**Week 3 - SOUND *NC- identify basic parts of the body and say which part of the body is associated with each sense***

***-Use senses to compare different textures, sounds, smells***

Game: Bat and Moth, great for listening! Sing Head, shoulders…

**Activity:** Make a moth from sticks and leaves

**Activity:** Sound map, using sound to mark what and where the sounds are

**Week 2- SIGHT *NC- identify basic parts of the body and say which part of the body is associated with each sense***

-***identify and name a variety of garden plants including deciduous and evergreen trees***

**Game:** Hug a tree. In pairs, blind fold one, the other leads them to a tree, they feel it, then are taken back to start, take off blind fold and then try and find their tree! (Encourages trust, awakens senses!)

**Activity:** Tree identification using my homemade resource! (Fabulous to help children really observe trees)

**Activity:** Gather leaves to make a crown, can children identify their leaves and write them on the crown?

**Week 1- TASTE**

***NC- identify basic parts of the body and say which part of the body is associated with each sense***

***-identify and name a variety of garden plants***

***-identify the basic structure of plants***

NO LICK, NO PICK OR YOU’LL GET SICK…However today we will be tasting blackberries/raspberries, this is what they look like, show an adult if you are unsure, we will rinse them and eat them together later. Make children aware of thorns. Discuss the structure of the plant, leaves, stem, berry, flower etc.

**Activity:** Blackberry/raspberry picking – some to taste…circle time at the end of session.

**Activity:** Make a dye, use to make bunting/flags

**Forest Friday!**

For the next 6 weeks we will be outside exploring our school grounds with Miss Corkin. This will form part of our science curriculum. We will be observing our environment closely, using simple equipment and using our observations and ideas to suggest answers to questions. Being outside gives us the perfect opportunity to explore the world around us, observe changes over time and notice patterns and relationships.

**Week 6 - DO**

***– identify and name a variety of common animals (garden bird identification)***

**Activity:** Making bird hides!! Model a small one, get children to think of safety.

In teams children gather wood and make bird hides, and use them!

Endings, visit dens take photos! Look at the human body, can the children think of something they have done during the course of FS and link to the appropriate sense? Record ideas?

**Week 4 - SMELL *NC- identify basic parts of the body and say which part of the body is associated with each sense***

***-Use senses to compare different textures, sounds, smells***

**Activity:** Make bird feeders, use our sense of smell to make delicious food for our feathered friends.

**Activity:** Sleeping bear game, good for team work, tactical thinking and using the senses

**Week 5 – TOUCH**

***NC- identify basic parts of the body and say which part of the body is associated with each sense***

***-Use senses to compare different textures, sounds, smells***

Game: Woolley worms. Children work in teams to collect worms to feed their bird. (Team work, connecting with nature.)

**Activity:** Scavenger hunt for twigs and leaves to make tree faces

**Activity**: Make muddy faces on trees, can work alone or in pairs or 3’s