

<b>Medium Term Planning. Forest School - AUTUMN 2023</b>					
<b>Exploring the outdoors.</b>					
Forest Schools is a child-centred approach; the activities that I plan to offer should reflect the needs and development of the particular children I am 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.					
<b>Subject Forest school</b>	<b>Class</b>	<b>Term. Autumn 2023</b>	<b>Leaning outcomes</b>	<b>Teacher</b>	<b>Resources</b>
Week 1	Exploring the woods	Find the base	<ul style="list-style-type: none"> <li>To begin to feel familiar in a new environment</li> <li>To establish safety boundaries for the site and the fire pit area for future sessions. Respond to the bells</li> <li>To explore the natural environment using their senses</li> <li>Respond to new experiences</li> <li>Dress appropriately for the weather and with increasing independence</li> </ul>	Introduction to woodland area/ boundaries/ entering and exiting the firepit safely Forest school rules through song.  123 Where are you? Game to ensure children stay in the woodland area.  Explore woodland areas - Woodland toy animals in each area - can the children show the animals what we do in each area? Fire pit Hammocks Digging Pit Mud kitchen Art area	Safety talk Meeting circle Safety games Story Wooden planks Sand paper Paints bells  Woodland animal toys  Water for mud kitchen  Spades for digging pit  Pans for mud kitchen First aid kits

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				Sanding wood and making signs (B)	
2	Early forest	Textures and touches	<ul style="list-style-type: none"> <li>To feel familiar in a new environment</li> <li>To re-establish safety boundaries for the site and the fire pit area for future sessions. Respond to the bells</li> <li>To explore the natural environment using their senses</li> <li>Make independent choices</li> <li>Keep on trying when things are difficult</li> <li>To explore different textures</li> <li>Dress with increasing independence for FS</li> </ul>	<p>Introduction at meeting place/song</p> <p>Read 'Faces' Jan Pienkowski book and talk about it with the children. Show images from Faces - David Goodman. Talk about using our imagination - what natural materials could represent our different features? Talk about portraits/ self portraits.</p> <p>Show the children how to collect 4 sticks to make a picture frame then use natural materials to make self portraits / portraits of a friend.</p> <p>Access to all other areas.</p>	<p>Safety talk</p> <p>Meeting circle</p> <p>Safety games</p> <p>Story - Faces</p> <p>Sticks and natural materials</p> <p>First aid kit</p>
3	Seasons	Blackberries	<ul style="list-style-type: none"> <li>Increasingly follow the rules, understanding why they are important.</li> <li>To begin to feel familiar in a new environment</li> </ul>	<p>Read 'Rufus and the blackberry monster.'</p> <p><i>Talk to the children about some plants and berries being unsafe to eat and to only eat if a teacher or parent gives permission.</i></p>	<p>Safety talk</p> <p>Meeting circle</p> <p>Safety games</p>

			<ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> <li>• Respond to new experiences</li> </ul>	<p><i>Walk to collect blackberries - blackberry hunt.</i></p> <p><i>Back at site - wash a few blackberries for the children to taste.</i></p> <p>Mash up blackberries and add salt and vinegar to make blackberry paint. Use sticks / brushes to create artwork on sheets or bunting.</p> <p>Explore berries in the mud kitchen.</p> <p>Explain that next week we will bring in blackberry jam and they can toast bread on the fire and spread with blackberry jam.</p>	
4	Fire Safety	Fiery Fox learns about fire safety	<ul style="list-style-type: none"> <li>• To establish safety boundaries for the site and the fire pit area for future sessions. Respond to the bells</li> <li>• Increasingly follow the rules, understanding why they are important.</li> </ul>	<p>Enter the fire pit safely.</p> <p>Read the story Fiery Fox learns about fire safety.</p> <p>Show the children the safety equipment needed when having a fire and the equipment for lighting the fire.</p> <p>Explain that we are going to light the fire and toast bread for our toast and jam.</p>	<p>Safety talk</p> <p>Meeting circle</p> <p>Safety games</p> <p>Camp fire/snack</p> <p>Story - Fiery fox</p> <p>Campfire safety equipment</p> <p>Campfire lighting equipment</p> <p>Bread</p> <p>Jam</p> <p>Toasting sticks</p> <p>Blackberries</p>

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				<p>Light the fire with the children. Then toast bread in small groups <i>check allergies.</i></p> <p>Other activities - blackberries and water in the mud kitchen.</p> <p>Painting with blackberries</p> <p>Spreading jam on to toast</p>	<p>water</p> <p>First aid</p> <p>Paper</p> <p>Knives and plates</p>
5	Autumn	Sensory / Feely bag - senses	<ul style="list-style-type: none"> <li>• Understand the effect of changing seasons on the natural world around them</li> <li>• Describe what they see, hear, and feel whilst outside</li> <li>• Explore collections of materials with similar and/or different properties</li> </ul>	<p>Enter the fire pit safely.</p> <p>Read The Leaf Thief - Alice Hemming</p> <p>Small group - Autumn feely bag - Let the children explore the autumn themed items - can they match them to the pictures? Can they name them? How do they feel? Smell? Look? Leaf identification. EYStaffroom - identification sheets - beechnuts, sweet chesnuts, acorns, conkers etc</p> <p>Leaf threading - autumn mobiles - in groups to hang in the woods.</p> <p>Evergreen paintbrushes and mud paint.</p>	<p>Safety talk</p> <p>Meeting circle</p> <p>Story - The leaf thief</p> <p>Needles</p> <p>Wool/ string/ sticks</p> <p>Feel bag with autumn objects</p> <p>Identification sheets</p> <p>Paper/ bowls / water / natural paint brushes</p>

			<ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials</li> <li>• Make independent choices</li> </ul>		
6	Autumn	Seed dispersal	<ul style="list-style-type: none"> <li>• Increasingly follow the rules, understanding why they are important.</li> <li>• To begin to feel familiar in a new environment</li> <li>• Explore the natural world around them.</li> <li>• Respond to new experiences</li> <li>• Understand the effect of changing seasons on the</li> </ul>	<p>Enter the fire pit safely.</p> <p>Read The squirrels who squabbled – Rachel Bright -</p> <p>Animal seed dispersal game – Say to the children they are to be squirrels – give each child 5 raisins to represent acorns. Give them 5 minutes to hide their ‘acorns’ in different places around the site. After free play ask the children to retrieve their ‘acorns’ – how many did they find? Talk about how they would survive the winter.</p> <p>Use palm drills to make conker necklaces.</p>	<p>Safety talk</p> <p>Meeting circle</p> <p>The squirrels who squabbled book</p> <p>Raisins</p> <p>Autumn treasures</p> <p>Conkers</p> <p>Palm drills</p>

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			<p>natural world around them</p> <ul style="list-style-type: none"> <li>•</li> </ul>	<p><i>Leaf mobiles – continue</i>  <i>Sorting leaves by size</i>  <i>Leaf identification</i>  <i>Autumn treasures in the mud kitchen</i></p>	
7.	Halloween	Potions and pumpkins	<ul style="list-style-type: none"> <li>• Play with one or more other children, extending and elaborating on ideas</li> <li>• Develop own ideas and decide which materials to use to express them</li> <li>• Develop storylines in pretend play</li> <li>• Plan and think ahead about how to play or explore with objects</li> </ul>	<p>Read 5 Little Pumpkins - Ben Mantle /  Room on the broom - Julia Donaldson</p> <ul style="list-style-type: none"> <li>- Hammers, pumpkins, golf tees, palm drills</li> <li>- Witches Potions in the mud kitchen - shaving foam and coloured water</li> <li>- Toasting bananas on a toasting stick.</li> <li>- Witches broomsticks / hats</li> </ul>	<p>Story book  Campfire equipment  First aid and burns kit  Pumpkins  Golf tees  Shaving foam  Food colouring  Water  Bananas  Witches hat/ masks  Palm drills</p>
<p>Underpinning the whole of forest school is physical development which can be measured week1 and week 6 experiences include:</p>					

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.