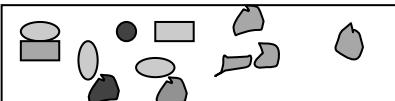


SENSES TRAIL – RAINBOW CHIPS

Location: Site

Keystage: 1 and 2

A rainbow fell to earth and shattered into tiny pieces. A few chips were saved before they melted into the earth.

**Equipment:**

1. Colour picture frame (with double sided sticky tape)- see illustration
2. A partner
3. A rainbow chip (colour sample)

Learning Outcomes

1. To appreciate the range of natural colours on site.
2. The sense of sight enables humans and other animals to be aware of the world around them (KS1- Sc2, 2g).
3. To observe carefully and find colours which match their colour sample.

Activity

1. Take a rainbow chip.
2. Try to match your chip with colours from the environment.
3. Stick them on your picture frame.
4. Can you find more than one?
5. Are there lots of similar colours, but not sure the same?

IMPORTANT!

Only take tiny pieces of living things (like leaves). Better still try and find things on the ground.

Extensions:

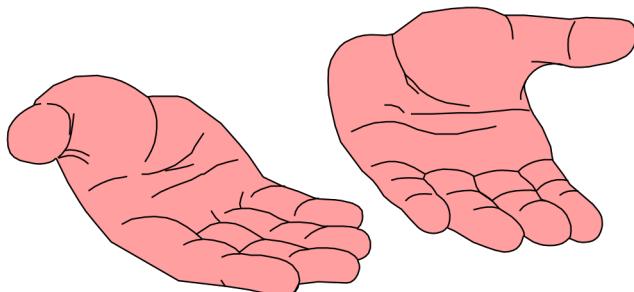
- Did you know that your eyes can see hundreds of colours and shades?
- Did you know that most things in nature are a mixture of colours and shades?

Skills:

- Art/Design 1 and 2
- Sorting colours
- Observations of detail

Key Words:

- Colour
- Match
- Shade
- Visual

SENSES TRAIL – FEELIE WALK**Keystage: 1 and 2****Location: Site****Equipment:**

1. Egg boxes (6 compartments) – labelled with descriptive feely words.
2. A partner

Learning Outcomes

1. To appreciate the range of textures on site.
2. The sense of touch enables humans and other animals to be aware of the world around them (KS1- Sc2, 2g).
3. To observe carefully and find the textures requested.

Activity

1. Choose a partner
2. Look for a word (label) on your egg box (eg. hard, smooth).
3. Don't tell anyone else!
4. Find 6 things in nature that feel like your word.
5. Put them in your egg box.
6. Take care not to hurt living things.
7. Close the lid (tuck the word inside too).
8. Now swap boxes with another pair.
9. With their eyes closed, can they guess by feeling your 6 things what the word is?
10. Can you guess what theirs is?
11. Was it easy? Why? Why not?
12. Now get another box. This time try and find the opposite of your word (e.g. the opposite of hard is soft).

Extensions:

- How many different words could you use to describe one thing?
- Are some 'feely' words harder to find than others? Why?

Skills:

- Team work
- Developing sensory palate and vocabulary
- KS1/2 Sc3

Key Words:

- Texture
- Feel
- Senses
- Touch
- Hard, soft, prickly, smooth etc.

SENSES TRAIL – BLINDFOLD WALK**Keystage: 1 and 2**

Location: Site

It must be made clear to the children that this is an activity involving trust. Prior to the activity ensure you introduce a range of vocabulary to describe textures.

Equipment:

1. Blindfold
2. A partner
3. *Trust*

Learning Outcomes

1. To follow instructions and communicate clearly.
2. The senses of touch and hearing enable humans and other animals to be aware of the world around them (KS1- Sc2, 2g).
3. To develop trust, responsibility, special awareness and the senses of touch, smell and hearing.

Activity

1. ***Blindfold your partner – turn them round once, they must not peek!***
2. Put one arm round their shoulder and hold their hand out in front of them with the other.
3. Lead them slowly to three different places. Do not let them hurt themselves! Talk to them along the way!
4. At each place guide their out-stretched hand to something with an interesting texture. Ask them to feel it (e.g. a wall, a tree).
5. Try one high, one low, one waist height.
6. Ask them to describe how it feels each time (hard, soft), using adjectives.
7. Finally - lead them back to where they started.
8. Take the blindfold off.
9. Now see if they can take you back to the three things they felt.
10. Swap over – now it's your turn!

Extensions:

- What covers your whole body and lets you feel things?
- Can some parts of your body feel more than others? Do you know why?
- Why is it useful for our hands to feel so much?

Skills:

- Speaking and listening
- Writing
- Adventurous and wide ranging vocabulary
- KS1/2 EN1

Key Words:

- Trust
- Adjectives
- Describe
- Texture
- Touch

Keystage: 1

Location: Site

An activity to help pupils appreciate the sounds of the site.

**Equipment:**

1. 1-4+ people
2. Small piece of card - the 'tape recorder' (old business cards are perfect)
3. Pencil each

Learning Outcomes

1. To listen with concentration and to internalise and recall sounds with increasing aural memory (KS1- Music, 4a).
2. The sense of hearing enables humans and other animals to be aware of the world around them (KS1- Sc2, 2g).
3. To recognise changes in the environment (KS1- Geography 5a).
4. To appreciate the range of sounds at the site.
5. To explore, using the sense of hearing, and make and record observations and measurements (KS1 – Sc1, 2f)

Activity

1. Sit down in a circle (if it's dry!)
2. On the count of three, close your eyes and listen.
3. Open your eyes after a minute. (Leader to give the signal)
4. Take turns to say what you heard -one thing per person.
5. Now close your eyes again and listen.
6. This time, when you open your eyes, draw a symbol/ picture for what you heard on your tape (piece of card!).
7. Try and fill your tape/card. No words allowed.
8. In partners or as a small group, one by one, play back all your sounds by making the noises recorded on your tape (drawn on your card).
9. If you have a large group, ask them to choose one sound and start 'the band' playing as a cascade. i.e. the first person starts, then the second adds to the first, then the third until all members of the band are playing together. Continue round the circle to stop the players one by one.
10. Let the band begin!

Extensions:

- Did you know there is a drum in your ear?
- Where will you find a hammer in your ear? Try to find out.

Skills:

- Concentration
- Music KS1

Key Words:

- Ear drum
- Tape recorder
- Symbol
- Sounds

SENSES TRAIL – SMELLY COCKTAILS**Keystage: 1 and Lower KS2**

Use your nose to compare and contrast smells.
This is also a good one to do in a herb garden.

Location: Site**Equipment:**

1. A plastic cup
2. A partner
3. 'Magic water' (optional)

Learning Outcomes

1. To discover the variety of smells of plants on site.
2. The senses of smell and sight enable humans and other animals to be aware of the world around them (KS1- Sc2, 2g).
3. To use imagination naming the cocktails.

Activity

1. Decide whether you want to create a nice or a nasty smell.
2. Use your nose to find these smells in nature.
3. You can test leaves for smell by rubbing them gently between your finger and thumb.
4. Put small 'pieces of smell' into your cup. (Encourage children to take small pieces of a plant eg. a flower, part of a leaf).
5. If desired, leave room in your cup to add a little 'magic water' (approximately 1cm depth)
6. Find a short stick and carefully mix your nice or nasty smell
7. Stand in a circle and pass each cup to the right until your smell returns to you.
8. Does it smell like you expected? Better? Worse?
9. Which had the strongest smell? The faintest?
10. Did crushing things gently first help? Why?

IMPORTANT! ENSURE CHILDREN DO NOT PICK UP ANYTHING DANGEROUS!**Extensions:**

- Why do some plants smell so strongly?
- What are herbs?
- What can we use herbs for?
- Smell is thought to be a dog's most important sense. Why do you think this is?
- Why is smell less important to us?

Skills:

- KS1/2 SC1- 2 and SC2- 2
- Comparison
- Developing a sensory palate and vocabulary

Key Words:

- Herbs
- Strongest/faintest
- Compare
- Contrast
- Protection
- Cocktail

SENSES TRAIL - SOUND MAP

Activity S6

Keystage: 2

Location: Site

Use your ears to pick out distinct sounds.



Equipment:

1. Piece of card/paper (about A5 - 15 x 21cm)
2. Pencil for each person

Learning Outcomes

1. That there are many kinds of sound and sources of sound (KS2- Sc4, 3c).
2. The sense of hearing enables humans and other animals to be aware of the world around them (KS1- Sc2, 2g).
3. Sounds travel away from sources, getting fainter as they do so, and that they are heard when they enter the ear (KS2- Sc4, 3c).
4. To explore, using the sense of hearing, and make and record observations and measurements (KS1 – Sc1, 2f).

Activity

1. Put an 'X' in the middle of your paper. This marks where you are sitting.
2. Close your eyes and listen carefully - cup your hands behind your ears. (To hear sounds behind you, cup your hands in front of your ears.)
3. When you hear a sound, draw a symbol on your card that describes the sound.
4. Try to make the symbol show the distance and direction from which the sound came from.
5. Do this for five minutes.
6. Now share your card with someone.
7. Was this a quiet or a noisy place? Why?
8. Now go to a location that you think will be very different from where you are (e.g. quiet instead of noisy or noisy instead of quiet).
9. Using the back of your paper, do the same thing again for five minutes.
10. Where did you feel most comfortable?
11. How many different sounds did you hear and which did you like best? Least? Why?

Extensions:

- Put a circle around the symbols representing sounds you would have heard e.g. 150 years ago.
- Build in compass directions to the activity- marking north, south, east and west onto their sound cards.
- List and illustrate nice and nasty sounds.
- Discuss noise as a form of pollution.
- Activities to demonstrate how the ear detects sound.

Skills:

- Compare and contrast
- KS1/KS2 EN1
- Sustain concentration
- Group discussion and interaction

Key Words:

- Symbol
- Distance
- Direction
- Noise

SENSES TRAIL – COLOUR PICTURES

Location: Site

Keystage: 1 and 2

This activity can be used as a precursor to various subjects eg. artwork or language and can be carried out at any time of year.

Equipment:

1. 'Colour Cards' (A6 or smaller piece of card with strip of carpet tape – i.e. double sided – stuck on it.)
2. A partner

Learning Outcomes

1. To appreciate the range of colours and shades in the natural environment.
2. The sense of sight enables humans and other animals to be aware of the world around them (KS1- Sc2, 2g).
3. To observe carefully and collect a given colour.

Activity

1. Peel off the sticky tape cover.
2. Use your eyes to look for colours and fill your picture frame with ONE of the following:
 - As many colours in nature as you can.
 - Different shades (tones) of green.
 - Different shades of brown.
2. How many colours did you find?

IMPORTANT!

Only take tiny pieces of living things (like leaves). Better still try and find things on the ground.

Extensions:

- Why can't you see colours well in the dark?
- Find out about the colour wheel and which colours are next to each other on the wheel.
- Link with Activity S11 - Rainbow Colours.

Skills:

- Art/Design 1 and 2
- Sorting colours
- Observation of detail

Key Words:

- Colour
- Natural
- Man-made
- Shade and tone
- Visual
- Material

SENSES TRAIL – ANT'S EYE VIEW

Location: Site

Keystage: 1 and 2

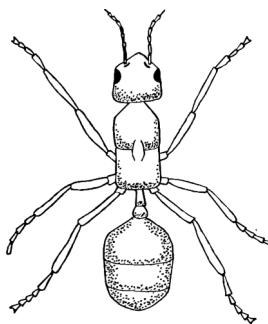
This activity is intended to stimulate both imagination and communication through discussion. It can act as a precursor to story-telling and ideally requires, prior to the activity, the leader to talk through an example journey. A list of background information on different habitat types might be useful.

Equipment:

1. Magnifying glasses (magic eye) - one between 2
2. Pieces of string (about 1 metre long) - one between 2
3. A partner

Learning Outcomes

1. To imagine life as a small creature, with its risks and adventures.
2. The sense of sight enables humans and other animals to be aware of the world around them (KS1- Sc2, 2g).
3. To use a range of narrative and descriptive language (KS1/2 EN1).

**Activity**

1. In pairs each person takes an end of the piece of string.
2. They should choose an interesting piece of ground (variety of long/short grass, bare patches, twigs, stones, flowers etc.) and lay out their string.
3. Take your magic eye (magnifying glass). You have now shrunk to the size of an ant!
4. On either side on the string – starting at opposite ends - lie on the ground and imagine what the world looks like to an ant. Go on a journey along the length of your string – what can you see along the way? Use your imagination to turn what you see into something exciting eg. a jungle, a swamp, a desert.
5. Never look higher than 4cm off the ground.
6. When each person gets to the end of the string ask them to take their partner on a guided tour of their journey and show them what was discovered on the way.
7. Choose a selection of children to recount stories to the group.

Extensions:

- Ask pupils to retell, record or write up their stories.
- Drama.
- Discuss threats, problems (pros/cons) of being an insect.
- Draw a map of the ant's journey.
- Investigate how our eyes differ from those of insects, birds and other creatures.

Skills:

- KS1/2 EN1
- Imagination
- Knowledge of habitats
- Observation of detail

Key Words:

- Imagination
- Shrunk
- Habitats (swamp, jungle, desert, forest, lake etc)
- Journey

SENSORY TRAIL

Location: Site (then classroom)

Keystage: 1 or 2

This simple activity requires most the senses.
A great way to stimulate poetry writing.

Equipment:

1. Blindfolds for all the children.
2. Example poem- overleaf (optional)

Learning Outcomes

1. To use senses other than sight to enjoy the natural environment on site.
2. The senses enable humans and other animals to be aware of the world around them (KS1- Sc2, 2g).
3. To work together and develop trust.
4. To stimulate words and ideas for descriptive poetry.

Activity

1. Encourage the children to describe what they see.
2. Blindfold each child.
3. Place each child's hand upon the shoulder of the child in front, like a train.
4. Position an adult at the front to guide the walk as well as one at the back and the remainder of helpers along the length of the 'train'.
5. Conduct the walk in silence if possible and the children should discover the changing ground textures and become more aware of smells and sounds.
6. At the end of the walk, ask the children for 'Wow Words' that described how they felt, what they noticed about their environment etc. Record these for later use.

Extensions:

- Poetry writing: Either in a small group or individually, write each verse focusing on different senses. Taste could be one sense which may be omitted for obvious reasons which should be explained to the children. Use the poem overleaf as an example.
- Vary the activity by walking the children blindfolded to a view, such as a fairy ring or tree stump. This could be framed, using cardboard frames to focus attention to detail, then sketched.
- Set up a Rope Trail along which the children guide themselves. Plenty of seeing helpers need to be on hand but the experience can be very liberating and exciting for the children.

Skills:

- Listening
- Adventurous and wide ranging vocabulary
- Sensory awareness
- Description
- Poetry writing

Key Words:

- Texture
- Touch
- Adjectives
- Describe
- Trust

Standing still in the woodland *sight*
I look up to the tops of the trees
so high
I imagine what it must be like to be a squirrel
Leaping from branch to branch.

To touch tree bark *touch*
is to touch rough skin
Ridges and small holes made by tiny insects
Infest its surface

The sweet smell of damp soil *smell*
creeps up my nose
Earth smells thick and metally

Wind blows through the leaves *sound*
Rustling and crunching
The branches creak
Over the top of the wind a tiny bird sings
its sweetest song.

Keystage: 1 or 2

Location: Site

A simple but fun activity to help pupils look more closely at the natural environment.

Scavenger Hunt	
Try to find the following things:	
1	A feather
2	Three seeds
3	Something prickly
4	Four shades of green
5	Something hard
6	Something soft
7	A leaf that has been chewed (but not by you!)
8	Something white
9	Something beautiful
10	Something important in nature
11	Something round
12	Something that might be used by a bird
13	Something red
14	Six different shaped leaves – Do you know what they are?

Equipment:

1. List of things to find, see overleaf
2. Bags/old envelopes
3. Pens/pencils
4. Whistle

Learning Outcomes

1. To understand what it means to ‘scavenge’ and relate to creatures which are scavengers.
2. The sense of sight enables humans and other animals to be aware of the world around them (KS1- Sc2, 2g).
3. To observe carefully to find the various items on the list, learning to collect carefully.

Activity

1. Give each child or pair/group of children a list of objects (see overleaf) to find and a bag/envelope to put the items in.
2. Let the children explore an area *under supervision* and try to find each of the items. *Warn them not to touch potentially dangerous items such as glass and fungi.* Blow the whistle to gather the children together at the end of the activity.
3. Look at and discuss the objects found by the pupils, either on site or back at school.

Extensions:

- Use twigs to make a frame and create a picture on the ground at the site. Remember to take photographs before returning to school.
- Create a display in school using the items found.
- Use the leaves or other items to do artwork such as leaf prints using paint, leaf rubbings with crayons or simply drawing them.
- Literacy activities such as describing the activity and explaining why they picked their items for the ‘Something useful in nature’, ‘Something that might be used by a bird’ and ‘Something beautiful’ categories. Also poems etc.
- Identify the leaves found and make Leaf Identification Keys (Key Stage 2)

Skills:

- Observation
- Imagination
- Safety
- Shape and colour differentiation
- KS1, Ma3, d. KS2- SC2

Key Words:

- Imagination
- Nature
- Beautiful
- Important
- Different

Scavenger Hunt

Try to find the following things:

- 1 A feather
- 2 Three seeds
- 3 Something prickly
- 4 Four shades of green
- 5 Something hard
- 6 Something soft
- 7 A leaf that has been chewed (but not by you!)
- 8 Something white
- 9 Something beautiful
- 10 Something important in nature
- 11 Something round
- 12 Something that might be used by a bird
- 13 Something red
- 14 Six different shaped leaves –
Do you know what they are?
- 15 Some twigs to make a frame (Optional)

RAINBOW COLOURS

Location: Site

Keystage: 1 or 2

An enjoyable activity looking at colours in nature. Can be used with or without the story, which provides numerous literacy and art links. The completed colour cards are excellent for making a display in school. A great way to observe seasonal colours.

Equipment:

1. Rainbow Story (optional)
2. 'Colour Cards' (A6 or smaller piece of card with strip of carpet tape – i.e. double sided – stuck on it.)

Learning Outcomes

1. To enjoy a story with challenging vocabulary (KS1, En2 Reading, 6f).
2. To explore a text where the use of language benefits from being read aloud and reread (KS1, En2 Reading, 6g).
3. To use the careful observation to collect a given colour.
4. To appreciate the range of natural colours at the site.

Activity

1. Read the 'Rainbow Story' to the children (optional or you could read it in school before the visit).
2. Split the children into up to 6 groups and give each group a colour to search for. Depending on the colours available at the site, colours could include: yellow; orange; red/pink; light green; dark green; brown.
3. Each child should be given a piece of card with double-sided carpet tape on it.
4. Each child should stick samples of the colours they find on the card. The samples should be no bigger than the size of their thumbnail.

Extensions:

- Use paint colour cards to find colours to match the individual colours within the ranges on the cards. e.g. different shades of greens, yellows, browns and oranges.
- Place the colour samples in order on the cards from e.g. darkest to lightest etc.
- See the Art and Literacy Links sheets, Appendix 26.

Skills:

- Differentiation of colours
- Comparison of colours
- Observation
- Listening (when using the story)
- Literacy } see appendices
- Art }

Key Words:

- Dark
- Pale
- Light
- Bright
- Dull
- Shiny

The Rainbow Kingdom Calamity

Rainbow Kingdom during the day was a beautiful place. As the sun rose each morning, an enormous, sparkling rainbow would stretch across the skies. As soon as the sun's golden rays glinted through her shutters, the queen would open the window, breathe in the new morning air and watch as the rainbow formed and sprinkled its colours on the land below.

The flowers in Mr Flora's garden became vibrant blues, yellows, reds and purples.

The fruit on Jack Produce's stall developed. Apples and limes glinted green, bananas and grapefruits glowed yellow and the oranges shone brightly. Jack polished them proudly preparing for the day's trade.

Even on the farm, the rainbow colours were quickly landing. The cockerel proudly displayed his feathers of scarlet, gold and green. The new piglets wriggled their fat pink bodies around in the fresh golden hay and the black and white cows in the emerald fields munched happily on the fresh green grass.

The queen watched as her kingdom received its colours for the day. They would last until dusk, when the sun set and the rainbow disappeared once more. Then the kingdom would return to its greys and blacks of night-time. No colours remained in Rainbow Kingdom at night.

The queen opened her wardrobe and chose a dress of sapphire blue, a cloak of scarlet and her favourite crown. She called to the king who was snoring loudly in the royal bed, to wake up and then gracefully made her way down the golden staircase to her sunny kitchen.

All over Rainbow Kingdom, people were going about their day's jobs. People were cheerful and happy, surrounded by the vibrant, daytime colours that they had come to love and expect from the rainbow each morning. But today was going to be different...today something was going to happen that could change Rainbow Kingdom for ever.

Mr Sprinkle first noticed something a little strange, as he was watering his favourite Begonia. Its petals did not seem as bright a scarlet as they had this morning and the bluebells looked a little dull. He looked up at the darkening skies. Large clouds were blowing in from the north, covering the rainbow and casting deep shadows across the land below.

They had had storms in Rainbow Kingdom before, but not very often. This one looked dangerous. Without warning, a dagger of lightning shot across the sky. Thunder shook the land and everyone hurried into the safety of their homes.

For hours the storm shook the Kingdom. It continued to rumble long after the sun had set. By midnight all was quiet. The kingdom slept peacefully, believing that in the morning everything would return to normal.

It was the queen who first noticed something different. Instead of the golden sun's rays waking her, a paler, white light was shining through her shutters. She got out of bed and made her way quickly to the window. She flung open her shutters, looked out over her Kingdom and gasped.

There was no rainbow! She rubbed her eyes and looked again. No rainbow arched across the sky. No colours brightened the morning sky. Where was the rainbow?

A commotion from beneath her window caused her eyes to move from the skies to the land below. There was panic. The rainbow lay, shattered on the land below. It had been broken into a million pieces and its colours lay scattered far and wide. Trees' leaves were speckled with reds, oranges, browns and greens. Colours lay mixed and scattered all over the land. What were they going to do?

The queen called for calm. She told the people of the land not to worry. She would talk to the wisest people of the land. They would know what to do.

By three o'clock in the afternoon, the people of Rainbow Kingdom gathered in the town square outside the palace. They wanted to know what they were going to do. How could they mend their rainbow and restore the kingdom to its former glory? Their questions were soon to be answered as the queen appeared on her balcony. "My people," she cried, "our rainbow has been destroyed and unless we can gather all its colours from the land around us, I feel sure we shall never see its beautiful shades arch over our land again."

There was a gasp from the crowd below.

"We must work hard. Organise yourselves into teams and begin to collect the colours from the land around us and bring them to the rainbow's start. Some of us must collect the yellows, others the greens. Other teams must concentrate on the reds or browns. We must work together until all the colours have been gathered and returned. Only then can our rainbow re-form and once more grace our skies."

A small voice was heard from the crowd below. "But your majesty, it is already nearly half past three. How can we collect all these colours by sunset, in time for the rainbow to re-form overnight? We need help. We desperately need help.... but who else could help us?"