

Name of session	The Fab Five		
	Level: EYFS (3-5yrs)/KS1 (YR1)	Length of session: half day (2 hours)	Available at: Sutton Ecology Centre
Curriculum Links			
EYFS Framework Early Learning Goals			
Communications and language			
Listening and Attention: They listen to stories and respond to what they hear with relevant comments, questions or actions.			
Understanding: children follow instructions involving several ideas or actions.			
Speaking: Children express themselves effectively.			
Personal, social and emotional development			
Self-confidence and self awareness: children are confident to try new activities, they are confident to speak in a familiar group and will talk about their ideas.			
Understanding the world			
The world: children know about similarities and differences in relation to ... objects, materials and living things. They make observations of .. plants and explain why some things occur.			
Yr1 Programme of Study			
Animals, including humans			
Identify, name ... the basic parts of the human body and say which part of the body is associated with each sense.			
Previous knowledge expected from students		Key concepts/key words	
Talk about senses and which body part they experience each sense with.		Senses, smell/nose, touch/hands & skin, sight/eyes, hearing/ears, taste/mouth.	
Learning objectives			
Through using stories, games and hands-on activities get children to notice the variety of plants and flowers in their natural surroundings and learn that:			
<ul style="list-style-type: none"> • <i>Flowers have different colours and they can see the colours with their eyes</i> • <i>Nature has different textures, which they can experience through their sense of touch: rough, smooth, soft, hard, prickly, tickly.</i> • <i>Some leaves have different smells and they can experience these through their nose.</i> • <i>Nature makes different noises which they can listen to with their ears</i> 			
Outcomes			
All pupils will have listened to stories and some pupils will have responded with appropriate actions.			
All pupils will have experienced nature through their senses of touch, sight, hearing and smell.			
Most pupils will understand which body part they are experiencing their senses through.			
All pupils will see that flowers have colourful petals, some children will understand that this is to attract bees and butterflies.			
Some pupils will use new language or increase their confidence in using language to describe experiences through their senses.			
Starter (5mins)			
Introduce staff and volunteers. Welcome to Sutton Ecology Centre.			
Sutton Ecology Centre is a nature reserve, can anyone see any nature?			
Introduction			
Timings	Student Activity		
5mins	Introduce topic, can anyone name the 5 senses and how we experience these senses.		
Main Activities			
Timings	Student activity		

20mins	<p>Rainbow Chips</p> <p>Colours in nature: tell a story about having seen a rainbow fall over the garden, and trying to collect all the pieces. Some of the pieces melted into the garden, can you help me to find all the colours. Hand out two pieces of coloured card per child (the rainbow chips) and walk around butterfly garden and forest garden to match colours. NB: tell chn not to collect flowers, just place card next to, but keep hold of pieces of rainbow. At end, who found both their colours – collect up colours and say next time its perfect weather for a rainbow you’ll throw them all up in the sky – so next time they see a rainbow they’ll know its back together again.</p>
20mins	<p>Smelly Cocktails</p> <p>Smells in nature: at the sensory garden, chn in circle. Tell a story about a special sort of party – a smelly cocktail party, and invite them to join you. Pupils have to collect little bits of nice smelling plants in their cup. After collecting, come back and make another circle. The ‘party’ is everyone smelling each others’ smelly cocktail and saying if they like it or not.</p>
20mins	<p>Eye in the sky</p> <p>Walk under the trees: In pairs, one mirror take it in turns. One person holds mirror under their nose so that they can see the trees above, the other person guides them carefully. After one turn, swap over.</p>
20mins	<p>Prickly tickly</p> <p>Dozens of different things to touch in nature: using the egg boxes, chn collect different touches from nature (prickly/tickly, soft/hard, smooth/rough). At end in pairs, one is blindfolded or closes eyes, and feels one object, has to guess which touch it is.</p>
20 mins	<p>Sticky the Squirrel</p> <p>Tell the story of sticky the squirrel (a young squirrel who was very adventurous and jumped from tree to tree, then landed in a bee hive and got covered in honey. Escaped the bees but never got all the honey out of his tail. Now called sticky the squirrel because wherever he goes, he gets a bit of something from where he’s visited stuck on his tail. Hand out card sticky squirrels and go on walk with chn collecting different touches from nature. Talk about how things felt (textures) at the end.</p>
10mins	<p>Listening circle</p> <p>Sitting down in a circle, pupils close their eyes to hear better. All quiet and they listen and count on their fingers the sounds that they hear. At the end we all open our eyes and see how many different sounds everyone has heard. Pupils share one noise with the group.</p>
Depending on time some games may be excluded.	
Plenary (Back in classroom or on lawn depending on weather).	
Recollect all the senses they used for the games and which body part they used to experience them. Which sense did we not use (taste).	
Pre-course preparation work suggestions	
Simon Says game including eyes, ears, nose, tongue, hands, other parts of the body. Establish what the 5 senses are. Make up a class song and dance about the 5 senses and perform it.	
Further Work (post course) suggestions	
Write a thank you letter saying which were their favourite parts of the day.	

Recount the story of sticky the squirrel, look at their collections they made on their picture of sticky the squirrel, does it remind them of the different parts of the journey through Sutton Ecology Centre.

Recall and discuss favourite bits of the day, least favourite bits.

Find and describe different touches in the classroom.

Alternatives (field sites and wet weather)

This session is not translatable inside, and therefore will go ahead in wet weather.

The introduction and plenary and craft activity can be done inside if the weather is wet or too cold/windy.

The session will be cancelled only due to severe weather warning such as flooding, high winds and stormy weather.

Opportunities for evaluation

Teacher evaluation: Photograph pupils in action for evidence, observation throughout the session, assess understanding post session through activities and questioning. By providing appropriate level of adult/child ration to ensure pupils are kept 'on task'.

Leader evaluation: The session leader will assess progress throughout the day by open ended questioning and plenary session. Through observation, the session leader will ensure that all pupils are engaged in learning and complete the tasks required.

Resources

Rainbow chips and bag, plastic cups, sticky the squirrel pictures with double sided tape (1/pupil), blindfolds, mirrors, secrets egg boxes.

Key H&S

Dress and prepare for the outdoors. Long trousers due to tall grass, brambles and nettles.

Sensible footwear in all weather conditions.

Waterproofs in wet weather. Sunhats, suntan lotion and water bottles in hot sunny weather.

All pupils and teachers should wash their hands prior to leaving the site or eating.

Teachers should arrange a pre-visit to discuss specific health & safety requirements to generate their own risk assessments.

Course leaders: Site check and dangerous litter pick.