



THE SNAIL TRAIL

Foundation Stage SCIENCE

Learning Objectives During this Day Course pupils should learn:
<ul style="list-style-type: none"> 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. ü To explore places where animals may be found in the local environment. ü To widen language experiences. ü To enact role in a story or rhyme. ü To be able to use all senses to explore similarities and differences between everyday materials.
Pupils will also:
<ul style="list-style-type: none"> ü Learn safely in a new environment; ü Gain an appreciation of the environment and understand their role in caring for it.

Day Course Programme
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.
Introduction: On arrival a member of CEES staff will welcome your group to the Centre and describe the day’s programme and the learning objectives.
Session A: This session is based in the centre building. The pupils will have the opportunity to observe Giant African Land snails and focus on the snails’ needs as living things. They will then use their observations to construct group collages of the snails and generate words to describe them. Music will be used to inspire a dance and movement session with imaginary games to explore a predator/prey relationship along the snail theme.
Session B: This session is based in the centre and its wildlife garden and includes a variety of activities related to the book ‘Snail Trail’ by Ruth Brown. The pupils will be exploring the story using musical instruments and props. Other activities may include clay modelling, mask making, pond snail observation and environmental art using natural materials.
Plenary: The group will reflect on their day and consider what they have learnt.
Note: The actual programme may vary depending on number and needs of pupils, length of visit and weather conditions.

Relevant extracts from CEES risk assessments	
See also separate guidance notes on safe and effective day courses	
Hazard	Control measures
Extreme weather conditions	<ul style="list-style-type: none"> • CEES staff are aware of daily weather forecast. • Alternative venues or activities are substituted if weather conditions are particularly unfavourable. • In extreme cases, where guidance notes on clothing have not been complied with pupils may be excluded from activities.
Unfamiliar surroundings	<ul style="list-style-type: none"> • Adults supervise directly, for example, walking beside the group and regularly checking that all are present. • Pupils are made aware of safe standards of behaviour.
Using equipment	<ul style="list-style-type: none"> • Instruction is given in safe use of equipment. • Only round-ended scissors are used. • Pupils are closely supervised by adults sitting at table with group or from a suitable vantage point.
Plants and animals brought into or kept in classroom	<ul style="list-style-type: none"> • Children with open cuts or skin allergies are given protective gloves. • Instruction is given in the safe handling and observation of animals. • All activities are closely supervised by adults. • Pupils are instructed to wash hands after the activities. • Instruction is given in the safe observation of animals.

Adult : Pupil ratios
For this course CEES’ recommended ratio for safety is: Nursery 1 : 2 Reception 1 : 3 Additional adults may be needed with classes where individual pupils need 1 : 1 support
Other information
Please see separate guidance notes on safe and effective day courses, including information on clothing and equipment.