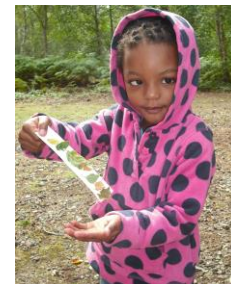


Plant sensory trail – AM or PM session

In the classroom we will use a short interactive activity to reinforce understand and knowledge of the children's senses. Children will then explore the forest using their senses to learn about different types and parts of plants. Activities may include natural art, tree ID, artist palettes and smelly cocktails.

Learning objectives

- identify and name the parts of the human body associated with each sense
- use senses to explore a range of natural materials found in Epping Forest
- to recognise features of the forest, e.g. river, woodland, soil
- to recognise which season we are in by looking at plants and the weather



Some suggestions for visit preparation

1. Look at a map (e.g. Google Earth) to find out where Suntrap is in relation to children's school/ home.
2. Ask children to predict what they think it will be like/ what they will see in Epping Forest.
3. Discuss the 5 senses and identify which part of the human body is associated with each sense.

Follow on suggestions

1. Compare children's predictions of Epping Forest with their experiences.
2. Write and draw a postcard from Epping Forest to describe the environment.
3. Children draw pictures of themselves dressed to go out in the forest in different seasons.

National curriculum links

Y1 Science

Plants

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees

Animals, including humans

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Everyday materials

- identify and name a variety of everyday materials, including wood, water and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties

Seasonal changes

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies

Geography

Use basic geographical vocabulary to refer to:

- key physical features, including: forest, hill, river, soil, valley, vegetation, season and weather

Design and Technology

Make

- select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics



Visit details: Plant sensory trail

Carried out by: Suntrap

Date: December 2017

Issue	How to manage it
Understanding/behaviour	Class teacher to advise Suntrap staff of any children who may need extra support out in the forest to help them to follow instructions. School to ensure that there is appropriate adult: children ratios as required.
Medical conditions	Suntrap staff to check that school staff brings medication out into the forest. All adults to be made aware of any medical conditions.
Getting lost	Keep within sight of teacher/adult & observe boundaries as directed by the staff.
Choking/Poisoning	No eating outside unless directly instructed by Suntrap staff.
Falling branches	During extreme weather conditions Suntrap staff will make an assessment to ensure it is safe to enter the forest.
Injury from horses/dogs or bikes	Group to be instructed to stand to the side, be quiet and still when horses, dogs or bikes are near.
Accident when crossing the road	Group to be instructed on follow safe procedures for crossing roads (Suntrap Line). No one to walk across the cattle grid.
Injury through falling & throwing	Climbing of trees and throwing sticks/stones prohibited.
Getting wet/cold	Clothing should be appropriate for weather conditions. i.e hat, coat and gloves. Wellies should be worn when walking through stream.
Soil borne disease	Children instructed not to put fingers in mouth during/after activities which include handling plants, soil and sticks. Hands should be washed with warm soapy water before eating lunch/snack.
Deep Water	Group to be instructed not to cross boundary to ponds. Teaching staff to remain observant when children are near water.