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| Forest school | | School: Primate Dixon | | Class: KS1 A.S | | | | | Size: 8-10 | | |
| Leader: Shauna Kerr | | | | Week: 3 | | | | | |
| Date: 22/11/23 | | | | Time: 9.30 am - 11.15 am | | | | | |
| **Learning objective:**  The children should experience….   * What lives in the woods * Animals and their habitats * Searching for evidence of animals | | | | | **Learning outcomes:**  I can say 1 thing that lives in the woods  I can say 3 things that might live in the woods  I can say many things that live in the woods and say how I know. | | | | | | |
| **Previous knowledge expected from children**:  Some knowledge of rules of forest school  Collecting skills from week 1  Knotting skills from last session | | | | | **Key words/concepts:**  Homes, animals, habitats, environment, observing, hunting  Feel touch, on, over and under | | | | | | |
| **Session outline** | | | | | | | | | | | |
| **Warm up/arrival:**   * Welcome at meeting circle * Song and recap of rules/ boundaries   “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 “Where going on a bear hunt” with props * Camp fire | | | | | | | | | | Flags  Book  Book props | |
| **Activity:**   * Discuss boundaries of area and go on a trail to see if we can see the bear * On route look listen and feel what we have to go through over under and on * On route see what animals we might find in our forest * Why won’t we find a bear? * Back to circle … can we make a story like bear hunt? | | | | | | | | | | First aid kit  Whistle  Pictures of animals we will find in our forest hanging from trees | |
| **Main focus:**  Frame it!   * Model making a picture frame with string and sticks * Model taking the frame to different areas of the forest to look for animals tracks, poo etc * Back to the circle to share what has been found- snack | | | | | | | | | | 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  Sticks  Water for mud making | |
| **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: | | | | | | | | | | | |