

Lesson in a Box

Teacher Lesson Planning Grid

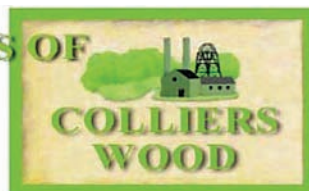
These guidelines cover:
National Curriculum objectives
QCA Learning Outcomes
Resources needed

Colliers Wood

within the Greenwood Community Forest



FRIENDS OF



Greenwood

Nottinghamshire's Community Forest bringing Sherwood Forest to your doorstep

Page	Activity	National Curriculum and QCA Units Supported by this Activity	Learning Outcomes	Resources Needed
	<p>Study of Pond Ecosystem</p> <p>Mini-beast Safari and Fishing</p>	<p>Science – KS 1 and 2</p> <ul style="list-style-type: none"> Life Processes and Living Things Materials and Their Properties <p>QCA Units – KS 1 and 2 Science</p> <p>1B - Growing plants</p> <p>1C - Sorting and using materials</p> <p>2B - Plants and animals in the local environment</p> <p>2C - Variation</p> <p>3B - Helping plants grow well</p> <p>3C - Characteristics of materials</p> <p>3D - Rocks and soils</p> <p>4B - Habitats</p> <p>5B - Life cycles</p> <p>6A - Interdependence and adaptation</p> <p>6B - Micro-organisms</p> <p>Geography - KS1 and 2</p> <ul style="list-style-type: none"> Geographical enquiry and skills Knowledge and understanding of places Knowledge and understanding of patterns and processes Knowledge and understanding of environmental change and sustainable development <p>QCA Units – KS 1 and 2 - Geography</p> <p>1 – Around our school, the local area</p> <p>6 – Investigating our local area</p> <p>8 – Improving the environment</p>	<ul style="list-style-type: none"> Have a “hands on” knowledge of the life processes and living things (plants and animals) found in the woodland. Experience planning, making and setting of pit fall traps for mini beast collection/observation/sorting/classification. Investigate the mini beast life of the woodland through leaf litter survey, pit fall trapping, tree shaking and general observation. Better understand the properties of the natural materials in the woodland. Increase knowledge of bio-diversity in the area local to their working. Gain greater understanding of the energy flow through the woodland including soil making, life cycles, food webs, interdependence and adaptation and the importance of micro organisms especially fungi. Understand that their actions will have consequences and a careful approach should be adopted to environmental welfare. Develop an understanding of the importance and value of biological diversity (Agenda 21) and how their actions can impact on the environment. 	<p>Nets, trays, magnifying glasses, clip boards, pencils, Freshwater Trail Guides, mini-beast record sheets,</p> <p>Pollution guide</p> <p>2m length string, mini-flags, pooters for small creatures,</p> <p>Woodland Trail Guides, pots</p>

Page	Activity	National Curriculum and QCA Units Supported by this Activity	Learning Outcomes	Resources Needed
	<p>Study of Pond Ecosystem Mini-beast Safari and Fishing continued</p>	<p>Science - KS 1, 2</p> <ul style="list-style-type: none"> • Life Processes and Living Things • Materials and Their Properties <p>QCA Units – KS 1 and 2 - Science</p> <p>1B - Growing plants 1C - Sorting and using materials 2B - Plants and animals in the local environment 2C - Variation 3B - Helping plants grow well 4B - Habitats 5B - Life cycles 6A - Interdependence and adaptation</p> <p>Geography- KS 1 and 2</p> <ul style="list-style-type: none"> • Geographical enquiry and skills • Knowledge and understanding of places • Knowledge and understanding of patterns and processes • Knowledge and understanding of environmental change and sustainable development <p>QCA Units – KS 1 and 2 - Geography</p> <p>1 – Around our school, the local area 2 – How can we make our local area safer? 6 – Investigating our local area 8 – Improving the environment 11 - Water</p>	<ul style="list-style-type: none"> • Have a “hands on” knowledge of the life processes and living things (plants and animals) found in the pond. • Recognise the importance of marginal vegetation as habitats and experience their planting. • Experience collection, observation, sorting, identification and classification of aquatic creatures. • Greater understand the energy flow through the aquatic environment including life cycles, food webs, interdependence and adaptation. • Understand that their actions will have consequences and a careful approach should be adopted to environmental welfare. • Develop an understanding of the importance and value of biological diversity (Agenda 21) and how their actions can impact on the environment, especially on the quality of water. 	

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	High in the Sky	<p>Science – KS 1 and 2</p> <ul style="list-style-type: none"> Life Processes and Living Things <p>QCA Unit – KS 1 and 2 Science</p> <p>1A - Ourselves</p> <p>1B - Growing plants</p> <p>2B - Plants and animals in the local environment</p> <p>3C - Characteristics of materials</p> <p>4B - Habitats</p> <p>Art – KS 1 and 2-</p> <ul style="list-style-type: none"> Recording from first-hand observation, represent and communicate observations. Investigating qualities of materials, visual and tactile elements, colour pattern and texture, line and tone, shape, form and space. <p>QCA Units – KS 1 and 2 Art</p> <p>1B – Investigating materials</p> <p>2A – Picture this</p> <p>2B – Mother Nature, designer</p> <p>3B – Investigating pattern</p> <p>4A - Viewpoints</p> <p>6C – A sense of place</p> <p>9 – Visiting a museum, gallery or site</p>	<ul style="list-style-type: none"> Develop awareness of the richness of the environment. Increased awareness of the qualities of materials. Improve observation and concentration skills. Understand how we learn about our environment through our senses. Explore ways of framing images – frame and record an interesting viewpoint Identify and record a variety of features and aspects of the environment. Develop sketches from observations. 	Mirrors (suitable for children)

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	<p>Quadrats and Transects</p> <p>Hedgerow Survey (Exploring a hedgerow)</p>	<p>Science – KS 1 and 2</p> <ul style="list-style-type: none"> Life Processes and Living Things <p>QCA Units – KS 1 and 2 Science</p> <p>1B - Growing plants</p> <p>2B - Plants and animals in the local environment</p> <p>2C - Variation</p> <p>3B - Helping plants grow well</p> <p>3D - Rocks and soils</p> <p>4B - Habitats</p> <p>5B - Life cycles</p> <p>6A - Interdependence and adaptation</p> <p>6B - Micro-organisms</p> <p>Geography - KS1 and 2</p> <ul style="list-style-type: none"> Geographical enquiry and skills Knowledge & understanding of places Knowledge & understanding of patterns and processes Knowledge & understanding of environmental change and sustainable development <p>QCA Units – KS 1 and 2 - Geography</p> <p>1 – Around our school, the local area</p> <p>6 – Investigating our local area</p> <p>8 – Improving the environment</p> <p>Mathematics – KS 1 and 2</p> <ul style="list-style-type: none"> Using and applying number Processing, representing and interpreting data Using and applying shape, space and measures Handling data <p>PSHE</p> <ul style="list-style-type: none"> Collaborative working, negotiation, taking and sharing responsibility 	<ul style="list-style-type: none"> Have a “hands on” knowledge of the life processes and living things (plants and animals) found in the woodland. Experience collection/observation/sorting/identification and classification of plants and animals. Increase knowledge of bio-diversity in the area local to their working. Gain a greater understanding of the energy flow through the woodland including soil making, life cycles, food webs, interdependence and adaptation. Understand that their actions will have consequences and a careful approach should be adopted to environmental welfare. Develop an understanding of the importance and value of biological diversity (Agenda 21) and how their actions can impact on the environment. Using and applying number and measures in practical contexts. Using mathematical language to communicate ideas and results. Presenting information in a clear and organised way, recording results in diagrams, graphs and charts and drawing conclusions. Working together, sharing equipment. 	<p>Hoops, clipboard, pencils, paper, woodland plant identification guide, rope, measure, Recording sheets</p>

Page	Activity	National Curriculum and QCA Units Supported by this Activity	Learning Outcomes	Resources Needed
	Cocktail Souvenirs	<p>Science – KS 1 and 2</p> <ul style="list-style-type: none"> Materials and Their Properties <p>QCA Units – KS 1 and 2 - Science</p> <p>1C - Sorting and using materials</p> <p>3C - Characteristics of materials</p> <p>Literacy – KS 1 and 2</p> <ul style="list-style-type: none"> Vocabulary extension, describing, adjectives, communication, speaking and listening <p>Art – KS 1 and 2</p> <ul style="list-style-type: none"> Recording from first-hand observation, represent and communicate observations. Investigating qualities and possibilities of materials, <p>QCA Units – KS 1 and 2 Art</p> <p>1A - Ourselves</p> <p>1B – Investigating materials</p> <p>2B – Mother Nature, designer</p> <p>6C – A sense of place</p> <p>9 – Visiting a museum, gallery or site</p>	<ul style="list-style-type: none"> Understand how we learn about our environment through our senses. Develop awareness of the richness of the environment. Identify and record a variety of features and aspects of the environment. Increase awareness of the qualities of materials. Linking vocabulary with features found in the local environment. Collect and describe natural materials, using a wider range of adjectives, adverbs, similes and phrases. 	Plastic cups, small sticks, a little water
	Prickly Tickle	<p>Science – KS 1 and 2</p> <ul style="list-style-type: none"> Materials and Their Properties <p>QCA Units – KS 1 and 2 - Science</p> <p>1C - Sorting and using materials</p> <p>3C - Characteristics of materials</p> <p>Literacy – KS 1 and 2</p> <ul style="list-style-type: none"> Vocabulary extension, describing, adjectives, communication, speaking and listening 	<ul style="list-style-type: none"> Linking vocabulary with features found in the local environment. Collect and describe natural materials, using a wider range of adjectives, adverbs, opposites, similes and phrases. Understand how we learn about our environment through our senses. 	blindfolds, natural found objects

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	<p>Prickly Tickly Cont...</p>	<p>Art – KS 1 and 2</p> <ul style="list-style-type: none"> Recording from first-hand observation, represent and communicate observations. Investigating qualities and possibilities of materials, visual and tactile elements, colour pattern and texture, line and tone, shape, form and space. <p>QCA Units – KS 1 and 2 Art</p> <p>1A - Ourselves</p> <p>1B – Investigating materials</p> <p>2A – Picture this</p> <p>2B – Mother Nature, designer</p> <p>3B – Investigating pattern</p> <p>4A - Viewpoints</p> <p>6C – A sense of place</p> <p>9 – Visiting a museum, gallery or site</p> <p>PSHE</p> <ul style="list-style-type: none"> Collaborative working, negotiation, taking and sharing responsibility 	<ul style="list-style-type: none"> Develop awareness of the richness of the environment. Identify and record a variety of features and aspects of the environment. Increase awareness of the qualities of materials. Improve observation and concentration skills. Working co-operatively. 	
	<p>Stained Glass Windows and One of a Kind</p>	<p>Art – KS 1 and 2</p> <ul style="list-style-type: none"> Recording from first-hand observation, represent and communicate observations. Investigating qualities and possibilities of materials, visual and tactile elements, colour pattern and texture, line and tone, shape, form and space. Knowledge and understanding of the work, roles and purposes of artists, craftspeople and designers in different times and cultures. 	<ul style="list-style-type: none"> Develop awareness of the richness of the environment. Increase awareness of the qualities of materials. Improve observation and concentration skills. Understand how we learn about our environment through our senses. Explore ways of framing images – frame and record an interesting viewpoint. 	<p>Cards with windows cut out, recording materials, fallen leaves</p>

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	<p>Stained Glass Windows and One of a Kind Cont...</p>	<p>QCA Units – KS 1 and 2 Art 1B – Investigating materials 2A – Picture this 2B – Mother Nature, designer 3B – Investigating pattern 4A - Viewpoints 6C – A sense of place 9 – Visiting a museum, gallery or site</p>	<ul style="list-style-type: none"> Identify and record a variety of features and aspects of the environment. Develop sketches from observations. 	
	<p>Making Friends</p>	<p>Art – KS 1 and 2</p> <ul style="list-style-type: none"> Recording from first-hand observation, represent and communicate observations. Investigating qualities and possibilities of materials, visual and tactile elements, pattern and texture, line, shape, form and space. <p>QCA Units – KS 1 and 2 Art 1B – Investigating materials 2A – Picture this 2B – Mother Nature, designer 3B – Investigating pattern 4A - Viewpoints 6C – A sense of place 9 – Visiting a museum, gallery or site</p> <p>PSHE</p> <ul style="list-style-type: none"> Collaborative working, negotiation, taking and sharing responsibility 	<ul style="list-style-type: none"> Develop awareness of the richness of the environment. Increase awareness of the qualities of materials. Improve observation and concentration skills. Understand how we learn about our environment through our senses. Explore ways of framing images – frame and record an interesting viewpoint. Identify and record a variety of features and aspects of the environment. Develop sketches from observations. Working co-operatively, caring for one another, understanding other points of view. 	<p>Blindfolds</p>

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	<p>Colour Palette</p>	<p>Art – KS 1 and 2</p> <ul style="list-style-type: none"> Recording from first-hand observation, represent and communicate observations. Investigating qualities and possibilities of materials, visual and tactile elements, colour pattern and texture, line and tone, shape, form and space. Knowledge and understanding of the work, roles and purposes of artists, craftspeople and designers in different times and cultures. <p>QCA Units – KS 1 and 2 Art</p> <p>1B – Investigating materials 2A – Picture this 2B – Mother Nature, designer 3B – Investigating pattern 4A – Viewpoints 6C – A sense of place 9 – Visiting a museum, gallery or site</p>	<ul style="list-style-type: none"> Develop awareness of the richness of the environment and the colour to be found there. Understand how we learn about our environment through our senses. Increase awareness of the qualities of natural materials. Improve selection, observation and concentration skills Identify parts they like and say what they found interesting about colour/patterns they have created. Identify similarities and differences between their own and others' work. Exploring art techniques, visual and tactile qualities of natural materials. Identify and describe objects and their properties. 	<p>Range of natural materials in woodland etc.</p> <p>Bags for collection</p>
	<p>Colour Check</p>	<p>Art – KS 1 and 2</p> <ul style="list-style-type: none"> Recording from first-hand observation, represent and communicate observations. Investigating qualities and possibilities of materials, visual and tactile elements, colour pattern and texture, line and tone, shape, form and space. Knowledge and understanding of the work, roles and purposes of artists, craftspeople and designers in different times and cultures. <p>QCA Units – KS 1 and 2 Art</p> <p>1B – Investigating materials</p>	<ul style="list-style-type: none"> Develop awareness of the richness of the environment and the colour to be found there. Understand how we learn about our environment through our senses. Increase awareness of the qualities of natural materials. Improve selection, observation and concentration skills Identify parts they like and say what they found interesting about colours they have created. 	<p>Colour cards</p> <p>sticky cards</p>

Page	Activity	National Curriculum and QCA Units Supported by this Activity	Learning Outcomes	Resources Needed
	<p>Colour Check Cont...</p>	<p>2A – Picture this 2B – Mother Nature, designer 6C – A sense of place 9 – Visiting a museum, gallery or site</p>	<ul style="list-style-type: none"> • Identify similarities and differences between their own and others' work. • Exploring art techniques, visual qualities of natural materials. • Identify and describe objects and their properties. 	
	<p>Magic Camera</p>	<p>Art – KS 1 and 2</p> <ul style="list-style-type: none"> • Recording from first-hand observation, represent and communicate observations. • Investigating qualities and possibilities of materials, visual and tactile elements, colour pattern and texture, line and tone, shape, form and space. • Knowledge and understanding of the work, roles and purposes of artists, craftspeople and designers in different times and cultures. <p>QCA Units – KS 1 and 2 Art</p> <p>1B – Investigating materials 2A – Picture this 2B – Mother Nature, designer 3B – Investigating pattern 4A - Viewpoints 6C – A sense of place 9 – Visiting a museum, gallery or site</p> <p>PSHE</p> <ul style="list-style-type: none"> • Collaborative working, negotiation, taking and sharing responsibility 	<ul style="list-style-type: none"> • Develop awareness of the richness of the environment through pattern, texture, colour, shape, line and form. • Understand how we learn about our environment through our senses. • Working co-operatively. • Communication, speaking and listening skills. • Increased awareness of the qualities of materials. • Improve selection, observation and concentration skills. • Explore ways of framing images – frame and record an interesting viewpoint. • Identify and record a variety of features and aspects of the environment. • Identify and describe objects and their properties. • Develop sketches from observations. 	<p>A whistle</p>

Page	Activity	National Curriculum and QCA Units Supported by this Activity	Learning Outcomes	Resources Needed
	<p>Outlines</p>	<p>Science – KS 1 and 2</p> <ul style="list-style-type: none"> • Life Processes and Living Things • Materials and Their Properties <p>QCA Units – KS 1 and 2 - Science</p> <p>1A - Ourselves 1C - Sorting and using materials 2B - Plants and animals in the local environment 2C - Variation 3C - Characteristics of materials 4B - Habitats 6A - Interdependence and adaptation</p> <p>Art – KS 1 and 2</p> <ul style="list-style-type: none"> • Recording from first-hand observation, represent and communicate observations. • Investigating qualities and possibilities of materials, visual and tactile elements, colour pattern and texture, line and tone, shape, form and space. <p>QCA Units – KS 1 and 2 Art</p> <p>1B – Investigating materials 2A – Picture this 2B – Mother Nature, designer 3B – Investigating pattern 4A - Viewpoints 6C – A sense of place 9 – Visiting a museum, gallery or site</p>	<ul style="list-style-type: none"> • Understand how plants and animals have adapted to their surroundings and the reasons for those adaptations • Develop awareness of the richness of the environment and the shapes, forms and lines found in it. • Increased awareness of the qualities of materials. • Improve selection, observation and concentration skills. • Understand how we learn about our environment through our senses • Identify and record a variety of features and aspects of the environment. • Develop sketches from observations • Explore ways of framing images – frame and record an interesting viewpoint • Communication, speaking and listening skills. • Exploring art techniques, visual and tactile qualities of natural materials. 	<p>Recording materials, outlines check list</p>