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| Forest school | | School: Primate Dixon | | Class: KS1 A.S | | | | | Size: 8-10 | | |
| Leader: Shauna Kerr | | | | Week: 6 | | | | | |
| Date: 21-02- 24 | | | | Time: 9.30 am – 11.15 am | | | | | |
| **Learning objective:**  The children should experience….   * Moving around area safely and with purpose * Moving direction under instruction * Managing risks safely | | | | | **Learning outcomes:**  I can give directions to find a object with support  I can give 3 directions to find an object  I can give instructions and amend them to find an object | | | | | | |
| **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 week 4  Following instructions from last week | | | | | **Key words/concepts:**  Imagination, guessing, following instructions, giving instructions, asking the perfect questions. Tools, safety, whittling banging, hitting, shaking | | | | | | |
| **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 “the foggy, foggy forest” * Light campfire to signal start of session (if appropriate) | | | | | | | | | | Flags  Book | |
| **Activity:**   * Explain that today’s story was in black and white because a terrible calamity has happened. A dragon has stolen all the colours from the rainbow! And it’s our job to return the colours * Remind children how to move safely and be surprised to find some instruction cards in your pocket! * How did they get here? Child input – any ideas? * Children go off to find the rainbow pieces | | | | | | | | | | First aid kit  Whistle  Colour cards  Sticky plastic  Direction cards | |
| **Main focus:**  Colours and songs   * Back to circle to collect rainbow and restore colours * Have the children any ideas for a celebration because the colour has been returned? Perhaps a song? * What might we need for a song? (instruments) * Make resources available for a variety of musical instruments shakers, whittled sticks for beaters grass whistles. * Keep these for a plenary musical finish | | | | | | | | | | Cups  Rice  Pasta  Sticks  Flat small wood  Elastic bands  Flat grass | |
| **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:**  Rainbow song with instrument accompany. **Another opportunity to assess learning objectives/outcomes through questioning.** | | | | | | | | | | First aid kit  Whistle  Rainbow song words | |
| **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: | | | | | | | | | | | |