

Week	Forest School - Beech and Mulberry		
	Objectives	Activities	Curriculum links
1	<p>Curriculum Links strong communication and leadership skills</p> <p>Forest School Skill Building trust within the group</p>	<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 he 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</p> <p>Assessor: Harriet Ogglesby Forest School Teacher</p> <p>Date: 24.10.2018</p> <p>Description and location of facility, feature, activity or equipment: see planning opposite</p> <p>Risks: exposed to challenging weather conditions, 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, understanding about differences and how to deal with them in a mature manner.</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	<p>Curriculum Links Children to understand complexed concepts</p> <p>Forest School Skill Understand how that relates to our environment</p>	<p>Reading activity: using text from the Hodgeheg children play Ask2Swap to find specific answers to questions</p> <p>Understanding about hibernation. Children to explore the idea of adaptation. Why some animals need to hibernate and how they go about this process. Look in detail about the animals habitats when they are hibernating</p>	
3	<p>Curriculum Links Children to understand complexed concepts</p> <p>Forest School Skill Understand how that relates to our environment. use skills to build safely</p>	<p>Reading activity – true and false questions about a piece of text from Hodgeheg</p> <p>Make a hibernation den for an animal we discussed last week. To be made in mixed ability groups.</p>	
4	<p>Curriculum Links strong communication and leadership skills</p> <p>Forest School Skill Building trust within the group</p>	<p>Reading activity – comprehension questions about a piece of Hodgeheg</p> <p>Healthy relationships – what is a relationship? Get children to list in their books as many relationships they can think of – teachers/ friends/ parents/ grandparents/ doctors etc. Relationships can make us feel positive and let us be healthy and feel good.</p> <p>Making a stick man children write of white boards all the things that make them feel 'good' positive – recount ideas to group. What feeling is associated with each 'good thing'? feeling loved/ cared for etc. on another white board write down all the feelings.</p> <p>Make another stick man side by side. Discuss about negative relationships. Sometimes people say and do things which make</p>	

		<p>us feel sad/ nervous/ angry. Complete the task again but with negative feelings and actions.</p> <p>Ask children to stand next to the stick man they prefer and ask children to explain choice.</p> <p>If a negative behaviour happens to us how could you react or respond?</p> <p>Explain about good communication skills and what this means</p> <p>Play Chinese whispers and have discussion</p>	
5	<p>Curriculum objective: Understanding about the changes in seasons and the key features of winter</p> <p>Forest School Skill Using natural materials to create independent art work</p>	<p>Reading activity: using the text of Hodgheg highlight the nouns, verbs and adjectives in different colours.</p> <p>Look at the season of winter. What has happened since returning to school in September? Collect leaves and make natural art</p>	
6	<p>Curriculum Links Understanding about what is in our food and how we can identify and make choices,</p> <p>Forest School Skill Moving around the environment to get active</p>	<p>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)</p> <p>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.</p> <p>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.</p> <p>If we are going to eat foods like this how can we make swaps to be a little healthier?</p> <p>We need to move too!! Play lots of games.</p>	
7			