

Puzzlewood

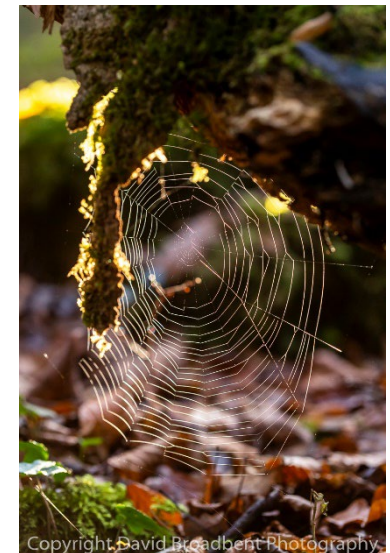
A Magical Woodland in the Forest of Dean

Nursery Rhymes EYFS

Puzzlewood is a designated ancient woodland. It is a special, important and protected place. The woodland is so old it has developed intricate communities of plants, animals and fungi.

Puzzlewood is a unique environment for immersing children in the magic of Nursery Rhymes.

We strongly recommend that you visit the site before your visit, as there are so many varied opportunities for creative curriculum development.



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National Curriculum Programs of Study:

ELG: Listening, Attention and Understanding

Listen attentively and respond to what they hear with relevant questions, comments and actions during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding

Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary

Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate

ELG: Gross Motor Skills

Negotiate space and obstacles safely, with consideration for themselves and others

Demonstrate strength, balance and coordination when playing;

ELG: Managing Self

Be confident to try new activities and show independence, resilience and perseverance in the face of challenge

Explain the reasons for rules, know right from wrong and try to behave accordingly;

ELG: Number

Subitise (recognise quantities without counting) up to 5

ELG: Numerical Patterns

Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity

ELG: The Natural World

Explore the natural world around them, making observations and drawing pictures of animals and plants

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class

Understand some important processes and changes in the natural world around them, including the seasons and changing states of **matter**.

ELG: Creating with Materials

Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function

Share their creations, explaining the process they have used

Make use of props and materials when role playing characters in narratives and stories.

ELG: Being Imaginative and Expressive

Invent, adapt and recount narratives and stories with peers and their teacher

Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others,

Suggested Learning Activities

Before you visit:

Variety of nursery rhymes texts to browse through, begin to join in with and even to recite some, act out the rhymes. Also look at books which feature nursery rhyme characters.

<https://www.bbc.co.uk/teach/school-radio/nursery-rhymes-songs-index/zhwdgwx>

<https://www.bbc.co.uk/teach/school-radio/eyfs-listen-and-play-nursery-rhymes-index/z7dqscw>

<https://www.tes.com/teaching-resource/nursery-rhyme-song-cards-6037801>

Sort nursery rhymes into those you like and those you don't like so much, or find other ways to sort them.

Know about some of the characters and read and tell other stories about them

Use dice or cards in a rhyme bag to play games e.g. throw the dice, recite the rhyme

Play '*Let's all pass the box around, box around, box around, Let's all pass the box around and see what is inside....*'. take out a card and recite the rhyme

Make up own versions of rhymes, exploring rhyming

Geography: Investigate nursery rhymes which contain geographical features, talk about what it might be like to live in the place e.g. The Grand Old Duke of York, Jack and Jill, Yankee Doodle, Dr Foster went to Gloucester, Pussy Cat Pussy Cat

Paint own pictures of characters and their homes.

Talk about, and re-enact, a journey through the children's pictures. Visit the homes of different characters.

During your visit:

You are requested to stay on the marked paths in order to preserve this important ancient site.

Using the hut and story circle as a base:

Mother Goose Treasure Hunt:

Mother Goose has a problem. Somebody has been messing around with her nursery rhymes....

- Find items belonging to nursery rhyme characters which they have lost in the woods. These could be real or laminated pictures e.g. pail, kettle, mice tails, umbrella dish and spoon, heart tarts. (list of hidden items and corresponding nursery rhymes . This list could be adapted / extended to suit own requirements.
- As the children find items, they bring them to the hut, identify the nursery rhyme and 'give' them back to the correct characters.

Counting activities:

- Find all the coins to put back in the money chest, blackbirds ('Sing a Song of Sixpence')
- Little Bo Peep's sheep
- Fish to return to pond – '1, 2, 3, 4, 5, Once I caught a Fish Alive'
- Teddy Bears' Picnic for snack time – sing songs
- Use the story circle to recite and sing nursery rhymes. Could possibly make simple percussion instruments (e.g. two stones banged together) or body sounds to accompany.
- In the surrounding area of the hut, build 'homes' for other characters e.g. Little Bo Peep, Little Miss Muffet, Humpty Dumpty (draw with sticks or other found materials). Draw pictures of the characters to

place in the homes

Incy Wincy Spider Focus:

- Sing the song with actions
- Use the area to look for Incy Wincy Spider and his friends. Children find spiders in numerical order.
- Look around area for evidence of real spiders. Talk about why spiders have webs.
- Make new webs using string and branches/trees near the hut.
Make 'Incy Wincy Spiders' out of clay or plasticine and twigs and place them in their new home.

Farm Animal focus:

- Observe the farm animals at Puzzlewood: Old MacDonald had a Farm – what noises would they make? Put animal actions into song. Think about the homes they live in. What their young are called. Name their body parts correctly (see maze activity) *e.g. how many different names can you think for feet*
- Use the animals as a way of exploring opposites '*This little pig went to market...but Lulu is a FAT pig*', '*Pippa is a big donkey, Jasmine is a small donkey*', *long necks and short necks! What other opposites can they think of?*

Using the Maze - depending on the weather:

- Willow maze – walk around and play a game as if they were one of the Puzzlewood animals e.g. Lulu the pig - adapt as required!
'I spy with my little eye....
I touch with my muddy trotter..... I smell with my twitching snout...
I hear with my floppy floppy ears...'
Attach PE band as a tail and play tag around the play area. (Three Blind Mice)

After your visit:

Possible display work back at school: Combine features from different rhymes to make into a big picture map or plan of a nursery rhyme village within Puzzlewood. Place the Puzzlewood animals and their homes on the map. Use this map to extend vocabulary using prepositions and positional language.

