



Blakeney Primary School

Topic Planner

Theme: The Enchanted Woodland

Teacher: Mrs Ford

Term: Summer

Year Group: Rec/1

Learning Intention & Success Criteria	TEACHING NOTES/VAK/ICT Differentiated tasks	Output	Assessment Mode & Criteria	Resources
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Memorable Experience

Woodland hunt on our school field.

- Use our senses to observe the nature.
- Collect fallen treasures e.g. leaves, berries, feathers, seeds, cones, sticks etc
- Describe the surroundings (rub the bark of the trees, look at the different shaped and sized leaves)
- Discuss keeping safe (not eating things we find or putting them near our mouths)
- Scatter some fantasy 'enchanted objects' for the children to find e.g. flowers, glitter as a path leading to a fairy door with a letter from the fairies describing what we need to find out about during the topic and inviting us to a fairy picnic at the end of the topic
- Set up a nature table in the classroom

Launch Day

Lesson 1

LI: To be able to describe the weather associated with the seasons
To be able to

Question the children on the four seasons - watch <http://www.bbc.co.uk/guides/zcx3gk7> to clarify
Match the various weather words with their images
Watch <https://www.bbc.com/education/clips/zbdkjxs> which reveals the different seasons, their months and their associated weathers

Plenary
Dress up a child in seasonal dress for the typical weather in the season

Season cards with matching weathers
Sentences

ALL Can describe the weather associated with different seasons
MOST Can match

Season images
Weather images

	<p>describe how the length of the daylight changes</p> <p><i>Can describe the weather associated with different seasons</i></p> <p><i>Can match clothing to the weather in the season</i></p> <p><i>Can explain how the length of daylight changes</i></p>	<p>Consider the length of the daylight for each season</p>				<p>about the season</p>	<p><i>clothing to the weather in the season</i></p> <p><i>SOME Can explain how the length of daylight changes</i></p>	<p>Clothing images</p>
		<p>Match the weather to the season</p>	<p>Match the weather to the season and consider what items of clothing we could wear in each season</p>	<p>Match the weather to the season and write a sentence to explain the months of the season and daylight hours</p>				
<p>Lesson 2</p>	<p>LI: To be able to use simple compass directions to describe the location</p>	<p>Share the four compass points with the children and share rhyme (Never Eat Shredded Wheat or Naughty Elephants Squirt Water) Children practise moving to different compass point as a group. Again with four children, position them at different points and describe their compass position in relation to each other. Children repeat in small groups with different objects.</p>			<p>Plenary Children to position each other in various directions in the classroom and</p>	<p>Maps with descriptions</p>	<p><i>ALL Can use the four compass points to describe the location of an</i></p>	<p>Maps Words of items to copy</p>

	<p>of features on a map.</p> <p><i>Can use the four compass points to describe the location of an object, with support.</i></p> <p><i>Can use the four compass points to describe the location of an object.</i></p> <p><i>Can use the four compass points to describe the location of more than one object.</i></p>	<p>Using basic map of woodland features, chn to use frame to demonstrate knowledge of compass directions. E.g. the owl is north of the tree. Teacher to lead group.</p>	<p>Using basic map of woodland features, chn to use frame to demonstrate knowledge of compass directions. E.g. the owl is north of the tree.</p>	<p>Using basic map of woodland features, chn to demonstrate knowledge of compass directions. E.g. the owl is north of the tree.</p>	<p>describe positions using compass points.</p>		<p><i>object, with support.</i></p> <p><i>MOST Can use the four compass points to describe the location of an object.</i></p> <p><i>SOME Can use the four compass points to describe the location of more than one object.</i></p>	<p>Sorting objects</p>
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Lesson 3

LI: To be able to use simple compass directions to describe the location of features on a map.

To be able to use basic symbols in a key

Can use the four compass points to work out the identity of objects with support

Can use the four compass points to work out the identity of objects with support

Can use the four compass points write own clues to work out the identity of woodland objects

Recap of last lesson. (see above) Use what am I? statements to solve the identity of the children positioned into different compass points around the classroom.

Answer the what am I ? questions based on the map of woodland objects to identify the mystery object from the enchanted woodland. TA to work with the children to give support.

Answer the what am I ? questions based on the map of woodland objects to identify the mystery object from the enchanted woodland.

Children to write their own what am I clues
Teacher support

Plenary
HA children to share their clues and rest of the class to work out what am I?

Completed what am I? questions

ALL Can use the four compass points to work out the identity of objects with support

MOST Can use the four compass points to work out the identity of objects with support

SOME Can use the four compass points write own clues to work out the identity of woodland objects

Clues (what am I?)
Maps
Keys

Lesson 4	<p>To be able to create a simple map with a basic key</p> <p><i>Can design own map with key</i></p> <p><i>Can design own map with key and orally explain compass directions</i></p> <p><i>Can design own map with key and write sentences to explain compass directions</i></p>	<p>Recap of NSEW by playing a game.</p> <p>Children are presented with a blank map. Demonstrate how to choose 5 woodland objects to plot onto the map in different positions. Show how to create a matching key. Talk about the map, describing the compass directions of objects.</p>			<p>Plenary</p> <p>Share maps and children answer questions about each others</p>	<p>Completed map</p>	<p><i>ALL Can design own map with key</i></p> <p><i>MOST Can design own map with key and orally explain compass directions</i></p> <p><i>SOME Can design own map with key and write sentences to explain compass directions</i></p>	<p>Blank maps</p>
	<p>Plot 5 woodland objects and create matching key</p>	<p>Plot 5 woodland objects and create matching key</p> <p>Verbally pair share where objects are using compass directions</p>	<p>Plot 5 woodland objects and create matching key</p> <p>Write sentences explaining where objects are using compass directions</p>					
Lesson 5	<p>To be able to identify and name a variety of common animals</p> <p><i>Can match animals to their habitat</i></p> <p><i>Can name animals that might live in a particular habitat</i></p> <p><i>Can describe animals that might live in a particular habitat</i></p>	<p>Discuss how animals have their own habitat and that different animals live in different habitats. Think about the woodland habitat - what animals might live there? Compare this to different habitats and animals that live there e.g. jungle/ocean</p>			<p>Plenary</p> <p>Animals and habitat matching game</p>	<p>Completed sentences/matching activity</p>	<p><i>ALL Can match animals to their habitat</i></p> <p><i>MOST Can name animals that might live in a particular habitat</i></p> <p><i>SOME Can describe animals that might live in a particular habitat</i></p>	<p>Pictures to match</p> <p>Prerecorded sentences</p>
	<p>Children match animals to their habitat using pictures</p>	<p>Children fill in the missing blanks about habitats</p>	<p>Children to write sentences describing animals from a woodland</p>					

To be able to identify and name a variety of common animals, *explaining their habitat and diet*

Can name a variety of common woodland animals

Can say where a variety of common woodland animals live e.g. a den or nest

Can say what a variety of common woodland animals eat

Recap on habitats as a place where an animal lives. Look at PPT of animals woodland habitats. Focus specifically on the hedgehog and the fox. Look at where they live and read information on what they eat. Create actions to remind children.

Match a variety of common woodland animals to their name. Write labels under the image.

Match a variety of common woodland animals to their name. Write labels under the image. Add a sentence to say where the animal lives.

Complete fact files about the fox and the hedgehog to include their habitat and what they eat.

Plenary
Animals and habitat matching game

Completed labels/fact file

ALL Can name a variety of common woodland animals

MOST Can say where a variety of common woodland animals live e.g. a den or nest

SOME Can say what a variety of common woodland animals eat

Labels

Animal words

Factfiles

Information on fox and hedgehog

To be able to understand the similarities and differences between two places

Can spot differences between two places

Can spot similarities between two places

Can spot both similarities and differences

Look at a woodland environment and a jungle/arctic/desert environment. Compare the two looking for things which are the same and things which are different. Look at features such as plants growing there/animals that live there etc.

Complete for two different locations compared to a woodland

Give two pictures of different places e.g. woodland and the jungle. Children to spot the difference by circling the different features in each

Give two pictures of different places e.g. woodland and the jungle. Children to compare similarities and differences using a venn diagram

Give two pictures of different places e.g. woodland and the jungle. Children to compare similarities and differences using a venn diagram and explain them by writing simple sentences about their observations

Plenary
Spot the difference

Completed
spot the differences

Venn diagrams

Sentences

ALL Can spot differences between two places

MOST Can spot similarities between two places

SOME Can spot both similarities and differences

Spot the difference between images

<p>To be able to use basic vocabulary to refer to human and physical features</p> <p><i>Can sort features between those which are human and those which are physical related to a particular habitat</i></p> <p><i>Can sort features between those which are human and those which are physical related to a particular habitat and record definitions of human and physical</i></p> <p><i>Can sort features between those which are human and those which are physical related to many habitats</i></p>	<p>Explain what the word physical means. What are physical features? (Those which God put their) Do the same for human features. (Those that have been built by man). Look at some pictures of woodlands and refer to the human and physical features of them.</p> <p>Human: farm, house, village Physical: trees, river, rocks, plants</p> <p>Sort features linked to a woodland habitat</p> <p>Sort features linked to a woodland habitat Give children two columns and the words to match the picture into the human or physical section and children write a definition of human and physical features</p> <p>Sort features linked to a woodland habitat. Give children four columns and the words to match the picture into the human or physical section but also into which habitat the feature could be found in.</p> <p>Woodland and Town</p>	<p>Plenary Look at some human and physical features around our school by visiting the playground and becoming detectives</p>	<p>Completed grids</p>	<p><i>ALL Can sort features between those which are human and those which are physical related to a particular habitat</i></p> <p><i>MOST Can sort features between those which are human and those which are physical related to a particular habitat and record definitions of human and physical</i></p> <p><i>SOME Can sort features between those which are human and those which are physical related to many habitats</i></p>	<p>Grids</p> <p>Words and pictures of features</p>
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Lesson 10	To be able to use maps, atlases and globes to identify the United Kingdom and its four countries	Show a map of the UK. Discuss the four countries which make up the UK. Demonstrate how to find them using an atlas/globe. Q- Does anyone know any of the capital cities of the four countries?			Plenary Quiz - name the country and its capital for house points	Completed maps	<p><i>ALL Can locate the four countries of the United Kingdom</i></p> <p><i>MOST Can locate the above plus the capital cities of each country</i></p> <p><i>SOME Can locate the above plus Sherwood Forest</i></p>	Maps Globes Atlases
	<p><i>Can locate the four countries of the United Kingdom</i></p> <p><i>Can locate the above plus the capital cities of each country</i></p> <p><i>Can locate the above plus Sherwood Forest</i></p>	Locate the four countries of the UK on a map of the UK.	Locate the four countries of the UK on a map of the UK.	Locate the four countries of the UK on a map of the UK.				
		Locate the four countries of the UK on a map of the UK.	Locate the four countries of the UK on a map of the UK.	Locate the four countries of the UK on a map of the UK.				
Lesson 11 and 12	To be able to use basic vocabulary to refer to human and physical features of a local place	Research Sherwood Forest as a class through books and the internet. Show children a map of the forest. Talk about the human and physical features of the forest. Watch videos of the forest and read accounts of the Major Oak. Quiz to recall facts.			Plenary Pass the fact around about Sherwood Forest	Case studies	<p><i>ALL Can sort features based on those which are human and those which are physical with support</i></p>	<p>Map of Sherwood Forest</p> <p>Books</p>

	<p>To be able to describe the key features of a place</p> <p><i>Can sort features based on those which are human and those which are physical with support</i></p> <p><i>Can sort features based on those which are human and those which are physical</i></p> <p><i>Can sort features based on those which are human and those which are physical and Can create a case study of a local area</i></p>	<p>Sort the features noticed on the Sherwood Forest map into those which are human and those which are physical. Venn diagrams. With TA support.</p> <p>Create a case study of Sherwood Forest to say three facts about it. (include the Major Oak and animals/plants which live there)</p>	<p>Sort the features noticed on the Sherwood Forest map into those which are human and those which are physical. Venn diagrams.</p> <p>Create a case study of Sherwood Forest to say four facts about it. (include the Major Oak and animals/plants which live there)</p>	<p>Sort the features noticed on the Sherwood Forest map into those which are human and those which are physical. Venn diagrams.</p> <p>Create a case study of Sherwood Forest to say six facts about it. (include the Major Oak and animals/plants which live there)</p>			<p><i>MOST Can sort features based on those which are human and those which are physical</i></p> <p><i>SOME Can sort features based on those which are human and those which are physical and Can create a case study of a local area</i></p>	<p>Internet</p> <p>Venn diagrams</p> <p>Pictures of features from map</p>
Lesson 13	<p>To be able to use aerial maps to locate features studied</p> <p><i>Can name and locate a local area</i></p> <p><i>Can plot local areas onto map</i></p> <p><i>Can recognize the human and physical features in the local area</i></p>	<p>Look at OS maps of Blakeney and locate the woodland areas surrounding our local area onto blank maps of Blakeney. Name the woodland areas and find out more about how people use them.</p>	<p>Plenary Feature spotter game</p>	<p>Completed maps</p>	<p><i>ALL Can name and locate a local area</i></p> <p><i>MOST Can plot local areas onto map</i></p> <p><i>SOME Can recognize the human and physical features in the local area</i></p>	<p>OS maps of Shirebrook</p> <p>Ipads</p>		

		Name and locate Blakeney School on the OS map of the local area	Name and locate Blakeney School and least two woodland areas on the OS map of the local area	Name and locate Blakeney School and at least two woodland areas. Recognise some other human and physical features on the ariel maps.				
Lesson14	To be able to use a range of materials to design and make products	Share a letter from the fairies inviting the children to a fairy tea party. Children need to plan and design a fairy crown using natural materials such as: flowers, fruits, leaves, acorns, twigs and other woodland treasures.			Plenary Share designs	Fairy crown made from natural materials	<i>ALL Can plan, design and make a fairy crown</i>	Card Natural resources Glue

	<p><i>Can plan, design and make a fairy crown</i></p> <p><i>Can plan, design and make a fairy crown considering the purpose</i></p> <p><i>Can plan, design and make a fairy crown considering the purpose and giving verbal instructions</i></p>	Plan, design and make a fairy crown using natural materials	Plan, design and make a fairy crown using natural materials and considering the purpose	Plan, design and make a fairy crown using natural materials considering the purpose and giving their partner verbal instructions on how to make the crown			<p><i>MOST Can plan, design and make a fairy crown considering the purpose</i></p> <p><i>SOME Can plan, design and make a fairy crown considering the purpose and giving verbal instructions</i></p>	Scissors
	<p>To be able to make a product for a given purpose</p> <p><i>Can plan and make mini fairy cakes</i></p> <p><i>Can choose appropriate resources and equipment</i></p>	Following on from the fairy letter inviting the class to a party, children are to prepare the food. Make teeny tiny treats to serve to woodland creatures. Mini fairy cakes with decorations. Hold the fairy tea party with children wearing crowns.			Plenary Taste the product during the party	Fairy cakes for tiny creatures	<p><i>ALL Can plan and make mini fairy cakes</i></p> <p><i>MOST Can choose appropriate resources and equipment</i></p> <p><i>SOME Can evaluate the product</i></p>	Cake ingredients and equipment
Lesson 15	<i>Can evaluate the product</i>	Plan and make mini fairy cakes	Plan and make mini fairy cakes choosing appropriate resources and tools	Plan and make mini fairy cakes choosing appropriate resources and tools. Be able to evaluate the product.				

Innovate week

To be able to use basic vocabulary to refer to human and physical features of a local place

To be able to describe the key features of a place

To be able to identify and name a variety of common animals

To be able to use simple compass directions to describe the location of features on a map.

Practical: Create own mini woodland with relevant contents onto a tough spot

****Introduce with a letter from the fairies asking the children to make them a new home for their bunny friends****

Plan - including a map with key

Consider features - deciduous and evergreen trees and details such as paths, clearings, gates, fences and dens

Make

Describe - referring to human and physical features/what lives there

Evaluate

Mini woodland

Does the product meet the criteria set in the initial letter from the fairies?

A range of materials to create a woodland and tough spots

Express week

To be able to use basic vocabulary to refer to human and physical features of a local place

To be able to describe the key features of a place

To be able to identify and name a variety of common animals

To be able to use simple compass directions to describe the location of features on a map.

Express to another class or to parents

Present mini woodlands to another class and cover:

- Physical and human features
- The variety of common animals living there
- Use the simple compass directions to describe the woodland features on your model

Presentation to another class

Checklist of LI's covered to use

Woodland