you found

Personal and social development

Caring for our local environment - the importance of looking after our environment so birds will continue to live there, through reducing litter, keeping our countryside clean; what do magpies need to survive? what do they eat? Why they appear in pairs?

Circle time outdoors - carry out circle time in the log circle after a bird identifying session to talk about their favourite type of bird they spotted, why it's their favourite, listen to and understand others opinion as well as their own; all birds are different - how does this apply to people?

Independent research - allow them to carry out their own research at home on Magpies, bring their findings in to share

Welsh Language Development

Identify the Welsh adjectives to describe a Magpie - black (Du), white (Gwyn), smooth (llyfn), bird (aderyn)

Magpie = Pia

Magpie coins - count the Magpie's coins in Welsh

Magpie Lesson Plan										
Date:				Time of lesson delivery: 1:10pm						
Age of children: 6/7 years		Number of children: 2			Duration of session: 40 min					
Area of Learning (Foundation Phase Curriculum):				LLC	PSD	MD	WLD	KUW	PD	CD
Learning Objective/s:										
<ul style="list-style-type: none"> • Be able to match the correct phonic picture & to the correct sound • Identify phonics with increasing confidence & speed 										
Skill from Foundation Phase Area of Learning:					Range from Foundation Phase Area of Learning:					
<ul style="list-style-type: none"> • Continuous and enhanced provision and focused activities in the indoor and outdoor learning environments 					<ul style="list-style-type: none"> • Practise, develop and refine their skills within all aspects of provision, including continuous provision, and through all Areas of Learning 					
Links to LNF Strands / Elements:										
<ul style="list-style-type: none"> • Use spelling support such as phonic mats, flashcards and other resources • Talk in detail about things they have made or done, explaining the process 										
Cross Curricular Links:				LLC	PSD	MD	WLD	KUW	PD	CD
Resources:					Differentiation: MAT / ALN pupils					
Plastic fillable eggs (Magpie eggs) (Alphabet Egg Match game) School Ipad to take photos Phonic flash cards & corresponding pictures 2x brown boxes to use as a nest An outdoor space to hide the eggs Children will need to be dressed appropriately to go outdoors					Both pupils participating in the activity are ALN pupils, they will be working independently and using their previous phonic knowledge we have been practising in Read Write Inc sessions to complete the activity					
Detailed Plan of Lesson:										
Link to children's previous learning:										
We have been looking at & practising phonics during Read Write Inc sessions, the phonics that they will be looking for & joining up are ones they have previously seen and practised, so they will need to use their previous knowledge to complete the activity.										

<p>Duration: 5/10 minutes</p>	<p>Introduction:</p> <ul style="list-style-type: none"> • The activity would have been previously set up, with the eggs already scattered around the area. Sit children in the log circle, ask questions to gain an understanding of their phonic awareness, “what sounds have we been practising recently? What can you see in front of you, what do you think we’ll be doing today?” • Set out the rationale of the activity, “When I was walking into the school this morning, I noticed all these broken Magpie eggs! Do you think we could work together to help the Magpie to put her eggs back together again?”. First, they will need to select half an egg from their ‘nest’ boxes, look at the picture and understand what phonic letter card they need to find (e.g. Mountain > M, Dinosaur > D), explain that the broken halves are hidden in different places around the outdoor learning area and they will need to return the fixed egg to the nest before finding the next letter.
<p>Duration: 30/35 minutes</p>	<p>Main Activity:</p> <ul style="list-style-type: none"> • Select half of the broken egg from the nest, and search for the other half. When found, join the egg together and put safely into the nest, select another egg and repeat. • The child can only bring back the corresponding half for the egg they have already selected, and not ‘swap’ halves as they find them. • Take pictures of the children whilst they are looking for the eggs to put into their Read Write Inc books or use on the outdoor learning topic board • Allow the children to search for the broken eggs independently, keeping them in sight and inside of the outdoor learning area, support or give clues if they are struggling to find a corresponding half. • Each child will be looking for different phonic letters, so they must work independently • When one child has successfully matched the eggs, they can work together to help the other child still searching join up their eggs, demonstrating the ability to work independently or as a pair
<p>Duration: 5/10 minutes</p>	<p>Plenary (checking understanding):</p> <ul style="list-style-type: none"> • Lay out all the eggs they have successfully joined up in the middle of the log circle, ask them questions to see how they feel upon completing the activity, “what did you enjoy the most about today? Why? Are you happy that you fixed the broken eggs? Did you like working outside?” <p>Time permitting, the children could hide a few of each other’s eggs and race each other on who can find and fix their eggs the quickest.</p>

Assessment: (e.g. Formative (AFL), Summative (AoL), Key Questions to ask pupils)

Formative – ask the children to say the phonics on the broken eggs, check they are saying the correct pronunciation, are there any they struggle to pronounce, if so, continue to work on them in future sessions. How quickly are they recognising which letter correlates with the picture? Are they confident and quick in matching? or matching some of the wrong halves?

Key Questions – what is in the picture, say it out loud, what letter/s do you need to look for?

Can you hear the “..” sound when you say “....” ? (e.g. NG when they say sing)

Was it easy to match the right egg halves? How did you do it? What methods did they use? (in order to meet the 2nd LNF strand listed above, “talk in detail about things they have made or done, explaining the process”

Extracts of thematic ideas explained

ICT –

Use the RSPB website to gather facts about magpies and other common birds, create flashcards using the information that could be used during bird identifying

Magpie coins (Mathematical Development)–

use the shiny coins that a Magpie has collected in their nest for a range of mathematical skills, such as counting sets by grouping the coins in 2, 5 & 10’s, demonstrate place value using the coins, matching the numbered coins to create number bonds to 10/20

Magpie Making (Creative Development)

Create a magpie image using a blank template and a range of natural materials, gathered outdoors such as feathers & sticks, leaves etc.



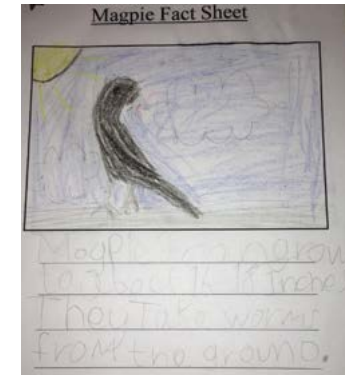
Language & Communication

Magpie movers (Physical Development) –

Using their whole body, move like a magpie by spreading your arms as far as you can to act as wings, jumping to act as flying or swooping down low to the ground and picking up leaves/sticks.

Use magpie movements along with other animal movements they currently practice during PD (happy cat, angry cat, bunny hop) (GMS development).

The lost words Magpie Lesson Plan							
Date: 20.11.2018				Time of lesson delivery: 10:00 am			
Age of children: 5/6 years old		Number of children: 5		Duration of session: 25 minutes			
Area of Learning (Foundation Phase Curriculum):		LLC	PSD	MD	WLD	KUW	PD CD
Learning Objective/s: <ul style="list-style-type: none"> • Be able to recognise and describe a magpie. • Be able to write one fact down about a magpie on the magpie fact sheet. 							
Skill from Foundation Phase Area of Learning: <ul style="list-style-type: none"> • Write words, phrases and simple sentences and read back own attempts. 				Range from Foundation Phase Area of Learning: <ul style="list-style-type: none"> • Express themselves creatively and imaginatively. 			
Links to LNF Strands / Elements: <ul style="list-style-type: none"> • Write words, phrases and simple sentences and read back own attempts. • Communicate purposefully in writing, e.g. may be supported by a drawing. 							
Cross Curricular Links:		LLC	PSD	MD	WLD	KUW	PD CD
Resources: <ul style="list-style-type: none"> • Bright coloured pipe cleaners (worms) • Plastic tub for worms (pipe cleaners) • Lost words book • Magpie facts on laminated sheets • Pencils • Coloured pencils/crayons • Magpie fact sheets 				Differentiation: MAT / ALN pupils <u>Higher ability children should</u> <ul style="list-style-type: none"> • Write a descriptive sentence about a magpie independently, using at least one or two adjectives. • Use punctuation including full stops and capital letters. • Do a detailed drawing of magpie independently <u>Children of a lower ability</u> <ul style="list-style-type: none"> • May copy their fact off the flash cards. • May need assistance with spelling and punctuation. • Mark making rather than detailed drawings. 			



Detailed Plan of Lesson:

(Starter activity) Begin by placing bright coloured pipe cleaners (worms) around the playground. Follow this by getting the children to act like magpies and hunt for the worms. This starter activity allow the children to be introduced to the Magpie and warm up while outside in the playground. Once the children have found all the worms, guide the children a quiet area e.g. the reading corner, where the children and teacher will look at the lost words book reading the magpies poem. Once the Poem has been read, allow the children to look at the drawing of the magpie and see if they recognise the bird.

Spend a few minutes looking for magpies in the sky.

Bring the children into the classroom and read magpie facts to them, ask if any children would like to read them aloud to the group. Get the children to choose a fact to write independently or if needed to copy from the fact card. Once the children have written a fact and drawn an accompanying picture of a magpie either from memory or by using the lost word book as inspiration, allow the children to discuss the fact they chose and the drawing with the other children.

Link to children's previous learning:

Links to children's previous literacy lessons in the classroom, writing descriptive sentences and using correct punctuation when necessary.

Duration:

5 minutes

Introduction:

- Outside Get children to pretend to be a magpie and each find 3 bright coloured pipe cleaners (worms) hidden in the play area.

Duration:

15 minuets

Main Activity:

- Outside Show the lost words book to the children, read the poem about the magpie to the group and look at the drawing of the magpie.
- Spend a few minutes looking for magpies in the sky.
- Bring the children inside and introduce the magpie fact sheet, Read the facts about magpies to the group, allowing children to choose one to write down or use their own fact if they know one of their fact sheet.
- Draw picture of magpie using the lost words picture of a magpie for inspiration.

Duration:

5 minutes

Plenary (checking understanding):

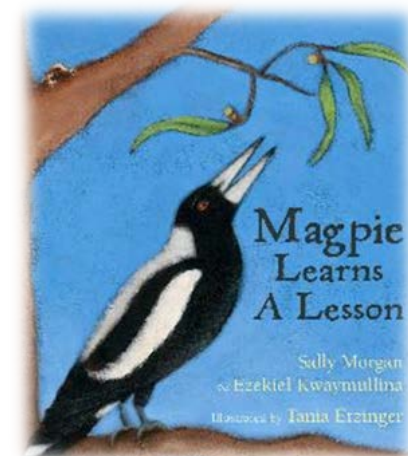
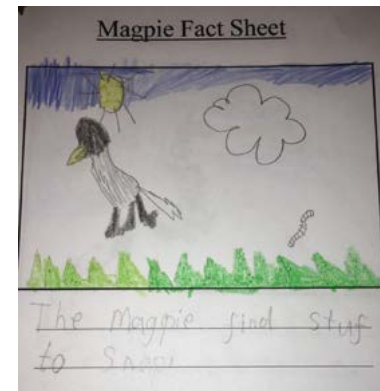
- Looking out the window to see if children can identify magpies.
- Reading their chosen magpie fact to the group and explain why they chose it.
- Show drawing of magpie to the group and explain their drawing.
- Ask children to repeat a fact about the magpie.
- Ask children to describe a magpie.

Assessment: (e.g. Formative (AfL), Summative (AoL), Key Questions to ask pupils)

Formative assessment: Marking – 2 stars and a wish

Key questions:

- Did you enjoy this activity?
- Can you describe a magpie?





Acorn

© Jackie Morris: *The Lost Words; A Spell Book* (Macfarlane & Morris, 2017; Hamish Hamilton at Penguin Books).

Sand/ tough Spot 	Role play 	Book 	Writing area 	Investigation area 	Outdoors 	ICT 	Construction 	Maths area 	Craft area 	Water
Tweezing Acorn caps Acorn buddies	Stick puppets - Autumnal animals	The busy little squirrel story book	'The Busy Little Squirrel' Story board	Acorn sensory bin	Acorn ramp play Acorn owls	Squirrel fact file Things that come from trees?	Acorn wreath Acorn Balancing	Acorn rubbings- exploring patterns Counting	Acorn stick puppets Acorn shakers	Acorn racing boats

<p>Language, Literacy and communication</p> <p>Acorn Letter Sorting Acorn Alphabet Matching game 5 Little Acorns Chant/The Squirrel Song 'The Busy Little Squirrel' story book 'The Busy Little Squirrel' Story board 'Nuts to You!' or 'the Lost acorns' story book Acorn and Oak Tree Phonics Game - acorn with letters written on them</p>			<p>This week's theme is ACORN</p>			<p>Creative Development</p> <p>Acorn Owls Acorn Paintings Acorn Shakers Acorn rolling using mud / paint Acorn Buddies Acorn Sun Catcher Acorn Necklace Craft Glittered Acorns Acorn Wreath Stamping with Acorn Caps Acorn Stick Puppets</p>		
<p>Physical Development</p> <p>Acorn ramp play / relay game collecting acorns Acorn scavenger hunt Tweezing acorn caps (FMS) Acorn Balancing (FMS) Follow the Acorn (GMS)</p>			<p>ICT</p> <p>Acorn Fact File - Online Research Capturing the sounds of Nature - iPad Recording Don't Hog the Hedge! Hibernating Animals - Fact File Autumn Woods Scene - Role-Play iPad Recording Stop animation using imotionapp - create a picture using acorns</p>			<p>Welsh Development</p> <p>Key Autumnal words -Hydref, Wiwer, Coch, Oren, Melyn Key words to describe the Acorn - Mawr, Bach, Brown, Llyfn Counting Acorns - Un, Dau, Tri, Pedwar, Pump</p>		
<p>Knowledge & Understanding of the World</p> <p>Things that come from Trees? Acorn sensory bin - Acorns, Kevin Sherry's book "Acorns everywhere", squirrels Do Acorns sink or float? Acorn Investigation - Where do they come from? What do they look like? Amazing Acorn Facts- Circle time discussion Acorn racing boats 'We're going on a Squirrel Hunt' - Nature Walk Autumn Leaf Hunt Lifecycle of an acorn</p>			<p>Mathematical Development.</p> <p>Autumn-Themed Mark Making Feed the Squirrel counting game Weighing and exploring acorns using non and standard measurement; lighter - heavier Acorn one -to-one correspondence Autumn Colour by Number Addition and Subtraction Making shapes with Acorns - Symmetry Sorting - Small, Medium and large Acorn activity Acorn and Squirrel clip counting cards Squirrel counting mats Acorn Rubbings - Exploring patterns</p>			<p>Personal and social development</p> <p>Nutter Butter Acorns - Recipe Stick Puppets - 'Don't Hog the Hedge!' Tree of Feelings/Kindness Acorn Pie Mud Kitchen- Recipe Don't Hog the Hedge! Role-Play Masks Songs and Rhymes- 'The Leaves are Falling Down' Autumn Woods Scene and Question Cards - Role-Play</p>		

‘Feed the squirrel’ counting game

Activity Resources:

- Baskets
- Acorns
- Chalk
- Toy Squirrels

Why Acorn?

- Links to wildlife – Children in practice enjoy incorporating animals and nature in to their learning!
 - Trees > Acorns > Squirrels

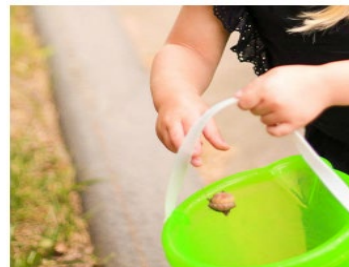
Links to the Foundation Phase:

- AoL – Mathematical Development
- Main Skill - Tasks and challenges that encourage problem solving and discussion.
- Range- Develop practical mathematical skills in a range of contexts.

-WAG (2015)

Understanding the Benefits of the Activity:

- Provides opportunity to improve problem solving skills – (MD)
- ❖ The Reggio Emilia curriculum emphasizes creative thinking with much attention given to problem solving and exploration (MacBlain, 2018, p.90).
- Hands-on - Kinaesthetic learning - (PD)
- Aids in developing fine motor skills e.g. sorting and collecting acorns -
- ❖ Montessori placed a strong emphasis on sensory learning and how this facilitates observations and concentration in children (MacBlain, 2018, p.41).
- Promotes independence in the form of LLC, circle-time discussion and encouraged questioning.
- ❖ Instructional scaffolding/ZPD – According Keenan et al (2016) Vygotsky believed that it was through social interactions with more knowledgeable others that children were able to acquire the knowledge and skills a culture deemed to be important.



Acorn - 'feed the squirrel' lesson Plan							
Date: 08/01/19				Time of lesson delivery: 10:00am			
Age of children: 5-6		Number of children: 5			Duration of session: 40 minutes		
Area of Learning (Foundation Phase Curriculum):		LLC	PSD	MD	WLD	KUW	PD CD
Learning Objective/s: <ul style="list-style-type: none"> To exercise "one-to-one correspondence" and understand that each object being counted represents "one more." To be able to make predictions on what number comes next using number recognition. 							
Skill from Foundation Phase Area of Learning: <ul style="list-style-type: none"> Tasks and challenges that encourage problem solving and discussion. 				Range from Foundation Phase Area of Learning: <ul style="list-style-type: none"> Develop practical mathematical skills in a range of contexts. 			
Links to LNF Strands / Elements: Numeracy – Using number skills: Estimate and check: <ul style="list-style-type: none"> Make a sensible estimate of a number of objects that can be checked by counting 							
Cross Curricular Links:		LLC	PSD	MD	WLD	KUW	PD CD
Resources: Baskets, Acorns, Chalk, Toy Squirrel				Differentiation: MAT / ALN pupils Add basic arithmetic - MAT's to form addition and subtraction sentences, such as, 'The squirrel has eaten 9 acorns but has been given 3 more. How many acorns has the squirrel eaten now?'			

Detailed Plan of Lesson:
Link to children’s previous learning: Story time – ‘Nuts to You!’ by Lois Ehlert, Key autumnal words, 5 Little Acorns Chant/The Squirrel Song, practicing one-to-one correspondence
<p>Introduction: 10mins</p> <ul style="list-style-type: none"> • Conduct an outdoor circle time to discuss and recap on the classroom theme of Acorn. • Quick task- Acorn scavenger hunt – Task the children to collect as many acorns as they can within the area in order to complete the main activity. • Invite the children to place their acorns around the perimeter of the activity area. Introduce main activity, ensuring the children understand the task. Set clear and effective rules.
<p>Main Activity: 20 mins</p> <ul style="list-style-type: none"> • Query the children to write numbers 1-15 on the ground using the chalk provided. This should be completed as a group of 5. The practitioner role is to scaffold the task. • Once completed, each child should take a turn to select a number. They must then explore the area to collect the number of acorns that result to the number on the ground. • When collected, encourage the children to count out the acorns to make sure they have the correct number. Encourage questioning during activity- Do you need more? How many more do you need? • If correct, they are then able to feed the toy squirrel.
<p>Plenary (checking understanding): 10 mins</p> <ul style="list-style-type: none"> • Present Think- Pair- Share - Children are able to take ownership of their learning by sharing their thoughts, in keeping with the structure of the main activity. Practitioner is able to informally assess the children’s understanding of the task. • Determine key questions to consider.






Assessment: (e.g. Formative (AfL), Summative (AoL), Key Questions to ask pupils)

Formative (AfL)- Think- Pair – Share

Key questions to consider - What did you enjoy most about the activity? Why? What facts can you remember about acorns?

Space & Resources...



Nature Hunt		
Acorn		<input type="checkbox"/>
Conker		<input type="checkbox"/>
Big leaf		<input type="checkbox"/>
Small leaf		<input type="checkbox"/>
Stick		<input type="checkbox"/>



Example outdoor area used for collection and example worksheet used. If items were not available in the space some were placed in the area for children to find, like a treasure hunt.

Dandelion



© Jackie Morris: *The Lost Words; A Spell Book* (Macfarlane & Morris, 2017; Hamish Hamilton at Penguin Books).

Sand/ tough Spot	Role play	Book corner	Writing area	Investigation area	Outdoors	TCT	Construction	Maths area	Craft area	Water
Planting seeds with soil and tools	At the Flower shop	Storytime When spring comes'	Spring sensory writing tray	Flower scent smelling	'We're going on a dandelion	Parts of a plant - research	Building Blocks - tubs and crates	Flower pattern recognition	Goop and Dandelion cuncakes	Sensory spring water table

Language, Literacy and communication
 Circle time - Parts of a Plant
 Sequential flower story- How flowers grow
 'The Dandelion Seed' -life-cycle story
 'The Little Dandelion' - Poem
 Exploring and Describing Seeds
 Naming Plants and Flowers - Flashcards
 'When Spring Comes' by Kevin Henkes - Storybook
 'The Flowers of the Field' - Word search

Physical Development
 Building blocks - Use different sized empty flower pots to create towers
 Stretching activity - Imitate a flower growing from the seed to flowering time.
 Musical flowers/ dandelion dance / Chase the dandelion
 Wildflower Sensory Bottle / Race Dandelion Boats

Knowledge & Understanding of the World
 Dandelion flower box - Fill a container with soil. Add gardening tools and seeds
 Flower scent smelling game
 Plant identification cards / colour hunt / differences of a dandelion at different times of year
 Dissecting the dandelion - discussing different parts of the dandelion
 'We're going on a Dandelion hunt!
 Rabbits eat dandelions - make a trail for them to come and 'visit' the school.
 Grow your own Dandelions! How Plants Absorb Water - Experiment; Flower Observation

This week's theme is
DANDELION

ICT
 Create a Spring PowerPoint- iPad
 'In the deep, dark, wood'- Bee-Bots
 The Four Seasons- Comparing photographs taken of Trees - iPad
 'Leaf Explorer' - Bee-Bots
 Using photoshop to put the children's faces in the dandelion - face of a dandelion/ body of a lion - play on words
 Researching dandelions on the laptops, typing three facts and printing out the sheet
 Photos of dandelion race boats

Mathematical Development.
 Measure different sized dandelions using non and standard measurement
 Dot to dot flowers for tracing
 Sequence flowers in order of size
 Dandelion Counting Race
 Counting and Planting Seeds
 Leaf and Stem Rubbings
 Flower Pattern Recognition
 Measuring and Graphing Seed Growth
 Spring Sensory Writing Tray - Carrot Numbers

Creative Development
 Paint with dandelions and blow painting with dandelions
 Flower bubble paintings
 Modelling dough- Use artificial flowers to plant into play dough.
 Flower necklaces
 Tissue paper flower bouquets
 Sunflower seed collage; Flowered masks/hats
 Making sun catchers using flower petals
 Threading Dandelions / crowns of dandelions

Welsh Development
 Naming Flowers - Lili, Clychau'r gog, Cennin Pedr
 Blodyn Teimladau - Hapus, Drist, Crac
 Naming Spring Animals - Oen, Cywion, Adar
 Dandelion song - 1, 2,3 dandelions...in welsh

Personal and social development
 At the Flower Shop - Role-Play
 'Little Gardener' - Role-Play
 Flower hunt
 My favourite flower
 Songs and Rhymes - 'Little seed', 'Dandelion', 'Growing Flowers'
 Dandelion Soup
 Quality Flowers - 'This is Me'
 Petals of personality - each petal on the picture dandelion will have something written about the child's personality and interests

Dandelion 1 Lesson Plan							
Date: 08/01/19		Time of lesson delivery: 10:00am					
Age of children: 5-6	Number of children: 6		Duration of session: 40 minutes				
Area of Learning (Foundation Phase Curriculum):	LLC	PSD	MD	WLD	KUW	PD	CD
Learning Objective/s: <ul style="list-style-type: none"> To investigate in to the combination of materials used to create the Goop and Dandelion Cupcakes during an imaginative outdoor activity (Discuss consistency, colour, texture). Introduce descriptive language e.g. runny, gloopy, thick, stiff/ conversation about cooking/ labelling things from nature e.g. dandelions, grass, petals, stalk, leaf 							
Skill from Foundation Phase Area of Learning: <ul style="list-style-type: none"> Explore and experiment with a variety of techniques and materials. 			Range from Foundation Phase Area of Learning: <ul style="list-style-type: none"> Be involved in different types of play and a range of planned activities, including those that are child initiated. 				
Links to LNF Strands / Elements: Numeracy - Using measuring skills: Use non-standard units to measure: <ul style="list-style-type: none"> length, height and distance weight/mass capacity 							
Cross Curricular Links:	LLC	PSD	MD	WLD	KUW	PD	CD
Resources: Dandelions; White Vinegar; Grass ;Tubs; Spoons Baking Trays; Cornflour ; Whisks; Salt ; Cupcake Cases; Water Tins			Differentiation: MAT / ALN pupils <ul style="list-style-type: none"> Collaborative learning – MAT to scaffold ALN during activity when necessary, through verbal support – During descriptive language discussion. MAT's to use non-standard units to measure the amount of ingredients used to make their Goop and Dandelion cupcakes. 				

Detailed Plan of Lesson:	
Link to children's previous learning: Circle time discussions on flowers, such as the Dandelion, Measuring different sized Dandelions, Songs ad rhymes (Little seed), Plant identification cards.	
Duration: 10 minutes	<p>Introduction:</p> <ul style="list-style-type: none"> • Conduct an outdoor circle time to discuss and recap on the classroom theme of Dandelion. • Collect and label the resources needed to complete the activity with the children – Dandelions, Grass, Water, Tins. (Majority of resources to be prepared beforehand by the practioner). • Set clear and effective rules and ensure that the children understand the main activity.
Duration: 20 minutes	<p>Main Activity:</p> <ul style="list-style-type: none"> • The children should independently select their own resources, before the task begins. A prompt demonstration will then be conducted to confirm how the activity is to be carried out. • Allow the children to explore the resources and create their own versions of the Goop and Dandelion cupcakes. E.g. count numbers of dandelion petals in the recipe • Whilst the children are engaging in the investigative activity, conduct an informal discussion on the consistency, colour and texture of dandelions & the goop and dandelion cupcakes, whilst prompting descriptive language. E.g. what parts make up a dandelion? How does it feel? • During the final 5 minutes of the activity, ensure to provide a bowl of water for the children to independently clean the tins, tubs and trays. Confirm that each child cleans up after themselves or contributes to the clean-up mission.
Duration: 10 minutes	<p>Plenary (checking understanding):</p> <ul style="list-style-type: none"> • Conduct a reflection of the main activity with the children – What they enjoyed most? Why? Would they change certain elements? What/Why? • Checking understanding – Use of a Traffic lights system with Key Questions included to determine whether the children understood the purpose of the activity.

AfL: Key questions should include- What did you enjoy the most about the activity? Why? What facts can you remember about dandelions?

Dandelion - Goop and dandelion cupcakes

Links to the Foundation Phase:

- AoL - Creative Development
- Main Skill - Explore and experiment with a variety of techniques and materials.
- Range- Be involved in different types of play and a range of planned activities, including those that are child initiated.

-WAG (2015)

Activity Resources:

- | | |
|-----------------|---------------|
| • Dandelions | Cornflour |
| • White Vinegar | Whisks |
| • Grass | Salt |
| • Tubs | Cupcake cases |
| • Spoons | Water |
| • Baking Trays | Tins |



Why Dandelion?

- The children enjoy reading 'When spring comes' – this was a prompt in choosing 'the lost word!'
- Provides opportunity to produce a creative, hands-on activity.

The Dandelion Princess – lesson plan 2								
Date: January 8th October 2018				Time of lesson delivery: 9:30am				
Age of children: 5-6 years old		Number of children: 6		Duration of session: 40 minutes				
Area of Learning (Foundation Phase Curriculum):		LLC	PSD	MD	WLD	KUW	PD	CD
<p>g Objective/s:</p> <ul style="list-style-type: none"> • Be able to make their own DANDELION crowns. • Be able to make dandelion bouquets using paint. • Be able to use their language and literacy skills to write a dandelion poem. 								
<p>Skill from Foundation Phase Area of Learning:</p> <ul style="list-style-type: none"> • explore and experiment with a variety of techniques and materials • make choices when choosing materials and resources 				<p>Range from Foundation Phase Area of Learning:</p> <ul style="list-style-type: none"> • be involved in activities that allow them to work as individuals and in groups • use a wide range of resources and stimuli 				
<p>Links to LNF Strands / Elements:</p> <ul style="list-style-type: none"> • copy and write letters, words and phrases • write from left to right 								
Cross Curricular Links:		LLC	PSD	MD	WLD	KUW	PD	CD
<p>Resources: Dandelion crowns – paper, glue, scissors, dandelion pieces, leaves, colouring pencils (as many natural materials as possible). Dandelion bouquets – dandelions, paint and paintbrushes, plastic vase. Dandelion poems – poem template and pencils (colouring pencils to decorate after). (I will use the art room in the school as it is spacious and allows me to separate the different activities evenly on the tables.)</p>				<p>Differentiation: MAT / ALN pupils Dandelion crowns – LAT's will have crown templates ready so they can glue on their dandelions and colour their crown in. MAT's will have a template of a crown which they will need to cut out and decorate with dandelions and colouring pencils. Dandelion bouquets – LAT's will be asked to paint their dandelions in any colour. MAT's will be asked to create a bouquet sequence with specific colours. Dandelion poems – LAT's will a multiple-choice questions using the poem. MAT's will have the end of the sentence missing on a poem and they will need to fill it out.</p>				

Detailed Plan of Lesson:	
<p>Link to children’s previous learning: Topic this term is all about compassion and feeling welcomed in the school. Links to the lesson of the ‘dandelion princess’ as they will be asked to create things that will help her friends feel welcomed at her party and the children will show compassion towards the ‘dandelion princess’ because she is in trouble and needs their help.</p>	
<p>Duration: 10 minutes</p>	<p>Introduction:</p> <ol style="list-style-type: none"> 1. Read a story with the children all about the ‘dandelion princess’ and the trouble she is having with her special tea party. All of her helpers are unwell, and she has no one to help her make the crowns, the bouquets or the lovely poems she would read out to her friends. 2. Someone will knock on the door and hand me a letter from the ‘princess’ saying that she needs the children’s help to save her tea party. 3. I will ask the children if they want to help and then ask how we could help her. 4. The children will discuss what to do next and come up with a plan. This may include collecting dandelions, counting them, putting them in order of size
<p>Duration: 25 minutes</p>	<p>Main Activity:</p> <ol style="list-style-type: none"> 5. There will be three areas set up in. One for crown making, one for bouquet painting and one for dandelion poems. Examples of each will be shown in each area. 6. Once the children have finished in one area, they can move onto the next area or skip an area if they do not want to do it. 7. Once all the children have finished their crowns, bouquets and poems. I will ask them to place their work in my ‘special delivery box’ to send to the princess using a delivery address they will help print out with me.
<p>Duration: 5 minutes</p>	<p>Plenary (checking understanding):</p> <ol style="list-style-type: none"> 8. Before we send it off, the children will have a checklist of all the things that they made for the tea party and they will pair and share working through the list.

Lost Words 'Dandelion' Lesson Plan 3.							
Date: 12/12/18.				Time of lesson delivery: 10 am. Duration: 30 minutes.			
Age of children: 5/6- 7 years old (Year 1/ 2)		Number of children: A group of 4 - 6 children.		Duration of session: 30 minutes.			
Area of Learning (Foundation Phase Curriculum):		LLC	PSD	MD	WLD	KUW	PD CD
Learning Objective/s: To be able to identify the life cycle of a dandelion.							
Skill from Foundation Phase Area of Learning: <ul style="list-style-type: none"> Describing what they have found out and offering simple explanations. 				<ul style="list-style-type: none"> Range from Foundation Phase Area of Learning Identify different plants that live in the outdoor environment. Identify the effects the different seasons have on some plants. 			
Links to LNF Strands / Elements: <ul style="list-style-type: none"> Numeracy - Literacy - 							
Cross Curricular Links:		LLC	PSD	MD	WLD	KUW	PD CD
Resources: Outdoor space, Lifecycle of a dandelion, laminated cards which make up the two bug dandelion pictures, whistle so the children know when to change their travel.				Differentiation: MAT / ALN pupils. More able: less support may be needed, ask the children to put the lifecycle in order on their own. Less able: more support may be needed, work in bigger groups to put the lifecycle in order.			

Detailed Plan of Lesson:	
Link to children's previous learning: Colours and shapes in welsh, the life cycle of a dandelion.	
Duration: <ul style="list-style-type: none"> • 10 minutes 	Introduction: <ul style="list-style-type: none"> • Sit the children in a circle outside in the space provided. • Show the children a picture and ask them what they know about dandelions. • Next show the children the life cycle of a dandelion (recapping on the previous lesson) • Give the children the cards and ask them to work together to put the dandelions life cycle back into the right order.
Duration: <ul style="list-style-type: none"> • 15 minutes. 	Main Activity: <ul style="list-style-type: none"> • Explain to the children what activity they will be carrying out. • Split the children into two groups. • (Previously hidden cards) There are different parts of the dandelion hidden around the yard, the children have to use different methods of travel to find them. Start off with skipping, hopping, running, walking, jumping. • The children need to find all the cards hidden around the yard, so they can create the picture. • Once the children have found all the pictures bring them back to the circle. • Ask the children to work in their groups to create the big picture. One group will have the yellow dandelion and the other will have the white. • Every time the whistle blows the children need to change their way of travel and direction.
Duration: <ul style="list-style-type: none"> • 5 minutes. 	Plenary (checking understanding): <ul style="list-style-type: none"> • Come back together as a whole group. • Ask the children about the different pictures and why there is one yellow and one white. (Ask the colours and shapes in welsh to see if the children can remember from previously.) • Ask the children what they have found out from learning about the life cycle of a dandelion.



Conker

© Jackie Morris: *The Lost Words; A Spell Book* (Macfarlane & Morris, 2017; Hamish Hamilton at Penguin Books).

Sand/ tough Spot	Role play	Book corner	Writing area	Investigation area	Outdoors	ICT	Construction	Maths area	Water
Outdoor materials leaves, rocks, twigs and flowers.	Garden centre role play	Book corner	Describing pictures of conkers and write a sentence about	Children will need to find as many conkers as they can	Treasure hunt to find conkers	Using online resources to draw conkers on the computer	Using resources to make conker crafts	Conker matching game.	Conkers in water

Language, Literacy and communication

Sensory box - using describing words to identify which are the conkers in the box.

Acrostic poem using the word conkers down the side.

Spelling with painted conkers.

Read 'the hungry caterpillar' - paint the conkers and manipulate them onto a string - create their own hungry caterpillar.

Physical Development

Treasure hunt around the school searching for conkers.

Using tweezers / tongs, children will have to pick up conkers / natural materials and sort them into the correct box.

Sensory tray with sand - using conkers to mark make

Conker and spoon race.

Bowling with conkers

Knowledge & Understanding of the World

Find out where conkers come from and why they fall from trees.

Conker collecting - going on an 'adventure'.

Making conker shells for snails.

Mud kitchen involving conkers, leave and pinecones

Create nature detective role play area.

This week's theme is
CONKERS

ICT

Researching facts about conkers and create a fact poster.

Taking photos on the iPad of different conkers they have collected and make into patterns

Make an imovie about conkers

Use photographs taken on ipad to make a class photo freeze

Make a story book using an app about your conker

Welsh Development

Count in welsh to 10 using the conkers to help.

Conker = Concer

Creative Development

Conker rolling paintings.

Conker faces - using bobbly eyes, smiley face and hair

Create a poster all about conkers.

Horse chestnut tree leaf printing using mud, water and paint
Using playdough to create conkers and the horse chestnut tree.

Mathematical Development.

Using conkers for addition/ subtraction.

Organising conkers size/ colour.

Painted conkers to create sequences.

Creating ten Horse chestnut tree pictures with a different amount of numbers on them. LAT - to complete them up to five. MAT - to complete them up to ten. children add 1 conker on each time until there are 10 trees with 1,2,3,4,5,6,7,8,9,10 conkers on them.

Personal and social development

Make friendship bracelets with conkers and string

Conkers, I'm collecting conkers" song while searching for conkers

Circle time:

Talk about what nature means to them and how we can learn to look after nature.











Lesson Plan - conker sports day							
Age of children: 5-6 years old	Number of children: 6						
Area of Learning (Foundation Phase Curriculum):	LLC	PSD	MD	WLD	KUW	PD	CD
Learning Objective/s: <ul style="list-style-type: none"> • Be able to manoeuvre conkers in a range of physical activities • Be able to show concentration and focus when completing the activities 							
Skill from Foundation Phase Area of Learning: <ul style="list-style-type: none"> • work out and practise a variety of ways of sending, receiving and travelling with small equipment • be able to move safely with increasing control and coordination 							
Links to LNF Strands / Elements: <ul style="list-style-type: none"> • Take part in activities alongside others, with some interaction. (Literacy: Oracy: Developing and presenting information and ideas) • Transfer mathematical skills to play and classroom activities. (Numeracy: Developing numerical reasoning: identify processes and connections) 							
Cross Curricular Links:	LLC	PSD	MD	WLD	KUW	PD	CD
Resources: <ul style="list-style-type: none"> • Conkers • Bowling pins (small size) • Small spoons • Tubing/ wood/ cardboard/plastic/ straws/ paper/ Sellotape (obstacle course) • Magnets/ water bowl/ string/ plastic tubing • White chalk (to mark how far the conkers have been thrown on the ground) • Chalk board (to keep scores of the games) 							

<p>Detailed Plan of Lesson:</p>
<p>Link to children’s previous learning: in PSHE, children are learning how to work as part of a team or pair. This activity will help the children recognise the benefits of working with others and that it can have positive results.</p>
<p>Introduction:</p> <ol style="list-style-type: none"> 1. Introduce the term ‘sports day’ into group discussion and see what the children already know about the word ‘conker’ and they can give ideas of what they think it might be. After a discussion, reinforce what they know. 2. Explain to the children that we are going to have our own sports day with a ‘special twist’ – using conkers! When outside, describe each area of sport to the children and explain what they have to do.
<p>Main Activity:</p> <ol style="list-style-type: none"> 3. The children will go around the yard in pairs playing catch with the conkers, having a conker and spoon race, bowling with conkers, fishing for conkers and doing conker throwing. (set up stations) 4. Keep track of their scores on a chalk board as they complete each activity. 5. At the end when everyone has finished, they will each in pairs count up the points they have been awarded (maths skills) and tally up a score for themselves to see who has won.
<ol style="list-style-type: none"> 6. Plenary (checking understanding): Sit the children back down in a circle again and discuss the sports day activities. Ask the children what they found easy, what they found hard, how they felt working in pairs; what qualities does a conker have?
<p>Assessment: (e.g. Formative (AfL), Summative (AoL), Key Questions to ask pupils)</p> <p>Summative assessment – children will be observed on their creative, physical and literacy and language development.</p> <ul style="list-style-type: none"> - To observe children using physical literacy such as roll, spin, throw. <p>Key questions: How many points have you earned? How did you feel completing this activity? What was your favourite activity? Which one does the conker work best & why?</p>



Bluebell

© Jackie Morris: *The Lost Words; A Spell Book* (Macfarlane & Morris, 2017; Hamish Hamilton at Penguin Books).

Sand/ tough Spot	Role play	Book corner	Writing area	Investigation area	Outdoors	ICT	Construction	Maths area	Water
plant seeds in the sand 	Flower shop / Garden centre role play 	Books about planting 	Describe your favourite flower - write a sentence about the 	Children look in the flower bed - what are the parts of a flower 	flower checklist 	Using online resources to look up bluebells		Count how many points on a bluebell flower 	Using resources to make bluebell collage  Flower potions 

Language, Literacy and communication

The tiny seed book

Descriptive words for bluebells

Know the Parts of a flower

Describe pictures of flowers to your partner - can you guess which one? (use matching cards)

This week's theme is
Bluebell

ICT

Researching facts about bluebells and create a fact sheet.

Taking photos on the iPad of bluebells and other wild flowers

Make a collage using the Ipad

Welsh Development

Colours in Welsh - blue = glas, red = coch
Descriptive words for the flower parts = tall, short etc

Creative Development

Flower printing

Making bluebell collages - using other natural materials

Drawing / painting bluebells

Making bluebells out of recyclable materials eg toilet rolls and newspaper

Personal and social development

Identifying different wild flowers in groups
Planting as a group and deciding what to plant and where
Special characteristics of different flowers are like the differences in people = circle time to chat

Physical Development

Treasure hunt around the school searching for flowers / flower cards

Flower relay - matching pictures to the correct name

Planting projects - seeds and bulbs

Mathematical Development.

Measure the length of a bluebell stalk - using nonstandard measure & standard measure
Plot a pattern showing the different lengths
Look at the symmetry of a bluebell

Knowledge & Understanding of the World

Find out how flowers grow from seeds / bulbs
What environment do bluebells grow in?
What insects like bluebells? why?
Create nature detective role play area.

Lost words Lesson Plan								
Date: 22.11.2018				Time of lesson delivery: 10.00am				
Age of children: 5 – 6 years		Number of children: 5 per group		Duration of session: 40 minutes				
Area of Learning (Foundation Phase Curriculum):		LLC	PSD	MD	WLD	KUW	PD	CD
Learning Objective/s: <ul style="list-style-type: none"> • Be able to identify a bluebell and name its different parts. (E.g flower, petals, stem and bulb) • Be able to draw a bluebell using chalk. 								
Skill from Foundation Phase Area of Learning: <ul style="list-style-type: none"> • Explore and experiment with a variety of techniques and materials. 				Range from Foundation Phase Area of Learning: <ul style="list-style-type: none"> • Explore, investigate and use the indoor and outdoor learning environments. 				
Links to LNF Strands / Elements: <ul style="list-style-type: none"> • Take part in activities with others and talk about what they are doing. • Talk about things they have made or done, explaining the process. 								
Cross Curricular Links:		LLC	PSD	MD	WLD	KUW	PD	CD
Resources: <ul style="list-style-type: none"> • Lost words book. • Colourful Chalk – (green and blue for bluebell) • Bluebell pictures on laminated card. 				Differentiation: MAT / ALN pupils More able children <ul style="list-style-type: none"> • Be able to name all the flower parts. • To draw detailed bluebell picture. • Label bluebell drawing correctly. Less able children <ul style="list-style-type: none"> • Make markings with the chalk rather than detailed drawings of a bluebell. • May need prompting when describing bluebell with words such a bulb and roots. 				

<p>Detailed Plan of Lesson:</p> <p>To begin the lesson walk the children around the playground and look for flowers. Once some flowers are found ask the children to name the different parts of the flowers, example bulb/seed, petal, roots etc. Guide children to a quiet area and read the lost words poem 'bluebell' to the group while showing them the drawing on the next page. Pass around the photos of the bluebell to the group and ask the children can they describe what they look like and what parts of the bluebell they can see. Once the children are ready provide them with chalk and ask them can they draw a bluebell on the floor remembering to use the words they talked about earlier such as roots, bulb and stem. While the children are drawing discuss how the flowers grow, do they need water? Where are the roots? Has anyone planted seeds or bulbs before? Encourage children to reflect on times they have helped out in the planting flowers in the flower beds last year. Encourage group to look at everyone's drawings and discuss what they like about each others drawings. Allow children to describe their drawing and encourage children to point out the parts of the flower.</p>	
<p>Link to children's previous learning:</p> <ul style="list-style-type: none"> Planted flowers in plant pots around the juniors playground last year. Being creative with materials in lessons, using less familiar resources to use to create their art work with such as oil pastels and charcoal. 	
<p>Duration: 5 minutes</p>	<p>Introduction:</p> <ul style="list-style-type: none"> Walk around playground and locate some flowers , ask children to name the flowers parts (bulb/seed, roots, stem, petal, leaf, flower)
<p>Duration: 10 minutes</p>	<p>Main Activity:</p> <ul style="list-style-type: none"> Read the lost word poem Bluebell to the group and show the, the drawing of a bluebell on the next page. Pass around the bluebell pictures and ask children to describe the drawings E.g colours, shapes, height Draw using chalk a bluebell on the playground floor- drawing all the parts of the flower the children named. Discuss with the children how flowers grow.
<p>Duration:</p>	<p>Plenary (checking understanding):</p>

Encourage children to look at each other's drawing – 2 stars and a wish

Pair and share and ask children to explain their drawing to their partner – pointing out the different parts of the bluebell.

Assessment: Formative – 2 stars and a wish.

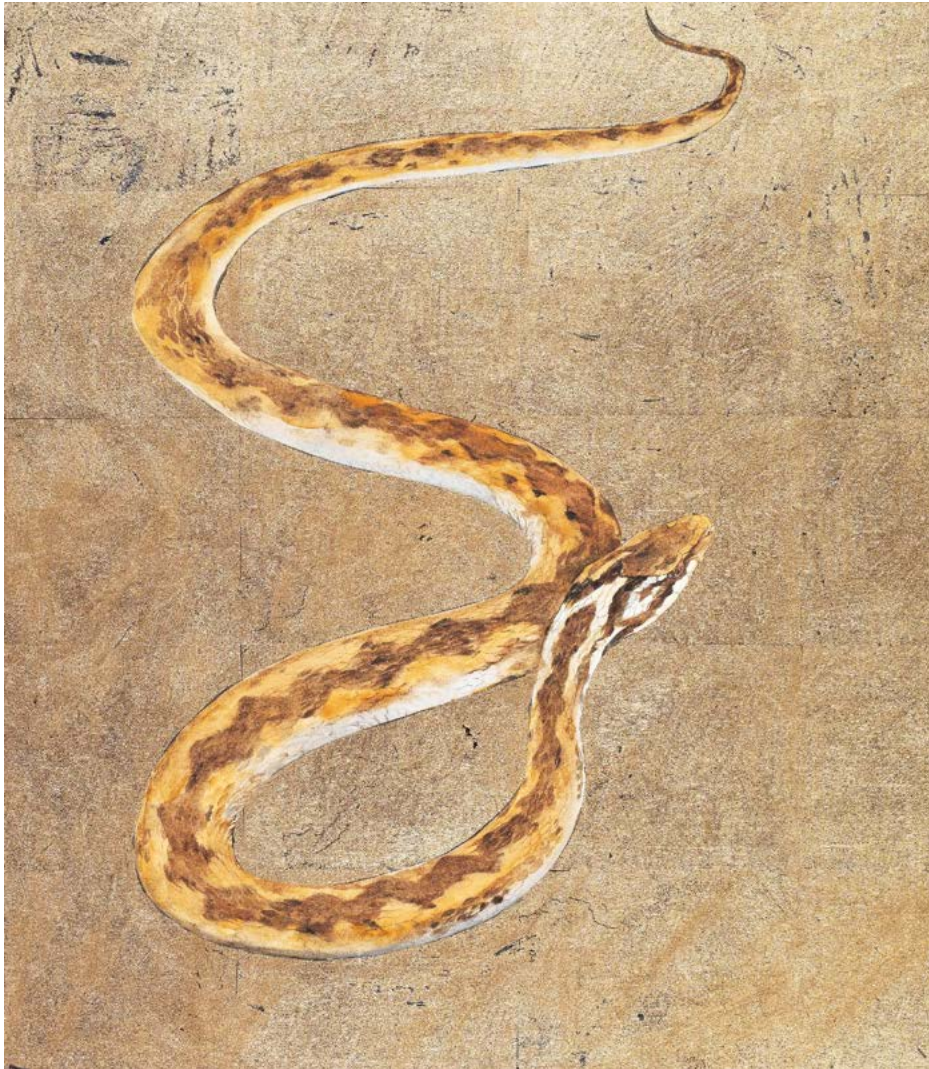
Name 3 parts of the flower you can remember; what words would you use to describe your bluebell?

The finished Bluebells....














Bluebell Lesson Plan 2								
Age of children: 5 – 6 years	Number of children: 6			Duration of session: 40 minutes				
Area of Learning (Foundation Phase Curriculum):	LLC	PSD	MD	WLD	KUW	PD	CD	
Learning Objective/s: <ul style="list-style-type: none"> • Be able to use problem solving and visual discrimination skills to identify different items. • Be able to search outdoors to find matching nature items and sort them correctly • Identify the correct amount of items to match each number 								
Skill from Foundation Phase Area of Learning: <ul style="list-style-type: none"> • Sort and classify objects using specific criterion 		Range from Foundation Phase Area of Learning: <ul style="list-style-type: none"> • Experience a mathematically-rich environment that allows them to explore and development mathematical concepts and language • Investigate indoor and outdoor environments, as well as including natural conditions as they arise 						
Links to LNF Strands / Elements: <ul style="list-style-type: none"> • Ask for assistance when needed • Talk about things they have done, adding some description • Take part in activities alongside others, with some interaction • Identify steps to complete the task or reach a solution • Select and use relevant number facts and techniques to use • Recognise and repeat three objects/colour patterns and sequences 								
Cross Curricular Links:		LLC	PSD	MD	WLD	KUW	PD	CD
Resources: <ul style="list-style-type: none"> • Outdoor area • Coloured chalk • Nature items different flowers and items that children have collected • Cards / cones • Flower picture cards 		Differentiation: MAT / ALN pupils ALN Pupils – <ul style="list-style-type: none"> • Have certain objects already set out for them linked directly to a certain colour. Making them able to identify the colours. MAT Pupils – <ul style="list-style-type: none"> • Give them the chance to classify items that might be different shape and sizes such as the same coloured leaves, but they are different sizes. Also introduce words such as light, dark, bold and vibrant. Giving them the opportunity to use new descriptive words. 						

Detailed Plan of Lesson:	
<p>Link to children's previous learning: Previously children would have had a maths lesson discussing what sorting is and how to sort different items. Also, the children will have an understanding of the different types of flowers that can be found outdoors in the school garden area. This is to make them aware of what they might find and what to look out for and how to identify flowers e.g. bluebells.</p>	
<p>Duration: 10 minutes</p>	<p>Introduction:</p> <ul style="list-style-type: none"> This activity will be set up outside in the garden area on the stone floor. Make sure each section of the floor is coloured in a different colour ready for the children to start, use chalk or picture cards / cones/ spots. Before the children are taken outside the children will know what is expected of them. They will have to work together to find items and sort them into the correct colour box.
<p>Duration: 25 minutes</p>	<p>Main Activity:</p> <ul style="list-style-type: none"> The children will be taken outside ready to start the colour sorting activity. The children will be given the opportunity to go around the garden and find a selection of flowers and plants to look at and for them to use in the task. Have picture cards of the flowers so that the children do not pick the flowers but can select the correct picture card Talk about all the different colours of the flowers they have found and see if any of them match to the colour of the rainbow. Now the children will have to sort each colour flower (picture card) into the correct box. Give them prompts such as are some colours easier to find than others? Which colour flower have you found the most? Which colour is the child's favourite? Have they found any bluebells? Can they describe them?
<p>Duration: 5 minutes</p>	<p>Plenary (checking understanding):</p> <ul style="list-style-type: none"> Once all of the items have been sorted into each coloured box go through each item they have put in the box and discuss if it is correct. This gives the children the opportunity to share their opinions.
<p>Assessment: (e.g. Formative (AfL), Summative (AoL), Key Questions to ask pupils) During the session, use open ended questioning such as how can you classify objects? Why did you put objects into a chosen category? How many objects are in each category? Can you count them? What can you remember about bluebells, Shape? Colour? Structure?</p>	



Adder

© Jackie Morris: The Lost Words; A Spell Book (Macfarlane & Morris, 2017; Hamish Hamilton at Penguin Books).

Sand/ tough Spot 	Role play 	Book cannon 	Writing area 	Investigation area 	Outdoors 	ICT 	Construction 	Maths area 	Craft area 	Water 
Adder habitats		story book on snakes	'write your adder facts	Investigate adder patterns	Chalking adder patterns	Research adder facts	Use natural materials to construct an adder	Counting & patterns	collage / mud printing	Adder habitat

Language, Literacy and communication
 Introduce the word Adder.
 What do you know? Can they describe features of an adder?
 Story book on snakes
 Using the 's' phoneme as a snake and choosing's' words
 Feelings about adders

ICT
 Adder Fact File - Online Research
 Create adder patterns using 'paint' online, including different colours and patterns

Creative Development
 Use natural materials to create adder patterns
 Think about repeating patterns
 Mud printing adders using sticks along a long piece of wall paper
 Make adders out of clay and paint patterns on them
 Chalk adder patterns

This week's theme is
ADDER

Physical Development
 Chalk out different adder patterns in the playground
 How do adders move? Create patterns with their own bodies
 Make adders out of plasticine / playdough (FMS)
 Thread beads onto pipe cleaners to create a patterned snake

Personal and social development
 Build an adder out of different parts that are scattered around the playground, head, body, tongue, tail - work as a team
 What are the dangers of adders? How do we take care around adders? Why do we need to look after them?
 Adder patterns are different, how is this similar in people?

Knowledge & Understanding of the World
 Where do adders live? What do they eat?
 Make an adder habitat
 Use this information in a fact file

Mathematical Development.
 Sort and classify pattern and non-pattern objects
 Measure different adders and compare them.
 Use unifix cubes to measure each adder and put them in order, shortest to longest
 MAT pupils can measure adder images / printouts using standard measure - or measure out having obtained the information from the fact file and chalk out lengths on the floor
 Look at patterns, repetition and symmetry

Welsh Development
 Key Autumnal words -Hydref, Wiwer, Coch, Oren, Melyn
 Key words (in Welsh) to describe Adders- brown - brown; long; hir; smooth- Llyfn;

Lesson Plan - Adder Patterns

Date: 22 nd November				Time of lesson delivery: 1:30pm				
Age of children: 5 and 6		Number of children: 4		Duration of session: 40 minutes				
Area of Learning (Foundation Phase Curriculum):		LLC	PSD	MD	WLD	KUW	PD	CD
<u>Learning Objective/s:</u> <ul style="list-style-type: none"> • Be able to understand key facts about an adder. • Be able to use fine motor skills to create zig-zag repeated patterns like an adder. 								
<u>Skill from Foundation Phase Area of Learning:</u> <ul style="list-style-type: none"> • Develop fine manipulative skills. • Development of senses, imagination and creativeness. 				<u>Range from Foundation Phase Area of Learning:</u> <ul style="list-style-type: none"> • Be able to work on their own and in pairs and in small groups. • Explore a wide range of stimuli. 				
<u>Links to LNF Strands / Elements:</u> <ul style="list-style-type: none"> • Oracy Strand One – listen and respond to the viewpoints and ideas of others. • Literacy Strand two – use a range of appropriate reading strategies to make sense of texts. • Literacy Strand Two – gain an understanding of unfamiliar information. 								
Cross Curricular Links:		LLC	PSD	MD	WLD	KUW	PD	CD
<u>Resources:</u> <ul style="list-style-type: none"> • Safe outdoor area. • Pink, blue and yellow chalk. • Key facts about adders. • 1 x whiteboard and pen. 				<u>Differentiation: MAT / ALN pupils</u> MAT – Create own repeated patterns using a variety of different colours. ALN – Continue repeated patterns using just one or two colours.				



Detailed Plan of Lesson:

The lesson will begin outside, where I will talk to the children about adders. Firstly, I will ask the children if they have any knowledge on adders already. Next, I will explain what an adder is and what it looks like. I will then tell the children that I have hidden eight facts about adders around the outdoor area. Then, I will ask the children to go and find the facts, trying to find a maximum of two facts per child. Once the children have done this, I will ask if they can read to their partner what their facts say. Then, we will discuss them as a group with an extra explanation from myself. We will then walk over to the concrete side of the outdoor area, where I have previously drawn an outline of adders. I will then ask the children if they can create some adder-like zig-zag patterns on their adders using different coloured chinks. Before they begin, I will show the children an example of a zig-zag pattern on my whiteboard. For the lower ability, I will give them just two colours of chalk, and already start their zig-zag pattern for them. For the higher ability, I will give the children a selection of three coloured chinks, asking them to start their zig-zag repeated pattern independently. Once the children have completed this, I will begin to check if they have understood and gained any new knowledge from this activity. I will use key questions to do this, such as “What noise does an adder make?”.

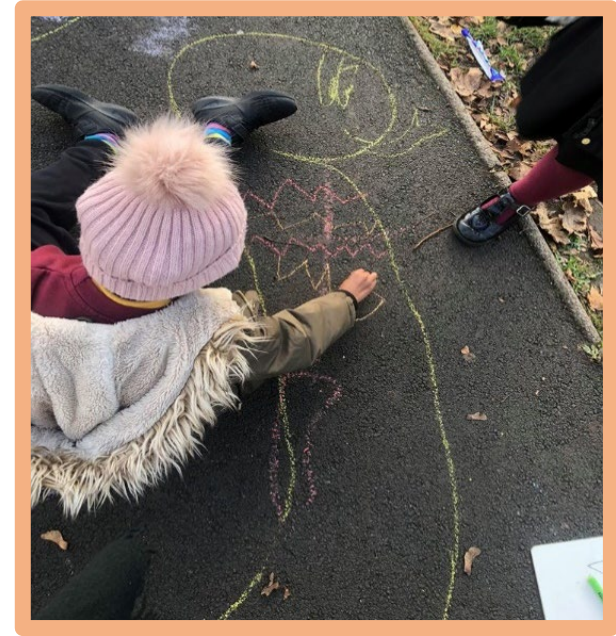
Link to children’s previous learning:

Creating a repeated pattern using different colours.

Duration: 10 minutes	<u>Introduction:</u> Introduce to the children what an adder is and ask if they have ever seen or heard the word ‘adder’ before. Explain to the children that there are eight different facts about an adder hidden within the outdoor area. Ask the children to go and find two each.
Duration: 25 minutes	<u>Main Activity:</u> Draw adders on the floor and ask the children if they can create their zig-zag like patterns using the coloured chinks. Then ask the children to place their adder facts around the drawings of the adders.
Duration: 5 minutes	<u>Plenary (checking understanding):</u> Use key questions to check if they understood the activity and can remember any of the key facts about adders.

Assessment: (e.g. Formative (AfL), Summative (AoL), Key Questions to ask pupils)

Use key questions to check that the children have understood the activity.
 What patterns do adders have on their skin?
 What noise does an adder make?
 Where do adders live?
 What noise does an adder make?



Adder patterns



Kingfisher

© Jackie Morris: *The Lost Words; A Spell Book* (Macfarlane & Morris, 2017; Hamish Hamilton at Penguin Books)

Sand/ tough Spot 	Role play 	Book corner 	Writing area 	Investigation area 	Outdoors 	ICT 	Construction 	Maths area 	Craft area 	Water
Order kingfisher images by size	Kingfisher puppets	Bird books	Descriptive words in glitter tray	Length of feathers	Kingfisher habitats	Video of kingfishers	Kingfishers from Lego	Kingfisher numbers	Playdough / tissue paper kingfishers	Fishing for fish

Language, Literacy and communication
 Descriptive words for kingfishers - use a bubble map
 MAT pupils use the words and put them into sentences
 Features of a kingfisher - bird books
 Use different mediums to write the words - sand/ glitter/ soil
 Build a fact file about kingfishers:
<https://easyscienceforkids.com/all-about-kingfishers/>

Physical Development
 Children imagine they are a bird - soaring through the sky. Fast? Slow? High? Low? Play some music - encourage children to imagine they are on a journey? what can they see?
 Pegging images of kingfishers on a washing line (FMS/ pincer grip: maths activity)

Knowledge & Understanding of the World
 Where do kingfishers live? What do they eat?
 Make habitats for kingfishers
 Create a web of life / food chain...
 Fact file on Kingfishers

This week's theme is
Kingfishers

ICT
 Use the paint app to create your own kingfisher
 Look up a video clip of kingfishers in flight
 Research key facts about Kingfishers and use in fact file

Mathematical Development.
 Subtraction and addition through using pictures of kingfishers.
 Peg them on a washing line and make up sums $3+ 5=$; $5-3=$

Creative Development
 Collage making using natural materials
 Use tissue paper for indoor collaging
 Playdough / clay kingfishers

Welsh Development
 Descriptive words for kingfishers: Blue - Glas; Pretty - Bert.
 Create sentences - Dw I'n hoffi Kingfisher.
 Mae Kingfisher yn byw yn y

Personal and social development
 Why are kingfishers important? Why should we care about them?
 Why are they special?
 How do they live as a family?
 How is that similar to people?
 What is your favourite thing about a kingfisher?

Lesson plan - Kingfisher Collage Making								
Date: 21 st November				Time of lesson delivery: 1:30pm				
Age of children: 5 / 6 / 7.		Number of children: 4		Duration of session: 40 m				
Area of Learning (Foundation Phase Curriculum):		LLC	PSD	MD	WLD	KUW	PD	CD
<u>Learning Objective/s:</u> <ul style="list-style-type: none"> • Be able to identify a kingfisher and understand key facts such as where they live and what they eat. • Be able to use the outdoor area safely, with the use of dojos as a positive behaviour encouragement and reward. Additionally, being able to find natural materials to use as part of their kingfisher collage. • Be able to use fine motor skills to stick chosen materials onto the children's kingfisher collage. 								
<u>Skill from Foundation Phase Area of Learning:</u> <ul style="list-style-type: none"> • Exploring and experimenting. • Develop fine manipulative skills. 				<u>Range from Foundation Phase Area of Learning:</u> <ul style="list-style-type: none"> • Investigate indoor and outdoor learning environments. • Exploring, investigating and using a wide range of stimuli and resources. 				
<u>Links to LNF Strands / Elements:</u> <ul style="list-style-type: none"> • Listen and respond to the viewpoints and ideas of others. • Descriptive language. • Gain an understanding of unfamiliar information. 								
Cross Curricular Links:		LLC	PSD	MD	WLD	KUW	PD	CD
<u>Resources:</u> <ul style="list-style-type: none"> • 4 x A3 paper. • Picture of kingfisher. • PVA glue & 4 x scissors. • 2 x glue pots. • 4 x glue brushes & Scissors • Safe outdoor area and natural resources (e.g. leaves). • Key facts about kingfishers. 				<u>Differentiation: MAT / ALN pupils</u> MAT Pupils – Once created the collage of a kingfisher, can put the new knowledge that they have learnt into sentences. 'The kingfisher hunts and eats fish'. ALN Pupils- Provide the children with suitable materials, already cut into adequate sizes.				

Detailed Plan of Lesson:

Look at the picture of a kingfisher. Ask the children if they have any knowledge of the kingfisher already, prompting them if needed, by reminding them of the book of 'Lost Words' that we had looked at previously. Discuss as a group, a kingfisher, describing to the children what it looks like, what it eats and where it lives. Next, give them key facts about a kingfisher, asking them to read it to the group / in pairs and then stick it around our picture of the kingfisher. We will then begin the main part of the activity.

Ask the children to search for suitable materials for a kingfisher collage. The children can use the picture provided for shape / colour reference. Any materials collected will be put into a bucket. (if weather is inclement you could go back inside) otherwise sit around the table, with the blank outline of the kingfisher on some sugar paper, PVA glue, scissors and the natural materials joined by coloured tissue paper .

Ask the children to use these materials to create a kingfisher collage, remind them that they can use scissors to cut them to their desired shape and size. Lastly, check the children's understanding by using key questions such as "What colours are found on a kingfisher?" and "what kind of beak do they have? "

Link to children's previous learning:

The children were already familiar with the book of 'Lost Words', as it was used in previous weeks to read to the children in the book corner. We talked in groups about the pictures and I explained the book using child-friendly language.

Duration:
10 minutes

Introduction:

Begin the lesson sat at a table/ in a circle and show the children a picture of the kingfisher. Ask the children if they know any information about kingfishers, reminding them of the book of 'lost words' that we had previously looked at. Tell the children some key facts about a kingfisher and ask them to stick them around the picture of the kingfisher.

Duration:
25 minutes

Main Activity:

Ask the children to use the outdoor area to find natural materials to use as part of their kingfisher collage. Once they have collected their materials, ask the children to bring their materials to the table and stick them onto their blank kingfisher picture.

Duration:
5 minutes

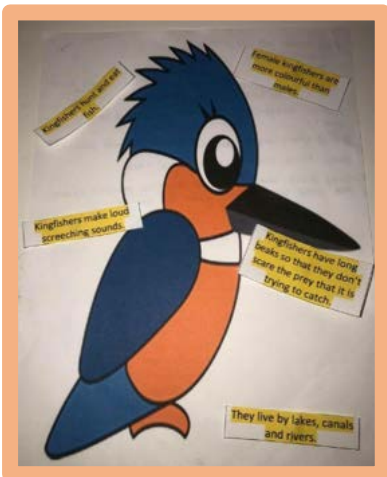
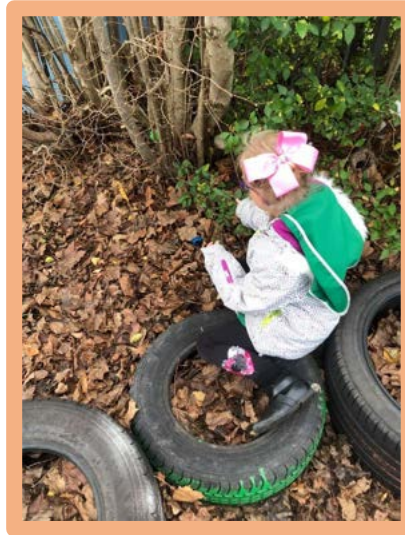
Plenary (checking understanding):

Re-cap over the introduction asking the children if they can re-call and share with the group any facts they can remember about kingfishers. Take photos on the ipad of their kingfisher ready for next week's activity of story booking

Assessment:

Use key questions to check the children's understanding.

What colours are found on kingfishers? What sound does a kingfisher make? Where does a kingfisher live? What does a kingfisher eat?



Use of Digital Technology in the Outdoors: Is there a case for Digital technology/ Screen time ?

There is a significant amount of research available that suggests young children are exposed to too much 'screen time' and that it affects their development. Pagani (2010) found that increased exposure to TV screens of children aged between 2-4 years delayed their development and there are a number of physical effects on adults as well as children when they are exposed to increased amounts of time on screen technology.

The age at which children start viewing screens and the number of hours watched per day are increasingly linked to negative physiological changes and medical consequences... with more hours per day linked to greater likelihood that negative effects will appear often years later in the child (Sigman, 2010, p.94).

Louv coined the phrase 'Nature Deficit Disorder' and the research (2009) clearly indicates that children are suffering from a number of negative effects physically and mentally as well as underdeveloped social skills. These effects which are implicit early on, have long lasting effects in the manifestation of mental health and depression later in life. Thus, in contrast to this largely sedentary, electronic approach to learning and teaching, children need not only movement and to be outside, but they need to connect with nature. "As electronic technology surrounds us, we long for nature" (Louv, 2009, p. 60). We synthetically produce it in gardens, shopping centres, parklands and inside an array of buildings including early years classrooms to give us a sense of 'wellbeing'.

However, there is a need to understand the changing nature of using digital technology and what we mean by 'screen time'. Not to expose children to the range of digital media can have negative effects and advocates of introducing screen technology to young children contend that it is the quality of what the children see on the screen that is critical; provided that the screen time is 'educational' and 'age-appropriate' there are cognitive and intellectual advantages (Sigman, 2010). Digital play is therefore a tool that can be seen to enhance traditional play and is suggested by Verenikina *et al* (2016) that it can afford children the opportunity to explore environments in imaginative ways, where make believe play is at its best when children are participating in a group. This is supported by Luckin, Connolly, Plowman & Airey (2003), who studied the use of smart toys by children between the ages of four and eight and found that social interactions were significantly increased, which is an appealing contradiction to the suggested belief that technology can lead to social isolation (Louv, 2009).

The Digital Competency Framework (DCF) in Wales (WG 2016), requires all children to be working through the appropriate levels of digital skills as they progress through the continuum of learning, meaning that less children may get left behind as we prepare for digital experiences

in the 21st century. This means that all children in Wales will access digital technology via various screen media from the age of 3 years of age. Furthermore, not to expose children to the range of digital media can have negative effects, therefore, it could be suggested that non-exposure to digital technology can put children at a developmental and educational disadvantage and if children are not given opportunity to ‘get used to’ screen technology they might somehow be less confident as well as incompetent at using it.

DCF Key objectives:

1. Citizenship – which includes:
 - a. Identity, image and reputation
 - b. Health and well-being
 - c. Digital rights, licensing and ownership
 - d. Online behaviour and cyberbullying.
2. Interacting and collaborating – which includes:
 - a. Communication
 - b. Collaboration
 - c. Storing and sharing.
3. Producing – which includes:
 - a. Planning, sourcing and searching
 - b. Creating
 - c. Evaluating and improving.
4. Data and computational thinking – which includes:
 - a. Problem solving and modelling
 - b. Data and information literacy



Thus, it is important to consider how digital technologies in the 21st century can embrace the pedagogies of teaching outdoors. Whilst it has been long considered that these two worlds often collide, there has been an encouraging practice with the year 2 students during this project, via the use of the ipad camera and the SEESAW app, as well as my own personal practices, where observations have revealed that using technology in **appropriate** ways can actually ‘reconnect’ children and adults with their outdoor environment, causing them to become ‘**creators**’ of their own knowledge about nature and the living landscapes, not just ‘**consumers**’ of digital information (Belk, 2013). Paradigm shifts are often needed and through my own research and reflections on practice this has been a thought provoking journey. Therefore, the introduction of the New Curriculum for Wales (WG, April 2019) which offers a more holistic and progressive approach to learning and teaching, ought to embrace the cross pollination of areas of learning and experiences as well as pedagogies and practices. So perhaps this opportunity is not to be feared but welcomed.



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