



# LITERACY THROUGH THE ENVIRONMENT

Inspired by The GRUFFALO by Julia Donaldson and Axel Scheffler

## KS1 Literacy

<p><b>Learning Objectives During this Day Course pupils should learn:</b></p> <ul style="list-style-type: none"> <li>ü To spell words using common spelling patterns.</li> <li>ü To understand time and sequential relationships in stories.</li> <li>ü To read on sight words used in the story.</li> <li>ü To listen carefully and to follow instructions.</li> <li>ü To write descriptive phrases based on their experiences.</li> </ul>
<p><b>Pupils will also:</b></p> <ul style="list-style-type: none"> <li>ü Learn safely in a new environment;</li> <li>ü Gain an appreciation of the environment and understand their role in caring for it.</li> </ul>

<p align="center"><b>Day Course Programme</b></p> <p align="center">Where 2 classes are attending the course the introductory session will be common to both. Classes will then separate and sessions A and B will be interchangeable am and pm.</p>
<p><b>Introduction:</b> On arrival a member of CEES teaching staff will welcome your group to the Centre and describe the day's programme and the learning objectives. The story of The Gruffalo will then be read and discussed and the day's activities, based around the story, will be introduced.</p>
<p><b>Session A:</b> This session involves a walk to Stibbington Centre's nature reserve. Here the pupils will work in groups with an adult, using a map to collect parts of the story, which they will have to arrange in the correct order. They will also complete labels on their maps using common spelling patterns and add their own descriptive place names. A woodland sensory session will provide the stimulus for group poetry writing. The pupils will also have an opportunity to make some natural potions to ward off the Gruffalo.</p>
<p><b>Session B:</b> This session is based around the centre and its grounds. The children will be searching for high frequency words taken from the story. They will also be asked to draw the Gruffalo from a series of descriptive sentences. Afterwards, they will work in groups with an adult to write animal menus for a woodland restaurant and complete some non-fiction writing in the form of some simple animal passports.</p>
<p><b>Plenary:</b> The group will reflect on their day and consider how well the learning objectives have been met.</p>
<p><b>Note:</b> The actual programme may vary depending on number and needs of pupils, length of visit and weather conditions.</p>

<b>Relevant extracts from CEES risk assessments</b>	
See also separate guidance notes on safe and effective day courses	
<b>Hazard</b>	<b>Control measures</b>
Extreme weather conditions	<ul style="list-style-type: none"> <li>• CEES staff are aware of daily weather forecast.</li> <li>• Alternative venues or activities are substituted if weather conditions are particularly unfavourable.</li> <li>• In extreme cases, where guidance notes on clothing (see separate notes) have not been complied with, pupils may be excluded from activities.</li> </ul>
Unfamiliar surroundings	<ul style="list-style-type: none"> <li>• Adults supervise directly (e.g. walking beside the group and regularly checking that entire group is present).</li> </ul>
Handling plant materials	<ul style="list-style-type: none"> <li>• Pupils with cuts, abrasions or skin allergies are given protective gloves</li> <li>• Instruction is given in the safe handling and observation of plants.</li> <li>• Activities are closely supervised by adults.</li> <li>• Pupils are instructed to wash hands thoroughly after the activity and before eating.</li> </ul>
Village roads	<ul style="list-style-type: none"> <li>• The CEES leader walks ahead of pupils with one adult at the rear of the group and other adults walking with their group.</li> <li>• When walking and working in small groups, pupils are instructed to stay close to their supervisory adult.</li> <li>• Pupils are instructed to walk in single file or not more than two abreast.</li> </ul>

<p align="center"><b>Adult : Pupil ratios</b></p> <p align="center">For this course CEES' recommended ratio for safety is <b>1 : 6</b></p> <p align="center">For most classes, up to 6 pre-arranged working groups, each with an adult, is ideal.</p> <p align="center">Additional adults may be needed with classes where individual pupils need 1 : 1 support</p>
<p align="center"><b>Other information</b></p> <p align="center">Please see separate guidance notes on safe and effective day courses, including information on clothing and equipment.</p>