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| Forest school | School: Primate Dixon | Class: KS1 A.S | Size: 8 -10 |
| Leader: Shauna Kerr  | Week: 5 |
| Date: 24-01-24 | Time: 9.30am – 11.30 am |
| **Learning objective:**The children should experience….* Working with tools
* Following 2,3,4 key word instructions
* Design and technology
 | **Learning outcomes:**I can follow 3 instructions with supportI can follow 3 instructions independently I can follow 3 instructions and more.  |
| **Previous knowledge expected from children**:Some knowledge of rules of forest schoolCollecting skills from week 1 Knotting skills from week 2Describing and discussing skills from week 3Imagination skills from last week | **Key words/concepts:**Tools, safety, independent work, creativity, representing, imagination. |
| **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 kitWhistle  |
| **Introduction:*** Set boundaries with flags to mark out the working site.
* Introduce new tool area and whittling tools
* Back to circle for story “follow my leader”
* Light campfire to signal start of session (if appropriate)
 | FlagsBookPotato peelersTarp for tool area |
| **Activity:** * Model a journey stick already made. Ask the children to find a suitable stick then return to the circle
* Allow children to move around the camp picking up items that can represent a story and attach it with wool or string to a stick they have found.
* Tell the children that the stick is a reminder of the story they are about to make and will help them to recount their story at sharing time
* Circle sharing time (snack)
 | First aid kitWhistleWool and string for journey sticks |
| **Main focus:**Special things* Model whittling in the tool area of the forest
* Allow children to collect sticks and whittle in a safe manner
* Remind children to follow the instructions for safe whittling
 | Potato peelersSafe whittling instruction card |
| **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 kitWhistle |
| **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 through questioning.** | 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 countsNettles 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:  |