

Activities

- Read the story to the children and ask them to join in with the repetitive phrase 'What does the oak tree see? The oak tree sees...'. Children will enjoy re-reading and taking part in the story as well as predicting what comes next.



Activities

- Children read the story independently and identify the repetitive phrase 'What does the oak tree see? The oak tree sees...'
- Ask children to identify the rhymes on each page. Can they add to these?



KS1 Reading – comprehension (ii)

- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- Being encouraged to link what they read or hear to their own experiences;
- Recognising and joining in with predictable phrases
- Learning to appreciate rhymes and poems, and to recite some by heart

KS1 Reading – comprehension (ii)

- Recognising simple recurring literary language in stories and poetry

Activities

- Can they choose another woodland animal to create a new page in the book?
- Write their own poem and illustrate.
- Write a story based on one of the characters in the book. Where would they go? What would happen in the wood?



Activities

- Describe the setting of the book using geographical vocabulary (e.g. wood, forest, vegetation, plants, animals, map, calm, natural, summer).
- Compare it to another environment (e.g. town/coastal). What would be the same/different.



KS1 Writing – composition (ii)

- Writing narratives about personal experiences and those of others (real and fictional)

KS1 Human and physical geography (iii)

- Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

Activities

- Write a set of instructions to travel around the map from one location to another using compass directions.
- Set up an orienteering course with pictures of the animals at each station. Children use a map to identify each orienteering station.



Activities

- Children look for the names and types of plants in the book.
- Can they find an oak tree nearby? Can they draw/photograph/collage one?
- Make a map of their local area and label the plants they find.
- Investigate the lifecycle of an oak tree.



KS1 Geographical skills and fieldwork (iii)

- Use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map

KS1 Science - Plants (iv)

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees

Activities

- Children research the animals in the book and make a non-fiction fact file including photographs/illustrations. Use this information to classify the animals according to whether they are herbivores, omnivores or carnivores.



KS1 Science - Animals, including humans (iv)

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)

Ref Note 1

Note 1: Notes and guidance (non-statutory)

Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.

Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.

Activities

- Investigate woodland habitats. Use the book as a starting point to list plants and animals that they can see. Compare this to different habitats and try to explain why the plants and animals are more suited to the woodland habitat.
- Make a woodland food chain. Investigate how the animals rely on each other and the plants in the habitat.



KS1 Science - Living things and their habitats (iv)

- Explore and compare the differences between things that are living, dead, and things that have never been alive
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- Identify and name a variety of plants and animals in their habitats, including microhabitats
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

Ref Note 2

Note 2: Notes and guidance (non-statutory)

Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. They should raise and answer questions that help them to become familiar with the life processes that are common to all living things. Pupils should be introduced to the terms 'habitat' (a natural environment or home of a variety of plants and animals) and 'microhabitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter). They should raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example, plants serving as a source of food and shelter for animals. Pupils should compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest.

Pupils might work scientifically by: sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. They should describe how they decided where to place things, exploring questions like: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions. They could construct a simple food chain that includes humans (e.g., grass, cow, human). They could describe the conditions in different habitats and microhabitats (under log, on stony path, under bushes); and find out how the conditions affect the number and type(s) of plants and animals that live there.

Activities

- Investigate the lifecycle of an oak tree.
- Match woodland animal parents with their young.



KS1 KS1 Science - Animals, including humans

- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Ref Note 3

Note 3: Notes and guidance (non-statutory)

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

Activities

- Look at the animal shelters in the book and discuss how the animals might build them, what materials they might use, and what makes them fit for purpose as a shelters.
- Design a woodland shelter. What materials are available?
- Build a simple woodland shelter. How could it be improved?



Activities

- Look at the tree and animal illustrations in the book and discuss the materials and techniques that have been used to create the textures and colours of the bark and fur (pen drawing, linework, dotwork and watercolour).
- Experiment with other materials to create the texture and colour of the bark and fur.



KS1 Design and Technology

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Build structures, exploring how they can be made stronger, stiffer and more stable

KS1 Art and Design

- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space