

## Planning a picnic

### Learning aims

- Enjoy a social experience in nature
- Set own goals and solve problems
- Support physical activity
- Make choices and express ideas.



### Resources

- Large sheets of paper
- Pens and coloured pencils
- *We're going on a picnic* story by Pat Hutchins <https://www.youtube.com/watch?v=nM5U4WAJTIY>
- Optional: Story props - picnic basket, apples, pears, berries, blanket, soft toys (or laminated images) hen, duck, goose, mouse, squirrel, rabbit.

## Activity Outline

1. Watch the story with the children or alternatively, request the book from your local library
2. Talk to children about what went wrong, why didn't the animals have their picnic?
3. Talk about planning an outing. Would it be helpful to decide where to eat their picnic before they set off?
4. Explain that you are going to have your own picnic and ask the children what they might need to think about
5. Use a large sheet of paper to make a plan for your very own picnic. Add some headings (e.g. where, when, what food, any equipment to take etc.). Discuss each section. For example, where would be a really good place to have a picnic? Refer back to the story and think of a place that isn't too hot, too windy, and so on. Encourage the children to draw pictures of their ideas under the headings for the food and equipment (plates, cups etc)
6. Use the children's plan as a basis for your own picnic.

## Extending the activity

- Make your own picnic blanket using an old sheet. Personalise it by asking the children to draw pictures or write their name on the sheet
- Create a theme for your picnic based on children's interests
- Review the success of the picnic afterwards: was it a good place for a picnic? Why? Did they take the right types of food? Was there enough for everyone? Did they forget any equipment? Is there anything they would do differently another time?

## Special considerations

**Important: Activities with children must always be risk assessed, including for allergies or choking. Children must always have adequate supervision. Resources and materials must always be appropriate for children's age and stage of development.**

## NDNA products to support you with this activity

- [Characteristics of Effective Learning course](#)
- [Vocabulary and Early Language Skills course](#)