

# KEY STAGE 2 - TREE AND WOODLAND CURRICULUM GUIDE



A list of tree and woodland activities which are age and Key Stage appropriate, linking to the National Curriculum. If your school follows your own curriculum then please use these activities as an indicator, and feel free to use and adapt the ideas to suit the needs of your pupils or topics being taught.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Reading texts</b>	The Lorax by Dr Seuss		The Giving Tree by Shel Silverstein		The Red Tree by Shaun Tan	
<b>Literacy</b>	<b>Speaking and Listening</b> Pass a talking stick around and tell a group story. Add 'fortunately' or 'unfortunately' when you finish your sentence to practice creating subordinate sentences.	<b>Writing – Non-fiction</b> Choose your favourite tree and write a letter to the Lorax – what would your tree say, what experiences would it have to share, if the tree could speak?	<b>Speaking and Listening</b> Paint or decorate collected stones with people, animals, objects, nature symbols. Use the stones to tell stories around a pretend (or real campfire).	<b>Writing – Fiction</b> Write a story from the perspective of a tree. How/when did the tree start its life? What has it experienced/seen over the years of its life? What does it observe when the humans all return to their homes at night?	<b>Poetry</b> In groups, chose a mature tree to sit under. Write down words to describe how it looks, sounds, smells, feels. Compose a poem on your chosen trees and recite to the class.	<b>Handwriting</b> Paint stones with the of trees and plants on them using your best handwriting. Decorate your stones to make them eye catching. Leave them as labels for others to see.
<b>Numeracy</b>	<b>Area/Measurement</b> Measure the height of a tree by holding a stick vertically and walking backwards away from the tree until stick is covering the entire tree. Measure space between you and tree base for estimate height.	<b>Number and Place Value</b> Use sticks to create up to 7-digit numbers (as fast as you can) and then children take it in turns reading out the number that has been created.	<b>Shapes</b> Lash two sticks together and go on a 90-degree angle hunt in the playground or woodland space with your natural angle measurer.	<b>Sequences</b> Using natural materials create your own pattern or sequence. What would be the 10 <sup>th</sup> , 100 <sup>th</sup> ? How can you work it out?	<b>Fractions</b> Make a fraction wall using a variety of different length sticks. Can you show different fractions using other natural materials in the space (leaves, blades of grass, fruits or berries)?	<b>Problem Solving</b> Group the leaves on different trees and plants into different categories linked to numbers and patterns. E.g. Are the leaves in pairs (compound structure), zagged edges, odd/equal parts to the leaves?
<b>Science</b>	<b>Plant Reproduction</b> Conduct a scavenger seed hunt and discuss properties of seeds and how they are dispersed.	<b>Materials and Their Properties</b> Collect a big selection of fallen leaves and woodland debris and observe over time how it decomposes.	<b>Sound</b> Study the birds in your playground or woodland and listen to the birdsong. Identify which bird makes which sound. How and why do birds create sound?	<b>Rocks and Minerals</b> Make a class wormery and investigate what types of soil and organic matter decompose the quickest.	<b>Forces and Magnets</b> Create mini rafts out of natural woodland material and then test them in a bucket of water. Which rafts are the most effective at holding the most stones/weights? Why?	<b>Health and Lifestyle</b> Collect snails from your playground or nearby woodland space and give them a carrot purge to record the speed of their digestive systems (they will eventually have orange faeces)!

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	TERM 1	TERM 2	TERM 3
<b>History</b>	<b>Ancient Civilisation</b> Look at the architecture used in your studied civilisation and recreate a building or structure from that time period using woodland materials.	<b>WW2</b> Create woodland dens as if you might be a child evacuee from one of the big cities playing out in the countryside for the first time. What would be new to you? What would be different compared to your city life before the war?	<b>Victorians</b> Using woodland resources (sticks, rocks, leaves) and twine, bamboo canes, create your own Victorian style game. Discuss the types of natural wood which would have been used in this time.
<b>Geography</b>	<b>Playground Mapping</b> Use a map of your school grounds to plot the trees/plants/flowers which are in your playground.	<b>Physical Geography</b> Research what a biome is and see if you can identify any features of different biomes existing in your playground and outdoor spaces.	<b>Human Geography</b> All the trees in your playground or local park/woodland space are going to be cut down. Create a real-life debate with some arguing for and some against. Why might trees be cut down? Is it ever justified to do this?
<b>Art and Design</b>	<b>Buddhism and Art</b> Look at the meaning of mandalas, create your own mandala in groups using woodland and natural materials.	<b>Pointillism</b> Use sticks to create pointillism art, experiment with different types of sticks. Do different tree sticks give different effects?	<b>Painting</b> Use leaves, berries, herbs, to create different coloured paints and then produce a piece of artwork using all your natural colours.
<b>Design and Technology</b>	<b>Research and Design</b> Using different designs, design a birdfeeder. You can test out the different designs e.g. a plastic bottle with sticks poked through the bottom. Hang in the playground to see if you can attract birds.	<b>Food Nutrition</b> Have a go at making bread dough and then using a fire pit or portable grill, bake your bread by wrapping it around a long stick and holding it for a few minutes over the fire while turning your stick (Forest School leader to be present).	<b>Textiles</b> Use the Japanese method of Hapa Zome to tap the leaves using a hammer so the pigment transfers to the material. Try making leaf print t-shirts using old white t-shirts. Can you identify which leaves come from which trees?
<b>Computing</b>	<b>Internet Research</b> Take photos of your favourite playground or local tree. Research it and create a fact file on your chosen tree.	<b>Communication and Collaboration</b> Create a class blog over 3 weeks about what changes are happening with the local trees and/or your local woodland space.	<b>Animation</b> Over the course of a week, take a picture of the exact same part of a plant growing in your playground or nearby woodland space. Can you create a short animation to document the changes that you have observed?
<b>Languages (MFL)</b>	<b>Nouns (linked to the natural world)</b> Label the trees, flowers and plants in your playground using your studies MFL.	<b>Direction (simple)</b> Hide a stick character at the base of tree. Use prepositions to direct the person to where the character is (e.g. on, under, next to, behind).	<b>Nature Themed Song</b> Collect an array of woodland based objects and learn a song in your chosen MFL to teach the class while playing your woodland instrument.
<b>PSHE</b>	<b>Anti-Bullying</b> Play a game of hero or villain (e.g. are robins heroes or villains to worms). Discuss similarities and differences to life cycles in connection to bullying.	<b>Giving</b> Read the Giving Tree and discuss what lessons from the book we learn. What can we learn about our relationship with trees from the book? What do your playground or local trees give you/other animals/wildlife? Is it equal giving?	<b>Changes</b> Discuss how the trees in your playground will be changing over the coming months. Why do they go through these changes? For what purpose? What differences/similarities do humans have with the trees and their changes?

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