

Week	Forest School - Willow		
	Objectives	Activities	Curriculum links
1	<u>Curriculum Links</u> strong communication and leadership skills <u>Forest School Skill</u> Building trust within the group	<p>The Perfect Square. Have the group stand in a circle holding a piece of the rope. Then instruct everyone to put on their blindfold and set the rope on the floor. Have everyone take walk a short distance away from the circle. Next, ask everyone to come back and try to form a square with the rope without removing their blindfolds. Set a time limit to make it more competitive. To make it even more difficult, instruct some team members to stay silent.</p> <p>The Mine Field. Place the objects (cones, balls, bottles, etc.) sporadically across the field. Have everyone pair up, and make one person on from each pair put on the blindfold. The other person must lead their team mate from one side of the open space to the other without stepping on the objects — using only the verbal instructions. The blindfolded person cannot speak at all.</p> <p>Chain challenge – each team member is joined together with a paper chain. They have to complete a series of tasks without breaking the chain – lifting a log etc.</p>	<p>Project: For a coaching and nurture culture to be present throughout these sessions. Children to form links between the learning taking place inside the classroom and applying it practically in a risk environment. Children encouraged to take measured risks and work as part of a collaborative team to complete tasks. Encourage to think in a mindful way and not to give up when tasks don't turn out the way they thought they would. Ensure time is given for positive and negative reflection. Children to focus on Rivers and understand the local rivers to scaffold their learning within the classroom.</p> <p>Assessor: Harriet Ogglesby Forest School Teacher</p> <p>Date: 04.09.2018</p> <p>Description and location of facility, feature, activity or equipment: see planning opposite</p> <p>Risks: exposed to challenging weather conditions, walking to new sites along roads and explore woodland and complete surveys alongside inland waters, trips and slips on uneven ground, exposure to organic material, bites and stings from wasps/bees and nettles, allergies or children's existing conditions, behavioural expectations may not be embraced, large group having to co-operate together, promoting physical development and awareness of the differences in surroundings.</p> <p>Benefits: Children will learn how to cope in different weathers, learn team work and co-operation, build stamina and resilience, understand all members of a team have relevant and valid ideas, start to build and awareness of risks and how to positively manage them. Encourage children to be self-aware and support their peers. Opportunity to study how different insects move around. Display positive approach to insects rather than being frightened of them. Promote knowledge and independence in identifying and avoiding allergens.</p> <p>Any other factors to be taken into consideration: Children with additional needs may find negotiating tasks a difficult concept to understand, not always getting the outcome they would like</p> <p>Action taken: Children to partake in Forest School sessions. Will be done at a slow pace in conjunction with TA to support development. Discussions with class teacher to build on indoor learning</p> <p>On-going management:</p>
2	<u>Curriculum Links</u> Greater understanding of natural environment <u>Forest School Skill</u> Following all safety rules	Trip to woods to look at trees in detail. Early lunch 11:45, toileting and rules set off 12:15. Get to woods 12:45, explore woodland, looking at the vast amount of trees, leaves in detail, height of trees – using mirrors – at waist level to look at the tree tops, the movements etc. holding mirrors under noses, the roots, meeting a tree blindfold (children are blindfolded and they are led to a tree, they have to remember the different sounds, texture, shape smell: as much as they can about the tree. From memory they have to pick out the tree when not blindfolded.) 2:30 leave to return to school	
3	<u>Curriculum Links</u> Use experiences to influence written work <u>Forest School Skill</u> Following all safety rules	Writing poetry based on last week's experiences	
4	<u>Curriculum Links</u> Greater understanding of fire safety <u>Forest School Skill</u> Following all safety rules	Fires preparing for mission survival. Understanding the concepts behind lighting and extinguishing safe fires. Having greater command over the group showing increased safety skills and skill when lighting the fire.	
5	<u>Curriculum Links</u> Following all rules <u>Forest School Skill</u> Working together as a coherent team.	<p>Make stick and paper lanterns to decorate forest school during mission survival.</p> <p>Make the base by cutting three or four sticks to length (depending on finished shape). Tape a small container to the base (this is to hold the torch). Build the frame up using lengths of sticks and fixing together with masking tape. Cover the</p>	

		frame using PVA glue and tissue paper; leaving the base open.	
6	<u>Curriculum Links</u> Understanding about what is in our food and how we can identify and make choices, <u>Forest School Skill</u> Moving around the environment to get active	Know to grow – recap last half terms lesson about fats and sugars. Complete the eat well plate sheet. Has anyone made changes? What sort of things are in the foods in front of us? (have lots of food packages and get the children to list ie. Mince pie – mince) Did we know that there are hidden things in our food too? Fats, sugars, salt. Can the children check the labels and see what is hidden in the foods. How can we get a better understanding about what is in our food. Look at different packaging and fill in table about the fats/ sugars/ salt / calories in foods. If we are going to eat foods like this how can we make swaps to be a little healthier? We need to move too!! Play lots of games.	
7	HO PPA		