

What could have happened to the fox? What were the two situations he faced? Which one would you rather face.

Make a model of the fox or the hedgehog, as modelled below.

Creating the fox and hedgehog characters

Duration - 45 minutes

Resources

Fox and hedgehog photos, clay, apples cut in half, bird seed, sticks, twigs, leaves and other natural resources that are seasonally available.

Teach

Explain to the children they are now going to have a go in their pairs at making the fox and hedgehog characters in the fable they have just listened to. The Fox from clay and the Hedgehog from apples and bird seed.

Discuss with the children the physical features of a fox and a hedgehog by showing them the photos and then demonstrate how to make a simple clay fox and an apple and bird seed hedgehog (see sample photos).



Apple and seed hedgehog for the birds

Clay fox character

And then....

Creating a setting for the fox and hedgehog characters

Duration - 1 hour

Resources

Chalk, sticks, twigs, leaves and other resources seasonally available. Ask the children to help you collect these.

Teach

Explain to the children that fables are usually set in an outdoor setting and that the children are going to create a setting for their characters to be in. What sort of setting do they want it to be? (Woodland, meadow, by a river, lake, pond, farm, mountain etc). First, demonstrate to the children how to make a natural frame from sticks. Then, using the collected natural materials, create a setting for your characters. (See sample photo).

Practise

Allow the children time in their pairs to agree the setting of their fable and then allow them time to create a frame and the detail of the setting from collected natural resources.

Teach

Explain to the children that they are now going to write in their pairs a short piece of descriptive writing about the setting they have just created. Discuss with the children the following: interesting vocabulary, use of the senses, personification, metaphor and simile. Ask the children to make suggestions, and write these in chalk for the children to refer to later. Using the children's suggestions write in chalk a short piece of descriptive writing about the setting you have created.



A story setting for the fox and hedgehog

Practise

Allow the children time in their pairs to write a description of their setting and then to read it out to the class. What do you and the other children think?

Please remember these instructions are written for a teacher to use with a class. Just follow the instructions for what you've to make, and think about the questions this suggests. I'm not expecting you to teach it- heehee

Outdoor Learning Maths Investigations KS2



Investigation 1

"I can measure the height of a tree by standing at the base of the tree and then walking away from it until I can see the tree when I look up through my legs. The distance I am away from the base of the tree is equivalent to the height.

Prove it!

What will you use to measure the distance you are from the tree? How will you know you are accurate?



Investigation 2

"The tallest trees have the largest leaves."

Prove it!

How will you measure the height of the tree?

How will you decide the size of the leaf?

How will you record your investigation?



Investigation 3

"The longest blades of grass are always around the edge of the grass patch."

Prove it!

What will you use to measure the grass?

How will you record your investigation?



Investigation 4

"It is impossible to find a stick which is half the length of another stick."

Prove it!

Do not break sticks to change their size!

How will you begin your investigation?

How will you know which sticks you have already tried?



Investigation 5

Go on a short minibeast hunt. Create a graph to show the types of minibeasts that you found.

Which type of graph will you use?

What will you put in the x-axis?

What will you put in the y-axis?

Create questions about your graph to test another pupil.



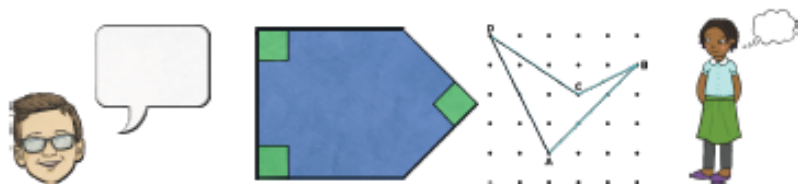
Investigation 6

"There are right angles, obtuse angles and acute angles in nature."

Prove it!

How will you record your investigation?

How will you measure the angles?



Investigation 7

"The height of a tree is three times the distance around its trunk (tree girth)"

Prove it!

How will you plan your investigation?

How will you measure the tree height?

How will you measure the girth of the tree trunk?

