



# The SNAIL TRAIL

## Foundation Stage SCIENCE

<p><b>Learning Objectives During this Day Course pupils should learn:</b></p> <ul style="list-style-type: none"> <li>ü To widen language experiences.</li> <li>ü To use mathematical language to describe position and movement.</li> <li>ü To enact role in story or rhyme.</li> <li>ü To begin to look at and explore features of living things and the ways that animals can move and the different foods that they eat.</li> <li>ü To explore places animals can be found in the local environment.</li> </ul>
<p><b>Pupils will also:</b></p> <ul style="list-style-type: none"> <li>ü Learn safely in a new environment.</li> <li>ü Gain an appreciation of the environment and understand their role in caring for it.</li> </ul>

<p align="center"><b>Day Course Programme</b></p> <p align="center">Where 2 classes are attending the course the introductory session will be common to both. Classes will then separate and sessions A and B will be interchangeable am and pm.</p>
<p><b>Introduction:</b> On arrival a member of CEES staff will welcome your group to the Centre and describe the day's programme.</p>
<p><b>Session A:</b> This session is based in the Centre and its wildlife garden. A variety of practical, investigative and sensory activities may be undertaken to explore snails and their habitats on land and in a small pond. Comparisons will be made with Giant African snails, and music will be used to inspire a dance and movement session with imaginary games to explore a predator/prey relationship on a the snail theme.</p>
<p><b>Session B:</b> This indoor session includes a variety of cross curricular activities related to the book "Snail Trail" by Ruth Brown. The activities include a sensory snail trail, using musical instruments to simulate movements within the story, and performing the story with costumes and props. The session will be concluded with the creation of the pupils' own snail trail.</p>
<p><b>Plenary:</b> The group will reflect on their day and consider what they have learnt.</p>
<p><b>Note:</b> The actual programme may vary depending on number and needs of children, length of visit and weather conditions.</p>

<p><b>Relevant extracts from CEES risk assessments</b></p> <p>See also separate guidance notes on safe and effective day courses</p>	
Hazard	Control measures
Extreme weather conditions	<ul style="list-style-type: none"> <li>• CEES staff are aware of daily weather forecast.</li> <li>• Alternative venues or activities are substituted if weather conditions are particularly unfavourable.</li> <li>• In extreme cases, where guidance notes on clothing have not been complied with, pupils may be excluded from activities.</li> </ul>
Unfamiliar surroundings	<ul style="list-style-type: none"> <li>• Adults supervise directly, for example, walking beside the group and regularly checking that all are present.</li> <li>• Pupils are made aware of safe standards of behaviour.</li> </ul>
Plants and animals brought into or kept in classroom	<ul style="list-style-type: none"> <li>• Children with open cuts, abrasions or skin allergies are given protective gloves.</li> <li>• Instruction is given in the safe handling and observation of animals.</li> <li>• All activities are closely supervised by adults.</li> <li>• Pupils are instructed to wash hands thoroughly after the activities.</li> </ul>
Walking and working beside water	<ul style="list-style-type: none"> <li>• Clear verbal instructions are given to children and adults about pond dipping safely around a small pond.</li> <li>• Dipping is carried out from specially constructed platforms.</li> <li>• Children work in small groups with one member of each group pond dipping at a time.</li> </ul>

<p><b>Adult : Pupil ratios</b></p> <p>For this course CEES' minimum ratio for safety is 1 : 2 for Nursery and 1 : 3 for Reception.</p>
<p><b>Other information</b></p> <p>Please see separate guidance notes on safe and effective day courses, including information on clothing and equipment.</p>