



# Sacred Heart Primary School Curriculum Theme Plan

## Understanding the World Enchanted Woods Reception - Summer



**Rationale:** This unit builds on children's knowledge of map work we did in our previous history and geography topics. The children will build on their geography vocabulary and make their own map with a variety of features as a final outcome.

**Attention Grabber:** Take part in a woodland hunt on our school field. Collect lots of woodland objects such as: seeds, twigs, leaves and feathers. Look at some of the features located within our school woodland area and made careful observations of the trees. As we complete our activities, we notice a surprise. Our very own woodland fairies have left us a letter with instructions of what we need to complete in our topic this term. They also invite us to a special fairy picnic party at the end of our topic if we are successful in our tasks.

**Learning Objectives:**

- *Draw information from a simple map*
- *Explore the natural world around them*
- *Describe what they see, hear and feel whilst outside*
- *Learn new vocabulary*

Overview:

Lesson 1: Explain what the word physical means. What are physical features? (Those which God put there) Do the same for human features. (Those that have been built by man). Look at some pictures of woodlands and refer to the human and physical features of them. Human: farm, house, village Physical: trees, river, rocks, plants  
Lesson 2: Research Sherwood Forest as a class through books and the internet. Show children a map of the forest. Talk about the human and physical features of the forest. Watch videos of the forest and read accounts of the Major Oak. Quiz to recall facts.

Lesson 3: Look at OS maps of Henley and locate the woodland areas surrounding our local area onto blank maps of Henley. Name the woodland areas and find out more about how people use them.

Lesson 4 and 5: Share a letter from the fairies inviting the children to a fairy tea party. Children need to plan and design map to get to through the forest and a fairy crown to wear to the party, using natural materials such as: flowers, fruits, leaves, acorns, twigs and other woodland treasures.

Lesson 6: Children prepare the food for the party. Make teeny tiny treats to serve to woodland creatures. Mini fairy cakes with decorations. Hold the fairy tea party with children wearing crowns.

**CST/SMSVC Links**

N/A

**Cross-Curricular Links**

See planning and enrichment opportunities.

**Resources**

Maps, atlases & globes; Pens, pencils, and rulers. 'Golden' counters; Coloured envelopes  
Class set of compasses. Internet access; Digital cameras; Range of everyday items such as: PE cones, beanbags, construction blocks, balls, ropes etc Tracing paper; Aerial photos; Plan maps of school; Local area aerial photos; Local area map; Digital cameras; Paper and pencils.

**Opportunities for enrichment:**

Create own mini woodland with relevant contents onto a tough spot \*\*Introduce with a letter from the fairies asking the children to make them a new home for their bunny friends\*\*

Present mini woodlands to another class and cover:

- Physical and human features
- The variety of common animals living there
- Use the simple compass directions to describe the woodland features on your model

**Impact/Assessment**

**Enquiry question and assessment focus:**

Where would you like to go most in the United Kingdom? Why? (Showing map of UK)

Describe what this picture shows you (showing picture with human and physical features in)

Create a map of the Y1/Reception play area