

It is often difficult to find animals in parks when walking through with a large group of children.

It is even more difficult to spot nocturnal animals.

However what is easy to find are the signs that animals leave behind, whether it be scratch marks in the grass or soil bank, track marks or their droppings!

This pack will allow you and your pupils to go out into the park and try to identify different track marks. There are also activities that can be completed back in the classroom.

1. Finding Tracks and Trail - Park activity
Activity Time: Prep—30 minutes. Practical 30—45 minutes
2. Recording Animal Tracks - Park activity
Activity Time: 20-30 minutes
3. Animal Tracks and Droppings ID Guide - Park activity
4. Creating clay Animal Tracks - post park session, indoor activity
Activity Time: 15 minutes
5. The Adventures of a Roaming Badger - post park session, indoor activity
Activity Time: Prep 10-15 minutes. Practical 30 minutes.

Curriculum Links

1. Finding Tracks and Trails

Art and Design

Pupils should be enabled to:

- Engage with observing, investigating, and responding to first hand experiences, memory and imagination;
- Collect, examine and select resource material to use in the development of ideas;
- Develop their understanding of the visual elements of colour, tone, line, shape, form, space, texture and pattern to communicate their ideas.

The world around us

Interdependence

Pupils should be enabled to explore:

- How living things rely on each other within the natural world

Personal and Mutual understanding

Mutual Understanding in the local and wider community

- Playing an active and meaningful part in the life of the community and being concerned about the wider environment.

2. Recording Animal Tracks

The world around us

Interdependence

Pupils should be enabled to explore:

- How living things rely on each other within the natural world

Art and Design

Pupils should be enabled to:

- Engage with observing, investigating, and responding to first hand experiences, memory and imagination;
- Collect, examine and select resource material to use in the development of ideas;
- Develop their understanding of the visual elements of colour, tone, line, shape, form, space, texture and pattern to communicate their ideas.

4. Creating Clay Animal Tracks

Art and Design

Pupils should be enabled to:

- engage with observing, investigating, and responding to first hand experiences, memory and imagination;
- collect, examine and select resource material to use in the development of ideas;
- develop their understanding of the visual elements of colour, tone, line, shape, form, space, texture and pattern to communicate their ideas.

Personal and Mutual understanding

Mutual Understanding in the local and wider community

- playing an active and meaningful part in the life of the community and being concerned about the wider environment.

The world around us

Interdependence

Pupils should be enabled to explore:

- How living things rely on each other within the natural world

Place

Pupils should be enabled to explore:

- Ways in which people, plants and animals depend on the features and materials in places and how they adapt to their environment

5. The Adventures of a Roaming Badger

Language and Literacy

Talking and listening. Pupils should be enabled to:

Participate in group and class discussions for a variety of curricular purposes; know, understand and use the conventions of group discussion; share, respond to and evaluate ideas, arguments and points of view and use evidence or reason to justify opinions, actions or proposals; Formulate, give and respond to guidance, directions and instructions.

The world around us

Interdependence

Pupils should be enabled to explore:

- How living things rely on each other within the natural world