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| Forest school | | School: Primate Dixon | | Class: KS1 A.S | | | | | Size: 8-10 | | |
| Leader: Shauna Kerr | | | | Week: 1 | | | | | |
| Date: 20/09/23 | | | | Time:9.30am – 11.15am | | | | | |
| **Learning objective:**  The children should experience….   * The boundaries of the site * The rules of forest school * The names of woodland trees | | | | | **Learning outcomes:**   * I can say 1 thing about being safe at forest school * I can say 3 things about being safe at forest school * I can talk about being safe at forest school and say why. | | | | | | |
| **Previous knowledge expected from children**:  None | | | | | **Key words/concepts:**  Safe, secure, rules, boundaries, collecting, looking, exploring, independence. | | | | | | |
| **Session outline** | | | | | | | | | | | |
| **Warm up/arrival:**   * Welcome and introduce staff and forest school * Find and establish a meeting area   Make a circle and discuss forest rules introduce song  “The forest, the forest, the lovely, lovely, forest.  What should we do? What should we do? Out in the forest today? | | | | | | | | | | First aid kit  Whistle | |
| **Introduction:**   * Set boundaries with flags to mark out the working site. * Back to circle for story “Stanley’s sticks” * Camp fire (if appropriate) | | | | | | | | | | Flags  book | |
| **Activity:**   * Play 123 where are you? Children understand that they must hide somewhere within the boundaries and when they here 123 where are you? They respond with 123 here I am. Whoever is the finder must follow the voice to find the children found children then become finders until all are accounted for. * Blow whistle and everyone is to return to the circle – play again until everyone is comfortable with the area and boundaries. * Talk about being safe in the forest. Circle activity to revise rules of the forest (learning objectives) | | | | | | | | | | First aid kit  whistle | |
| **Main focus:**  Forest litter!   * Whistle to gather at meeting circle, provide paper bowls/spoons and ask children to collect leaves/twigs and anything that they find interesting. * Blow whistle to call the group back – sort leaves by colour, shape, size etc. talk about names of leaves. Provide spotter sheet for identification. * Demo how to make a leaf crown * Children to make their own crowns. Share and discuss snack | | | | | | | | | | Clipboards  Spotter sheets  Sticky back plastic  Card for crown  Bowls  Spoons  Magnifying glasses | |
| **Free exploration:**   * Revise forest rules and boundaries – children have time to explore and play in the area. All activities are still available. | | | | | | | | | | First aid kit  whistle | |
| **Plenary:**  Pass round the forest school soft toy – ask the children to think of one word or sound to describe their session today**. Another opportunity to assess learning objectives/outcomes** | | | | | | | | | | Soft toy  Word bank | |
| **Walk back to school** | | | | | | | | | | | |
| **Key health and safety points:**  Lost children – use whistle to call back to base, set out boundaries, assign adults to stand at taped areas, regular head counts  Nettles and other plants – visual and oral warnings. | | | | | | | | | | | |
| **Wet/ hot weather option:**  Base camp tarpaulin and ensure all children dressed appropriately.  Sunscreen and hats applied | | | | | | | | | | | |
| Session evaluation: scoring 10 excellent – 1 poor | | | | | | | | | | | |
| Outcomes met |  | | Behaviour/engagement | | | |  | Timing / pace | | |  |
| Observations: | | | | | | | | | | | |