

As they develop

Picture Trail

Resources

- Tunnels, parachutes, balance planks, small movement/trestle tables, picture/word clues
- 'Megan and The Baby Dragon' story book

Questions

- What is familiar in the picture?
- Where have you seen this before?
- What will you need to be careful of as you make your way to this place?

Safety & organisation

Ensure:

- the surface is clean and free from obstructions
- children move safely when trying to move as quickly as they can
- children work individually or in pairs or in small groups
- the children start in different places around the trail to avoid congestion

Let's 'Play to Learn'

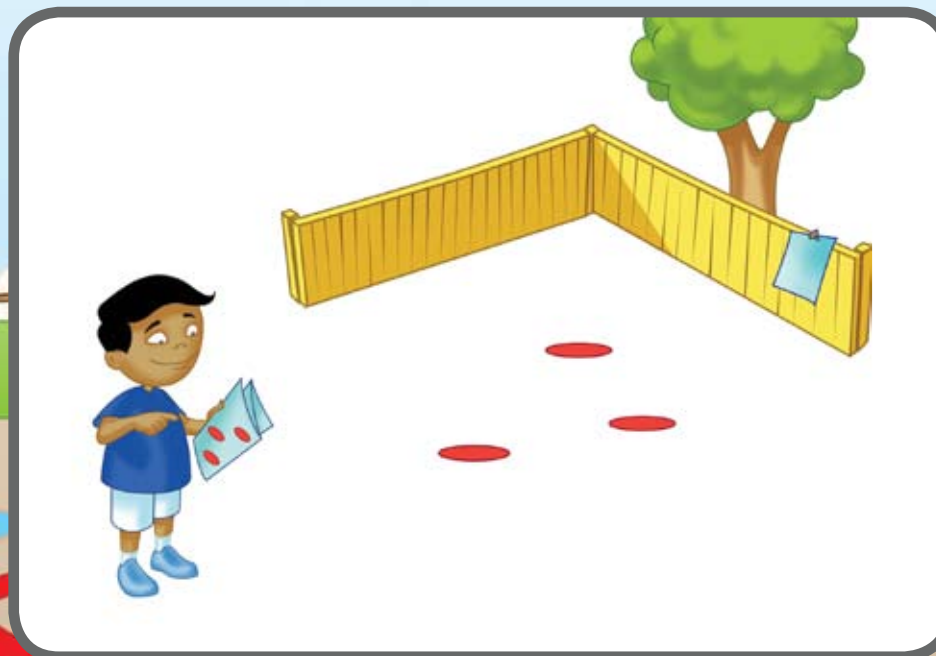
- Children follow the trail using pictures/words as clues to the next location or object. Once at the next location/object, the children will find another clue and so on
- Use images and ideas from 'Megan and The Baby Dragon', encourage the children to find things that are similar or that match these items, e.g. sinks and toothbrushes

Key words

- control, coordination, balance, cooperation
- clue, watch, look for, search, match, similar, compare

Opportunities to:

- gain confidence in finding their way around in familiar surroundings
- match objects by recognising similarities
- take risks and become confident explorers



Can you see the child?

- Gaining confidence in finding their way around in familiar surroundings
- Matching objects by recognising similarities
- Taking risks and becoming a confident explorer

sometimes

most of the time

Make clues:

- less obvious
- more obscure – zoom in on sections rather than whole picture
- out of view
- further away
- point to more than one possible destination so the child has to visit several possibilities

- Set clues that are in view/short distances
- Make clues large and obvious
- Move along the trail with them to help them with any questions they may have
- Use directional arrows to signpost the next clue
- Play the hot and cold game to let the child know if they are close to a clue

Rich opportunities

- PSD, WB&CD: Well-being – understand and recognise the changes that happen to their bodies as they exercise and describe the changes to their breathing, heart rate, appearance and feelings
- KUofW: Places and people & Time and people – use and make simple maps, making observations and measurements and keeping records