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| **Date: 10th November 2023** | **Class: P2** | **Autumn Hunt** |
| **Learning intention** | To find objects on an Autumn scavenger hunt | |
| **Prior learning** | The children have been learning about seasons, the signs of Autumn | |
| **Connected learning** | WAU (collecting objects)  TSPC (being creative, thinking, problem-solving) | |
| **Adult role** | 1 teacher and 2 classroom assistants  Provide differentiated support and encouragement. Foster a supportive and inclusive learning environment. Foster communication and social interactions | |
| **Resources needed** | Natural materials | |
| **Differentiation** | 1-1 support for LA group  Visual aids for behaviour and to support understanding  Be mindful of sensory processing difficulties and comfort levels- adjust activity as needed. | |
| **Health and Safety considerations** | See risk assessment for site Bring hand sanitiser  First aid kit  Mobile phone and contacts list | |
| **Introduction** | Set up boundaries and go over safety procedures  Discuss prior learning and what we are going to do today (learning intention). | |
| **Main activity** | Search for signs of Autumn | |

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| **Plenary** | Take photographs to upload to seesaw. Encourage the children to share their experiences  Use laminated face cards for children’s evaluation of the activity. What did they like? What did they not like?  Leave no trace rule (children tidy up forest before we return home). | |
| **Observations** | “I found a brown leaf”  “look at this spiders web” | |
| **Evaluations** | All children engaged fully with the activity.  Some children needed support to complete the activity due to poor fine motor skills. | |
| **Ideas for follow up activities** |  | |

