



# TEDDY BEAR'S PICNIC

Foundation Stage & Key Stage 1 SCIENCE (QCA Units 1A & 1B)

<b>Learning Objectives During this Day Course pupils should learn:</b>	
<b>Foundation Stage</b>	
ü	To compare living and non-living things.
ü	To explore the needs of living things.
ü	To discover where plants and animals may be found in the environment.
ü	To treat all living things with care and sensitivity.
<b>Key stage 1</b>	
ü	About the differences between living and non-living things.
ü	About the life processes of plants.
ü	About different plants and animals in the local environment.
ü	To treat all living things with care and sensitivity.
<b>Pupils will also:</b>	
ü	Learn safely in a new environment;
ü	Gain an appreciation of the environment and understand their role in caring for it.

<b>Day Course Programme</b>	
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.	
<b>Introduction:</b> On arrival a member of CEES staff will welcome your group to the Centre and describe the day's programme and the learning objectives. Pupils will be introduced to the four essential needs of animals: Shelter, Water, Air and Food.	
<b>Session A:</b> This session is based on a walk to Stibbington Centre's local churchyard with a woodland puppet. On the way the children will take part in a sensory walk and at the churchyard pupils will carry out a variety of practical and observational activities that reinforce the needs of living things.	
<b>Session B:</b> This session is based in the centre and its garden. The children will be following a trail, collecting essential items for Boris the Badger. They will also be hunting for minibeasts in the grounds and creating their own minibeast models from clay.	
<b>Plenary:</b> The group will reflect on their day and consider how well the learning objectives have been met.	
<b>Note:</b> The actual programme may vary depending on number and needs of pupils, length of visit and weather conditions.	

<b>Relevant extracts from CEES risk assessments</b>	
See also separate guidance notes on safe and effective day courses	
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>
Uneven ground, low branches on trees, steep slopes, steps	<ul style="list-style-type: none"> <li>• Pupils and adults are made aware of expected standards of behaviour and, for example pupils are instructed to walk, not run, to look ahead, and to stay close to their supervisory adult.</li> </ul>
Handling natural materials	<ul style="list-style-type: none"> <li>• Pupils are warned about known dangers regarding for example sharp or stinging plants.</li> <li>• Pupils are instructed to wash hands thoroughly after handling natural materials and before eating.</li> </ul>
Working with clay	<ul style="list-style-type: none"> <li>• Eyewash is readily available.</li> <li>• The working surfaces are wet-wiped and clean tools are used.</li> <li>• Pupils with cuts or skin allergies are provided with protective gloves.</li> </ul>

<p><b>Adult : Pupil ratios</b></p> <p>For this course CEES' minimum ratio for safety is:</p> <p><b>Nursery 1 : 2</b></p> <p><b>Reception 1 : 3</b></p> <p><b>KS1 1 : 6.</b></p> <p>Additional adults may be needed with classes where individual pupils need 1 : 1 support.</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>