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| Forest school | | School: Primate Dixon | | Class: KS1 A.S | | | | | Size: 8-10 | | |
| Leader: Shauna Kerr | | | | Week: 2 | | | | | |
| Date: 25/10/23 | | | | Time: 9.30am – 11.15 am | | | | | |
| **Learning objective:**  The children should experience….   * The forest school environment * Using senses to identify natural items * The movements required to move around the area safely | | | | | **Learning outcomes:**   * I can use my senses safely * I can use and talk about my senses. * I can use and talk about my senses and tell others how. | | | | | | |
| **Previous knowledge expected from children**:  Some knowledge of rules of forest school  Collecting skills from last class. | | | | | **Key words/concepts:**  Textures/ feeling, blindfold, safe, secure, senses rough smooth spikey hard soft. | | | | | | |
| **Session outline** | | | | | | | | | | | |
| **Warm up/arrival:**   * Welcome at meeting circle * Song and recap of rules/ boundries   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 “toms tree” * Camp fire | | | | | | | | | | Flags  book | |
| **Activity:**   * Ask the children to work in pairs, discuss that 1 child will wear a blindfold and discuss how to keep the person safe walking slowly using verbal and physical means to keep child safe. Discuss best actions * Children to take partners to a tree to feel and touch. Talk about questions to ask: * How does it feel, what can you hear | | | | | | | | | | First aid kit  whistle | |
| **Main focus:**  Touching and feeling   * Demonstrate how to make rope mobiles using the collecting skills from last week * Model good knotting and making * Encourage children to find things to hang from their mobiles * Model collecting a stick and making a soil picture using stick as a paint brush these activities can be extended into free exploration * Back to circle to share and discuss - snack | | | | | | | | | | Bowls  Spoons  Magnifying glasses  String  Scissors  Sticks (if not available naturally) | |
| **Free exploration:**   * Revise forest rules and boundaries – children have time to explore and play in the area. All activities are still available. | | | | | | | | | | Clipboards (mark making)  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: | | | | | | | | | | | |