COUNCIL
OF ALL
BEINGS

Dorset
Area of Outstanding
Natural Beauty

Trees and Woodland

Lesson planning Yr 3 & 4
English: Recipe for a woodland - 6 Lessons

Learning Objectives

To explore and identify the features of instructional texts

To use appropriate vocabulary to write a recipe

To write a set of clear instructions in the form of a recipe

Lesson One

Create a learning wall about the visit to the woodland. Children use recount scaffolds to write about their visit. As a class share recounts and teacher scribes a large scale recount, include a word bank of useful vocabulary, create a working wall.

Discuss how they felt in the woodland, what was the mood and atmosphere like, consider the senses, how did they feel, what could they see, hear, smell? Is there anywhere else that makes them feel like that?

Teacher to remind the children that **Trees and woodland ecosystems** provide clean air, offer protection from flooding, and store carbon.

Lesson Two

Children tell their recount to a partner, whole class review are the recounts all the same, different? Points of view, what happens when different people share the same experience? Do they all have the same memory? What species of tree did they like best and why? Discuss any feelings the visit evoked.

Share and discuss with the children examples of different types of instructional texts.
For example, other recipes, board game instructions, travel directions, signs, can they think of more, can they find any examples in the classroom?

There are different types of instructional text but they all share important features-instructions should tell you what their purpose is and what the end product will be.

Discuss and give examples of imperative verbs and how the children can use clear and direct language.

Success Criteria

Use 'how to' in the title

Is it clear what the end product will be?

Lists the ingredients, the equipment and the materials required

Is there a clear order using bullet points, numbers or similar

Includes imperative verbs such as collect, place, plant, move…

Uses short clear sentences

Includes diagrams or illustrations to help the reader

Assessment opportunities

Have the children undertaken independent research?

Are the children able to recall facts about trees and woodland?

Do children identify and use vocabulary from the vocabulary bank?

Can the children re-tell their visit recount orally? Do all children participate in group activity?

Have the children used persuasive language? Does the text fulfil the success criteria?

Do the children use the working wall to support their learning?

	Lesson Three	**Differentiation**
	Divide the children into mixed ability groups- each group given tree species- give them time to research the tree species and create a group mind map for that species of tree. Teacher to explain that the children will be writing a recipe for a woodland, do they know what a recipe is?	All tasks can be differentiated to suit learning styles

Discuss that it doesn't just have to be for food?

Discuss when they have used a recipe before and what they made.

Whole class discussion about catchy titles, teacher to scribe and add examples to the working wall. Introduce and demonstrate how to use time connectives within instructions.

Lesson Four

Explore the features of a recipe, discuss the checklist and display a large copy on the working wall. All things needed should be listed at the beginning. Instructions should be in a clear order.

Tell the children they are going to write a recipe for a woodland. Revisit the instructional text features.

Start to discuss what they will need for the woodland and make lists of ingredients- (seeds, saplings, land, birds, mammals, minibeasts), equipment (digging equipment, gardening gloves, protective clothing) and materials (soil) as a class share ideas teacher to draft a large scale recipe planner.

Think of a catchy title, children to vote for and explain why they like certain titles. Children to create their own woodland recipe title and then consider what images might help a reader follow the instructions.

Lesson Five

Recap imperative verbs and their importance when giving instructions. Use the working wall to display the Success Criteria and any useful vocabulary.

Children rough draft their own recipe planners, then check their planners against the success criteria and share their ideas with their partner, use helpful feedback to edit and improve the texts.

Lesson Six

Children read out their own recipe planners, other children critique them, how easy they are to follow and why they would like to visit each other's woodlands? Illustrate recipe planners.

Final draft the recipes. What are similarities and differences between the recipes? How would diagrams and illustrations help the reader?

Extension activities

Draw diagrams and illustrations to help the reader, rewrite detailed instructions on how to plant a single tree. Write about how it would feel to visit the woodlands in years to come.

Creative arts activities

Put mirrors on the floor next to the base of a tree, children sit alongside the mirror and use charcoal sticks to draw what they see.

Recipe research map

Fill with facts and pictures from your research.
Draw a line to link any that have a connection.

Trees and
Woodland

Questions you might want to research

?

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How to create a Woodland

Ingredients	
Equipment	
Method	
How to enjoy the Woodland	
Image	

Research visit

My research is about

Things I know already

What I want to find out

How I will find out

What I have found out

I will present my research as

Things that went well and what I would do differently next time

Questions I have?

Recipe checklist

Use 'how to' in the title	
Is it clear what the end product will be?	
Lists the ingredients, the equipment and the materials required	
Is there a clear order using bullet points, numbers or similar	
Include imperative verbs such as collect, place, plant, move…	
Use short clear sentences	
Include diagrams or illustrations to help the reader	