

This sense of place unit addresses the same strands of the Foundation Stage Curriculum as the Footsteps units *All around us / Out and About* and could be used to complement those units

<p><u>Strands for personal, social and emotional development</u></p> <p>Dispositions and attitudes:</p> <ul style="list-style-type: none"> • Set up a range of interest tables during this half term to stimulate children’s interest and discussion (e.g. a range of twigs, berries, assorted textured leaves, different coloured leaves (depending on time of autumn), things made from wood to show various colours and patterns, logs and bark etc. • Provide a range of magnifying lenses • Promote feelings of awe and wonder when looking at nature (e.g. the tiny veins in a leaf) <p>See page 72 of ‘The Early Years Curriculum; A View from Outdoors’ for more ideas.</p> <p>Self-care:</p> <ul style="list-style-type: none"> • Plan and prepare for and visit a wood if possible. If not possible, then plan a visit that means children have to be prepared to stay outside the building to play with natural resources. • Involve the children in the planning process as far as possible. • Walk safely on damp and slippery pathways and surfaces. • Taking care to be safe and not to trip over roots etc • Decide what it is safe to touch (fungi) • Make personal decisions and work things out for themselves 	<p><u>Strands for communication, language and literacy</u></p> <p>Language for communication:</p> <ul style="list-style-type: none"> • Tell stories and teach the children new rhymes about forests, woods, leaves and plants. • Use a feely box of items found in the woods you have visited (fir cone, evergreen leaf, petals etc) to encourage the children to talk about what they feel, introducing new vocabulary (prickly, smooth etc) • Use small world toys to recreate a visit to a wood/park/outside the setting • Talk about children’s experiences in small groups rather than large ones, especially with less mature children, ensuring that less confident children get a chance to talk • Older children could use ‘talking partners’ e.g. to discuss favourite things on the visit • Make up own adventure stories about being in or exploring a wood. • Explore new vocabulary in the role play area • Play ‘what’s in the box’, using items from the wood. Adult describes something in the box and children have to guess what it might be. Use a tray rather than a dish with younger children to make guessing easier • Play listening games such as ‘I went to the wood and I saw a stinging nettle..... a stinging nettle and a blackberry... a stinging nettle and a blackberry and a pine cone’ etc. • Learn new words as appropriate, such as soil, twigs, lichen, bark 	<p><u>Strands for mathematical development</u></p> <p>Numbers as labels and for counting:</p> <ul style="list-style-type: none"> • Learn counting rhymes relating to going out to play, woods, plants and leaves etc (e.g. 5 little ducks) • With the children, make up your own versions of counting rhymes based on ones that the children already know • Ask the children to make collections, e.g. 1 nut, 2 leaves, 3 twigs etc. • Use egg boxes to collect e.g. 6 different leaves • Make a number frieze or number line using a woodland theme • Count how many sounds you can hear (see music, below) • Set up the role play area as a bivouac with a campfire <p>see also Footsteps materials for more specific advice and activities to suit your children’s developmental needs.</p> <p>Shape, space and measures:</p> <ul style="list-style-type: none"> • Use vocabulary of time when planning and recalling work (next week, Tuesday, yesterday etc) • Compare shapes and sizes of a selection of leaves, twigs etc • Ask each child to collect 6 different leaves and stick onto a grid. Use to talk about shapes and sizes • Discuss directions when planning a local walk and on return to setting (see knowledge and
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<ul style="list-style-type: none"> The finale of the camp fire experience will allow children to deal with a potentially 'dangerous' situation in a way that fosters opportunities to help them take care of themselves and others. <p>Self-confidence and Self-esteem:</p> <ul style="list-style-type: none"> A visit to a wood if possible, will give children the opportunity to experience different sights, smells and sounds that could be unusual and unnerving for some at the start. Take advantage of visiting a different type of environment to experience the atmosphere of being under a leaf canopy. Think about what it might be like at different times of the year. Listen to the wind through the trees, possibly the rain on the leaves. Snapping of twigs as they step on them. This will give children opportunities to experience strange, sometimes eerie sounds. <p>Making relationships</p> <ul style="list-style-type: none"> Give children opportunities to work in small groups such as when they are making twig shelters, and working in pairs for the mini beast challenge Children will need to trust the adult in charge of the camp fire and respect the boundaries that are imposed for their safety. 	<p>Language for thinking:</p> <ul style="list-style-type: none"> Use talk to imagine and create a home/shelter for 'Archie the Adgyboar' <p>Linking sounds and letters:</p> <ul style="list-style-type: none"> Hearing the sounds heard in the trees try to write them down Use 'Archie the Adgyboar' to promote other names for animals with matching initial sounds <p>Writing:</p> <ul style="list-style-type: none"> Make a list with the children of things they will need for the campfire With children, compose a letter to parents explaining the campfire what they can find outside Make an interactive book about visit to their setting and the campfire (see also ICT), or use photos taken by the children to make a scrapbook of the campfire Add opportunities for emergent writing. Use charcoal from the fire to write a message <p>Handwriting:</p> <ul style="list-style-type: none"> Fine motor activities such as making marks in soil and clay, manipulating twigs and leaves and using woodworking tools will help to develop children's handwriting skills. Using the twig paintbrush will give opportunities to make large shapes. Carrying water from place to place in small containers <p>NB see 'Footsteps' materials for more specific advice and activities to suit your children's developmental needs.</p>	<p>understanding of the world – making a map)</p> <ul style="list-style-type: none"> Sort items found in woodland area, explaining reasons for sorting On walks around local environment, use size words such as 'taller, shorter' etc. Compare sizes of trees and leaves using appropriate vocabulary Use positional language to give clues about where a soft toy is hiding outside (behind the tree, under the bluebells, between the bushes)
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<p><u>Strands for knowledge and understanding of the world</u></p> <p>Exploration and investigation (context: Exploring and observing habitats and plants)</p> <ul style="list-style-type: none"> • Talk about the requirements of trees and plants (water, soil, sunshine) • Discuss parts of trees and plants, leaves, stems trunks, bark etc • Compare trees, discussing similarities and differences, e.g. in leaves • Talk about how trees change through the year (deciduous/ evergreen) • Talk about and sort a collection of items (leaves, flowers twigs etc) found outside the setting • Match leaves, seeds and flowers from the collection to trees/shrubs that are outside the setting <p>Designing and making skills (context: Modelling with recycled materials):</p> <ul style="list-style-type: none"> • Make a scarecrow to live outside the setting <p>ICT (context: Computer play)</p> <ul style="list-style-type: none"> • Learn to use a simple digital camera • Take photos of visit to woods. • Use resources (Kernow Woodland Learning) to find information and pictures about selected trees and plants at different times of the year <p>A sense of place (context: the setting inside and outside)</p> <ul style="list-style-type: none"> • Walk around immediate environment, looking for a particular plant (eg gorse) • Make a map of a walk around local area 	<p><u>Strands for physical development</u></p> <p>Movement: (context: Play / games (travelling)</p> <ul style="list-style-type: none"> • Walk carefully in an unfamiliar setting • Use fine motor control in all the constructing and creating activities • Manipulate the leaves, twigs and mud into the various creative tasks <p>Sense of space: (context: ‘encourage children to be aware of the space around them in all the activities you provide’)</p> <ul style="list-style-type: none"> • Play hide and seek in the woodland/outdoor setting. • Looking out for and dodging overhanging branches etc <p>Health and bodily awareness: (Context: Discuss with the children how exercise affects their bodies)</p> <ul style="list-style-type: none"> • Coping with going to the toilet in an off site environment <p>Using equipment, tools and materials: (Context: Manipulation skills, creating designs and cooking on the campfire)</p> <ul style="list-style-type: none"> • Use manipulative skills to build a shelter for the hedgehog • Use natural objects to make tools such as the twig paintbrushes • Introduce appropriate vocabulary when working with leaves and twigs (squeeze, prod, drill etc) when building the campfire and preparing to toast the marshmallows 	<p><u>Strands for creative development</u></p> <p>Exploring media and materials: (Context: Painting Drawing)</p> <ol style="list-style-type: none"> 1. modelling with soft materials <ul style="list-style-type: none"> • pressing natural objects into clay tiles to make imprints and sculptures 2. observational drawing <ul style="list-style-type: none"> • using a light table to observe patterns and fine detail in leaves, flowers etc • observational drawing of items found in the wood or outside the setting • make large paper leaves showing detail of veins with string collage <p>Music: (Context: Singing Timbre and texture)</p> <ul style="list-style-type: none"> • Listen to the sounds of the breeze / wind through the trees and grass. • Talk about what images this conjures up <p>Music: (Context: Listening to and the appreciation of different types of music and sounds including music from other cultures and past times)</p> <ul style="list-style-type: none"> • Listen to ‘Peter and the Wolf’ and imagine which animals are represented by the different instruments • explore a range of musical instruments made with different materials. Can children replicate the noises heard in the trees outside? Which instruments could they use <p>Imagination: (Context: On-going opportunities for children to use their imagination in role play, art, movement, dance and stories)</p> <ul style="list-style-type: none"> • listen to stories in an outside setting, with follow-up drama/role play activity
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<ul style="list-style-type: none"> • In woods, discuss simple features of environment • Talk about favourite parts of the grounds outside the setting, wood or other local environment <p>Culture and beliefs (context: Celebrations and Festivals of Light)</p> <ul style="list-style-type: none"> • Listen to stories about people in the past using campfires to cook • Discuss the tradition of bonfires on November 5th 		<ul style="list-style-type: none"> • set up role play area as a survival tent. Join in role play as appropriate, developing and extending children's play as well as their knowledge about the outside / woodland environment <p>Responding to experiences, and expressing and communicating ideas: (Context: On-going opportunities for children to respond to experiences, express and communicate ideas)</p> <ul style="list-style-type: none"> • go for a 'sensory walk' in the wood/outside, talking particularly about smells. Make 'perfume' for animals, bats etc living in the wood • talk about visits you make, activities you do.
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