



Curriculum Outdoors

Curricular Area: Literacy and English – Writing: Organising and Using Information



Experiences and Outcomes

Organising and using information – considering texts to help create short and extended texts for different purposes

By considering the type of text I am creating, I can select ideas and relevant information, organise these in an appropriate way for my purpose and use suitable vocabulary for my audience. LIT 2-26a

Learning Outcome

Pupils will learn to organise and write information in a logical way, using appropriate vocabulary so as to create a set of instructions.

Resources

- Outdoor space – grass or large container (e.g. tyres)
- Willow withies – approx. 45 cm long (enough for minimum of one between 2)
- Trowels or spades
- Water

Tree Stories (pdf)

<https://www.forestresearch.gov.uk/research/tree-stories-a-learning-resource/>

This book includes 12 stories about familiar trees – one for each month of the year. The second part of the book tells about the life cycle, the creatures supported by each tree and explains how humans have used them. Willow has been traditionally seen as the tree of 'enchantment, dreams and inspiration' and has been woven to create baskets, hats, fences ... through the ages.

RHS Information Sheet – Working with Willow

<https://schoolgardening.rhs.org.uk/resources/info-sheet/working-with-willow>

This tells you how to create structures, weaving the willow stems together as they grow. Alternatively, create a small copse/ group of willows.

NB Willows will grow vigorously. They require maintenance – ie they need to be cut back each Spring or winter to maintain shape. Use the harvested stems/withies in weaving projects or plant them elsewhere in your grounds and begin new project. Alternatively, pass them on to another group or school, share with families or the community. Keep the stems damp if not being planted straight away.

Activity

Planting Willow – Writing Instructions

Pupils will plant, orally retell the process of planting and write instructions for another class to follow.

1. Ask pupils what they know about willow – can they describe it, explain where to find it, describe how willow is used by humans or other living creatures?
2. CT reads aloud the story in *Tree Stories* as an introduction to willow.
3. Read the information (text divided amongst the class) about willow in *Tree Stories* habits. Information is fed back to whole class group and pupils discuss how we might create our own willow plants.
4. Make sure that the withies are wet (see RHS Info Sheet)
5. In pairs, plant the withies so that approximately 30cm is below the soil.
6. In groups of 4, pupils to retell the process. Each group feeds back to class and audience prompts for missing steps or information.
7. Pupils write down steps as bullet points on dry wipe amending until happy that the instructions are organised, include all relevant information and use appropriate vocabulary.
8. Pupils write their own set of instructions for 'Planting Willow.

It may be useful to create a glossary of new vocabulary – withie, trowel, catkins....

Assessment

English and Literacy Benchmarks

- information is organised in a logical way
- relevant ideas and information are selected
- appropriate vocabulary is used - including subject-specific vocabulary, to suit purpose and audience

EAC colleagues can refer to the [Creating a Balance Reader and Writer](#) resources in Glow under SAC, Other Literacy Resources

Suggestions for Future Development

Return to the willow in spring when it may have flowering catkins or pussy willow. These will attract early pollinators including some bumble bees. Research the work of bumble bees and use to write information text on pollinators.

Create information sheets on willow using information from *Tree Stories* or the RHS information Sheet. Divide the information and share the task under headings – growing habits (what does it look like, how tall does it grow, where does it grow) and needs, folklore, uses for willow.