|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Medium Term Planning. Forest School 10 weeks sessions** | | | | | |
| **Exploring the outdoors.**  Forest Schools is a child-centred approach; the activities you plan to offer should reflect the needs and development of the particular children you are working with. The activities are only a starting point and children may choose to take activities in a different direction from the one intended (or choose not to participate in the activity at all). It is the leader’s role to be prepared for this and adaptable enough to develop children’s learning in the most appropriate way. Effective observation and evaluation therefore are vital to plan for future sessions and decide which activities to offer. | | | | | |
| **Subject**  **Forest school** | **Class** | **Term.**  **Autumn 18** | **Learning outcomes** | **Teacher** | **Resources** |
| Week 1 | Exploring the woods  ABRACADABRA  Wizards magic colouring wands | ABRACADABRA  Wizards magic colouring wands | 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.  Develop hand/eye coordination | Play games  Finding the hidden trail  Making wands  Fire  Bananas and chocolate snack | Safety talk  Meeting circle  Safety games  Sticks  Cotton wool  Hessian squares  Rubber bands  Bottles of food colouring  Green washing up liquid  White flour  Blindfold  Bowl of milk  Food colouring  Water pistol for games |
| 2 | Early forest | Will you help rescue a fairy and her unicorn? | 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.  Principles of floating and the effect of wind | Introduction at meeting place/song  Meet a tree  Make a boat | Safety talk  Meeting circle  Safety games  Make a princess boat on fish wire  Flour for the trail  Decorate a magic tree  skewers |
| 3 | Living things | The woodland fairies and the big-footed troll | 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.  Working together in groups  Wood craft skills | Introduction to woodland area/ forest school song  What lives in the woods  Footprint trails  Bog people  Play troll drum game  Find fairy village | Safety talk  Meeting circle  Safety games  Camp fire/snack  Story  What lives in the woods  Modelling clay  Google eyes  Water filters-square fabric, plastic cups rubber bands  Hand drum |
| 4 | Legend | The search for the leprechaun’s gold | I can describe sounds that we might hear  I can say what something might look like  I can describe how imaginary things might feel like  Boosting confidence | Introduction to woodland area/ forest school song  Survival trail  Make journey sticks | Safety talk  Meeting circle  Safety games  Camp fire/snack  Story  Clear fishing wire  Coloured wool  Bells  Crock pot of coins  Small leprechaun |
| 5 | Magic | Magic potions and wizards power wands | I can follow 3 instructions with support  I can follow 3 instructions independently  I can follow 3 instructions and more.  Knowledge of woodland plants | Introduction to woodland area/ forest school song  Tree face trail  Journey sticks  Whittling  Free choice  Making power wands | Safety talk  Meeting circle  Safety games  Camp fire/snack  Story  Bicarb soda  Drinks bottles |
| 6 | Whatever the Weather | Whoosh watch the rainbow volcanoes fizz | 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  Managing danger | Introduction to woodland area/ forest school song  Making safety sticks and identifying volcanoes | Safety talk  Meeting circle  Safety games  Bicarb soda  Food colouring  Vinegar |
| 7 | Super Space | Watch Out! The Elves are letting off Rockets | Wind direction and blowing things around | Making elf rockets  Following the arrow trail  Making rocket fuel | Launch pad  Bottles  Vinegar  Bicarb  Plastic cups |
| 8 | Animals | Play Hide and Seel with Sammy the Grouse | Exploring camouflage an dtracking wildlife | Make camo suits/outfits  Finding Sammy the Grouse | Hessian and cam tarps  Toy bird  Yarn/wool  Wooden pegs |
| 9 | Wakey Wakey | Help wake up the sleeping stick wizard | Awareness of the senses to explore the surrounding | Making stick wizards  Animal impresssions | Magic potion trail  Soft toys  Make up a stick wizard |
| 10 | Pirates | The lost treasure of the woodland pirates | Reading a compass and navigating a map | Making telescopes  Finding the flag  Finding the treasure | Treasure chest  Gold/silver coins  Card compass  Flag markers |
| Underpinning the whole of forest school is physical development which can be measured through experiences which include:   |  | | --- | | Experimenting with different ways of moving. Jumping off objects and landing appropriately. Negotiating space successfully, adjusting speed or changing direction to avoid obstacles. Traveling with confidence and skill around under, over and through balancing and climbing. Show increasing control over an object in pushing, patting, throwing, catching or kicking. | | | | | | |