

# Our surroundings

## Objectives

- To become more aware of our surroundings.

## Cross-curricular links

### Science

Sc2

- 1c Make links between life processes in familiar animals and plants and the environment in which they are found.

### English

En3

- 9a To imagine and explore feelings and ideas, focusing on creative uses of language and how to interest the reader.

## Resources

You will need access to a lawn, a park, field or wood, teacher helpers.

Each child or group will need a clipboard, note paper and pencil. There is no worksheet for this lesson.

## Starter

Ask the children to sit in silence and not move. Ask them to look and listen and after a minute ask them to tell you what they saw and heard. Tell the children that in the Stone Age people were more aware of their surroundings than people are today. They had to be because a great knowledge of their surroundings helped them to survive. Tell the children they are going to try and find out more about their surroundings simply by looking and listening.

## Main activities

- Tell the children that you are going to go out onto a lawn and besides grass there are other plants which grow there. Show the children pictures displaying the flowers and leaves of the daisy, dandelion, buttercup and clover. Show them some pictures of grass plants and moss.
- Take the children onto a lawn and let them sit down with a large space between each child. Ask the children to look and listen for a minute in silence and then tell you what they see and hear. Look for answers about plants, buildings, sounds of vehicles and perhaps sounds of birds.
- Remind the children about the pictures of the plants they have seen and ask the children to look at the lawn around them and ask them to see how many different types of plant they can see in the lawn. With the helpers go round and identify the plants with them. Be prepared for some children discovering mini beasts too!
- Take the children to a park, field or wood and let them spread out and stand silently for a minute looking and listening. After a minute bring them together and ask them what they saw. Try and keep the conversation down to almost whispering to emphasise the need for silence. They may have seen birds, squirrels, bees, butterflies and heard the buzz of insects and the calls of birds.
- Let the children spread out again and look and listen for two minutes. This time let them write down what they saw and heard.
- Back in the classroom let the children produce a piece of writing about how they felt when looking and listening quietly and about what they saw and heard.

## Plenary

Let the children read out their work and compare their feelings and observations. Tell the children that in the Stone Age life was much slower than today and people had time to look and listen and this also helped them to survive.

## Outcomes

The children can;

- Make observations with their eyes and ears.
- Express their thoughts about sitting quietly in a countryside environment.