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| **Time** | **Activity** | **Outcome** | **Resources** | **Questions for planning** | **Associated Risk Assessment** |
| 1:15ish  | Head out to the field. Children to sit in a circle, close eyes, put finger on top of head and take journey into another location. Ask children what a location is and they can travel to any location they want, where would they go? Ch to imagine it. Still with eyes closed, ask children to describe the senses in that location and other ch to guess where it is. After, repeat the activity with children pretending to be animals.  | Set expectations for the session. Set children the context of the session. | None  |  | None  |
| 1:30ish | Introduce my animal friends from the bag. Explain that they don’t have a location to live in anymore. Ask children why this might be. Explain that you need the children to work in small groups to help them find a location.  | Children locate and/or create a suitable habitat for their chosen animal. | Animal Puppets. | Do we pick groups, allow children to self-select or randomly assign?  | None |
| 1:50ish  | Gather the class together and visit every habitat. The group who created it to explain what they have done and why.  | Develop pupils’ questioning skills, presentation skills, oracy, reasoning and explaining.  |  | Do we model questions or let children ask first?  | None |
| 2:05ish | Explain to the group that we now know the animal is safe and where they have ended up. But, we don’t know where they came from, how they got there or what happened to them? Did they have family? Friends? What have they seen? Etc? Explain that the children are going to create a short story based on what happened to the animal to make it leave its first habitat, finishing with the animal safely arriving in its new location. | Team work, cooperation, oracy skills, narrative story telling skills.  |  |  | None |
| 2:20ish | Groups to present their stories.  | Group oracy skills, presenting skills, narrative story telling skills.  |  |  | None |