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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 support  I can follow 3 instructions independently  I can follow 3 instructions and more. | | | | | | |
| **Previous knowledge expected from children**:  Some knowledge of rules of forest school  Collecting skills from week 1  Knotting skills from week 2  Describing and discussing skills from week 3  Imagination 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 kit  Whistle | |
| **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) | | | | | | | | | | Flags  Book  Potato peelers  Tarp 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 kit  Whistle  Wool 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 peelers  Safe 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 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 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 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: | | | | | | | | | | | |