

This plan was created by UWS student Louise Meechan

Curriculum Area	Literacy		Level	First
1	Pre-Assessment	Floor book	<i>Pupils previous knowledge noted in floor book (Red pen). What is a descriptive words? What different types of posters? Give examples.</i>	
2	Risk Assessment	Discussion/Mind map	<i>Whole class discuss risks, create mind map.</i>	
3	Journey time	50mins	<i>5 min intro. 30 min walk/exploring area. 15 mins poster.</i>	
4	Class management	Group/borders	<i>Class walk together, children in pairs. Borders set at wooden area. Exploring in pairs.</i>	
5	Lesson	See below		
6	Assessment	Posters/Discussion Recording Floor book	<i>New knowledge (reply to questions) added in green pen to floor book. Posters shared and displayed in classroom. Song recorded/ Descriptive words noted.</i>	

### E&O:

*LIT 1-24a I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features.*

*EXA 1-17a - I can use my voice, musical instruments and music technology to discover and enjoy playing with sound, rhythm, pitch and dynamics*

### Learning Outcomes:

- *I can demonstrate my understanding of descriptive words by describing what I sense in my surroundings.*
- *I have created a poster of nature, including descriptive words found on my journey.*
- *I have made a poster that is attractive by drawing images and using natural resources.*
- *I sang a song of the sounds and sights of nature, using my voice and my surroundings.*

### Resources Needed

*Pens and notepad.  
'Making Sense of Nature' worksheet.  
Tarp for discussion and creating posters.  
Bag to place all resources in.  
Natural resources collected on walk.  
Poster paper.  
Colourful pens and pencils.  
Scissors, tape and glue.  
Voice recorder app*

### Activity

#### 1. Introduction:

- *Begin by giving all children 'making sense of nature' worksheet (see below) and explain that we will use this worksheet to create a nature poster.*
  - *Sitting on a tarp on the floor, discuss the five senses and ask children think about what they might see, hear, feel, smell and taste on the nature walk.*
  - *Ask children to collect natural resources and items during their walk to decorate their poster.*
- Begin the nature walk, incorporating 'we're going on a bear hunt' song to talk about things we come across ie. Puddles, piles of leaves, sticks etc. Overcome obstacles and pay attention to the sounds made and use these in the song ie. Swoosh, splash, thump. Record all noises or note them down.*
  - When song is complete, settle in a wooden area and allow children to explore and select natural resources for their poster.*
  - Open up questions of senses ie. "what does this tree trunk feel like?" "What do you hear when you squish the leaves?" and record or note down answers.*

### Assessment

*Recording- descriptive words and sounds used in song.*

*Notes- Taken throughout walk and exploration.*

*Return to class – Allow pupils to show their posters and discuss the descriptive words and resources used.*

*Further assessment – Ask pupils to identify a different descriptive word from some posters ie. "What word or image does KL use to describe what he smelled on the walk?".*



## Curriculum Outdoors



5. *Ensure enough time is given to children to note down at least one descriptive word of each sense on the worksheet as well as what they have seen etc.*
6. *Return to playground and hand out resources to allow children to start to create their poster using the descriptive words noted and natural resources found.*

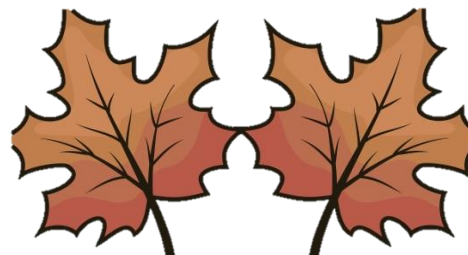
### *Future Lesson:*

1. *Reflect on walk by allowing children to present their posters to the class.*
2. *Reflect on the sense of hearing particularly, creating a word wall of the noises heard.*
3. *Recap on the song by playing the recording, adding these sounds to the word wall.*
4. *Relate this word wall to onomatopoea, describing the onomatopoeic words.*

*Floor book- New vocabulary or knowledge marked with green pen.*

# Making Sense of Nature

Today I am on a nature walk with my class.



I SEE

I HEAR

I FEEL

I SMELL

I TASTE