



Use your Senses

Foundation Stage Teachers' notes

This unit of work is based on **Knowledge and Understanding of the World** from **Curriculum Guidance for the Foundation Stage**.

Learning Objectives Covered by this Work

- ② Investigate objects and materials by using all senses as appropriate.
- ② Find out about and identify some features of living things, objects and events.
- ② Observe, find out about and identify features in the locality and in the natural world.
- ② Find out about their environment and talk about those features they like and dislike.

Before the Visit

Predict the things that might be seen on a visit to a woodland.

Establish an understanding of the five senses. Which of these will the children be able to use when in the woodland? Why wouldn't it be sensible to taste things found in the woodland?

Talk about safety and appropriate dress on the visit.

In the Woodland

Once in the woodland, ask the children to close their eyes and listen silently for two minutes in order to identify different woodland sounds. How many of these sounds are produced by living things (birds, animals, insects, trees)? Which of the sounds are manmade? What sounds can you hear from outside the woodland. Repeat this exercise once or twice in different parts of the woodland.

Make bark rubbings from various trees and use to compare pattern and texture.

Compare the texture and smell of different types of bark. Both of these senses could be heightened by blindfolding the children for short periods.

To make further use of the sense of smell, ask the children to crush different leaves between their fingers and to smell the leaf mould and soil. Can they find words to describe what these things smell like?

Collect samples of leaf mould from different places in the woodland and examine these carefully for small living creatures (minibeasts). This could be done by spreading the leaf mould out on a white tray or sheet and searching through it with paintbrushes. Do the animals found in different areas of the woodland vary? Once this part of the work has finished, place the leaf mould and minibeasts back where they were found.

As you walk around the wood, note the features that enhance the environment (e.g. wild flowers, benches and signs) and those which spoil the environment (e.g. litter, vandalism).

Before leaving the wood, create basic sentences using the senses and key vocabulary, for example;

In the wood, I have heard

In the wood, I have smelt

In the wood, I have seen

In the wood, I have felt

Finally, ask the children to use the pupil sheet to make a record in pictures of what they have seen, smelt, heard and felt in the woodland.

Follow-up Work

Compare the woodland visited to the school grounds. Which features are different? Which are the same?

What did the children like and dislike about the wood? Which of the two environments do the children like the best and why?

Create a list of 'Woodland Words' and display this.

Extension Activities

Whilst in the woodland, collect leaves, seeds, bark, twigs, etc, to use for display, observational drawing, making rubbings, collage, etc back at school.

A magnifying glass could be used to examine these objects more closely.

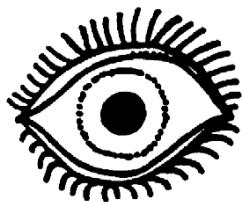


Use your Senses

Foundation Stage Pupil Sheet

I went for a walk in

I saw...



I heard...



I felt...



I smelt...

