**Possible Lines of Development**

Below is an example of ways of developing and extending children’s interests based on Creative STAR nature play ideas. They should complement a collaborative approach which leads to more creative and rich thinking if regularly undertaken in relation to how your children are playing in the woodland or local greenspace.

There activities and ideas are not prescriptive and should be used as forward planning for a programme. Instead, when children’s interest and themes have been observed, these ideas can be used to extend learning.

**STICKS**

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| **Literacy**• The Stick Man by Julia Donaldson • Not a Stick by Antoinette Portis • One, two, buckle my shoe nursery rhyme • Use sticks for mark making | **Maths** • Using sticks to measure length • Making measuring sticks • The stick ordering game • Use of sticks when making shapes and patterns |
| **Sciences** • Knowing what a stick is and where it comes from. Finding out if all sticks have the same properties. | **Expressive Arts** • Sticks for rhythm making and keeping a beat • Making a rain stick • Making sculptures and pictures with sticks |
| **Technologies** • Invent a game that uses sticks • Build things with sticks • Challenge children to build a tower as high as themselves with sticks | **Social subjects** • The lead stick – the person is the way finder • X marks the spot! The use of sticks to make symbols and signs. |
| **RME** • Life and death. When does a branch or twig die and how do we know? | **H &W** • Pick up sticks game • Think about how we can use sticks safely • The talking stick at Circle Time |

**STONES**

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| **Literacy** • On my beach there are many pebbles by Leo Lionni • Everybody needs a rock by Byrd Baylor. Follow the instructions for finding your perfect rock • Mark marking with and on stone | **Maths** • Comparative work on weight, size, colour, texture. How will you decide to sort, classify and order stones |
| **Sciences** • Exploring the properties of stones. Using a magnifier to look. • What questions can we ask about stones? What is the smallest prettiest stone you can find? | **Expressive Arts** • Stones in tins and boxes to make shakers • Stones as treasure or special objects in role play (using the environment as a resource and stimulus) |
| **Technologies** • Creating stone stacks, miniature houses and other structures from stones. • Finding stone walls and wondering how these are created | **Social subjects** • Looking at walls, and other stonework on the way to and from the woods. How do we use stones? • Traditional games with stones – compare with those from other countries, e.g. noughts and crosses, nine-men’s morris, chuckies |
| **RME** • Stones as symbols and markers. Useful for discussions about what changes and what doesn’t • The use of stones as way markers, e.g. Inuksuks, cairns, etc. • The story of St. Peter | **H&W** • How can we use stones safely? • Moving and transporting stones of all shapes and sizes |

**WEEDS** (Common wild flowers that may be picked)

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| **Literacy** • The Flower Fairy stories by Cicely Mary Barker • A Little Guide to Wildflowers by Charlotte Voake • Daisy, daisy, give me your answer do song | **Maths** • Estimate the number of flowers growing under a tree. • “She loves me, she loves me not” – pick the petals off a daisy. • Tell the time using a dandelion clock. |
| **Sciences** • Have a look at a weed and learn the names of all its parts: roots, leaves, stem, petals. • Go on a flower hunt for the brightest flowers and the ones which are hardest to see. | **Expressive Arts** • Make dandelion chains and crowns • Press flowers to dry them and make pictures • Hammering leaves and flowers onto cloth – Hapa Zome |
| **Technologies** • Make a recipe for flower perfume. Tell it to someone else and see if they can make the same perfume too. • Make daisy chains or dandelion crowns | **Social subjects** • Create a trail using a weed flowers for another person to follow. Which sort of flowers would work best and why? |
| **RME** • The Daffodil Principle. How can we do something for others to enjoy? | **H&W** • Find out who likes butter in the group. How can this be done with a buttercup? |

**STUMPS**

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| **Literacy** • The Giving Tree by Shel Silverstein • I’m the king of the castle rhyme • Sitting on stumps as a place to meet and chat. • Drawing or mark making on stumps | **Maths** • Working out how old a tree was from the number of rings on its stump. • How many children can stand on a stump together? Will this always be the same number? |
| **Sciences** • Working out the type of tree. Pine stumps develop points. Spruce stumps develop holes. • Looking for interesting cracks and crevices as the stump degrades – biological weathering | **Expressive Arts** • Look at the textures of stumps through rubbings. What can the patterns become? • Inventing sounds by adding things into a stump holes and mixing with a stick. How can you describe the noises made? |
| **Technologies** • Making potions in stump holes. What ingredients make the smelliest potion? | **Social subjects** • Creating miniature worlds on stumps. • Standing on stumps to get a different perspective of the ground. |
| **RME** • Stumped for words? What things leave you feeling stumped and why? • Learning that stumps are left when trees fall or are cut down. The stump is dying yet new life grows out of the stump. Can we find other things growing from things that are dying? • Read The Tenth Good Thing about Barney by Judith Viorst | **H&W** • Stumps for climbing on and jumping off. • Can you jump off a stump in different ways? |