






Science & Technology topic: Living things, outdoor learning	Reception/Year 1 Age 4-6	Title: Senses walk
Being curious focus I can explore the environment and make observations.		Concept context I can recognise that plants and animals are living things which grow.
Assessment focus <ul style="list-style-type: none"> • Can children use their senses to make observations in their local environment? • Can children talk about their observations? 		
<p>Activity <i>Today we will be environmental scientists.</i></p> <p>Select a local area or part of the school grounds to explore. Talk about using different senses to explore (see, hear, smell, touch) and how to explore safely (clothing appropriate for weather, not touching litter, boundary, return signal etc).</p> <p>Walk with the children, prompting them to notice or use different senses as appropriate:</p> <ul style="list-style-type: none"> • look up e.g. <i>cloud gazing, underside of leaf canopy etc.</i> • look down e.g. <i>animal track spotting, leaf skeletons, holes where animals might live etc.</i> • look closer e.g. <i>under the log, how many different birds can you hear, do all these leaves smell/feel the same? What is the biggest/smallest leaf you can find?</i> <p>Talk with the children about what they have sensed on their walk and whether they saw anything which they would like to change about their environment e.g. litter, lack of flowers for bees etc.</p> <p>Adapting the activity</p> <p>Support: Small group or explicit pairing to prompt talk. Ask for ‘finds’ to be shared/talked about.</p> <p>Extension: Make records of their observations e.g. bark rubbings, cloud gazing shapes, leaf collections, drawings, labelled photos.</p> <p>Other ideas: Look for patterns in nature. Repeat on a day with different weather or in a different season.</p> <p>Questions to support discussion</p> <ul style="list-style-type: none"> • What can you hear? • What can you see? • What can you smell? • What does it feel like? • Are they all the same? How are they different? <div style="text-align: right;">  </div> <div style="text-align: right;">  </div>		
Assessment Indicators <p>Not yet met: Needs prompts to discuss their observations and finds it difficult to put what they have sensed into words.</p> <p>Meeting: Discusses their observations and can describe something they have seen / heard / smelt / touched.</p> <p>Possible ways of going further: Makes comparisons between what they have seen / heard etc. Raises questions about what their explorations.</p>		



Pupil box 2 – focus on science objectives. See TAPS pyramid for more egs.