

Sensory Trail EYFS

Session Overview and Learning Objectives

Session Summary

- This session is suitable for one class of 30 children, split into 2 equal walking groups
- 50 minutes
- Recommended adult:child ratio is 4:30

This session allows the children to explore the woodland using all their senses, with activities designed to focus attention and to connect with nature. The children will look for natural treasures, listen to the sounds of the forest, explore an engaging sensory activity using their sense of touch, and make a smelly potion. Additional activities such as making their own ID sheet are also available.

The session follows a circular route through the woods and all relevant equipment for each activity will be provided.

Each class of 30 needs to be split into **two equal walking groups** that will be led by a SWT volunteer. Please ensure that you provide the recommended adult:child ratio for each group.

Remember to ensure that each group adult has any medication for the children in their group.

Session Outline

These are the suggested activities for the 50-minute session travelling either clockwise or anticlockwise.

	<i>Travelling clockwise</i>	
Time	Location	Activity
10 mins	Centre	Go Find It
5 mins	Woodland	Listening circle
15 mins	Woodland	Smelly potions
15 mins	Woodland	Blindfold trail
5 mins	Centre	Plenary

	<i>Travelling anticlockwise</i>	
Time	Location	Activity
10 mins	Centre	Go Find It
15 mins	Woodland	Blindfold trail
15 mins	Woodland	Smelly potions
5 mins	Woodland	Listening circle
5 mins	Centre	Plenary

Learning Objectives

Learning Objectives	Expected Learning Outcomes
<p>Go Find It</p> <ul style="list-style-type: none"> ● To engage with natural surroundings and objects along the walk ● Connect literacy with the outdoors and use adjectives in a physical context 	<ul style="list-style-type: none"> ● All will observe, explore and engage with the woodland habitat ● Some will successfully match the given word to an object in the woods ● A few will understand that the habitat they are exploring is made up of many different textures and colours because of the variety of life and the season
<p>Listening Circle</p> <ul style="list-style-type: none"> ● Focus on sense of hearing ● Identify the types of natural and non-natural sounds ● Experience a moment of calm and stillness outdoors 	<ul style="list-style-type: none"> ● All will experience the natural sounds of the woods whilst sitting quietly ● Some will be able to recognise and count the different sounds ● A few will be able to reflect on the sounds they hear and the sources
<p>Smelly Potions</p> <ul style="list-style-type: none"> ● Focus on sense of smell ● Explore and collect some natural materials found in the woods ● Combine their natural materials to create a smelly potion ● Consider why plants have different smells 	<ul style="list-style-type: none"> ● All will have the opportunity to explore the woodland to gather some natural 'smelly' materials ● Some will be able to explain what they have put in their potion and what it can be used for ● A few will be able to discuss why some plants have developed strong smells
<p>Blindfold Trail</p> <ul style="list-style-type: none"> ● Focus on sense of touch ● Understand that minibeasts and nocturnal animals have different dominant senses to humans 	<ul style="list-style-type: none"> ● All will use their senses in a different way, especially touch. ● Some will gain insight into the sensory life of minibeasts and nocturnal animals ● A few will feel an enhanced connection to nature
<p>Sticky Strips</p> <ul style="list-style-type: none"> ● Collect natural materials from the woodland on the sticky strip to take back to school ● Themes can vary from colour, texture, describing words etc 	<ul style="list-style-type: none"> ● All will collect a range of materials to add to their sticky strip ● Some will apply what they have learnt from their session when collecting different items ● A few will feel an enhanced connection to nature
<p>Plenary Activity</p> <ul style="list-style-type: none"> ● Reflect on the different activities that they have experienced ● Share some of the key facts and knowledge that they have learnt ● Solidify memories of the experience by recapping them 	<ul style="list-style-type: none"> ● All will have experienced the woodland habitat ● Some will be able to name all five senses and describe how they help us to experience the world around ourselves ● A few will be able to give examples of animals that rely on different senses to navigate through the woodland

EYFS Statutory Framework

There are seven areas of learning and development that must shape educational programmes in early years settings. All areas of learning and development are important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the prime areas:

- communication and language
- physical development
- personal, social and emotional development

Providers must also support children in four specific areas, through which the three prime areas are strengthened and applied. The specific areas are:

- literacy
- mathematics
- understanding the world
- expressive arts and design