

Beaufront First School Medium Term Plan - Forest School - Spring 1.2- EYFS

Forest school is a child centred approach; the activities that I plan to offer should reflect the needs and development of the particular children that 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 the children's learning in the most appropriate way. Effective observation and evaluation therefore are vital to plan for the future sessions and decide which activities to offer.

Progression	Learning outcomes	Learning experiences
Lesson 1 Signs of spring	Hunt for living things. Recognise the changes of the seasons - look for signs of spring in our local area. Understand the effects of changing seasons on the natural world around them.	Poem's about spring - shirley hughes - Out and about Walk down Clarty lane and in our woodlands / garden- what signs of spring can we see? What happens in nature in the spring time? Encourage children to take their own photographs of signs of spring in our local environment. Take binoculars/ magnifying glasses.
Lesson 2 - Evergreen plants and trees	Talk about seasonal changes. Notice seasonal changes , particularly in our wood. Explore different materials and textures.	Share a story about an evergreen plant/ tree - The holly fairy, The Pine Tree fairy Talk to the children about the plants that we have in our woods - can they see any that are different to the others? Discuss what usually happens to the trees in the autumn , is there any exception to the rule? Use evergreen plants to create paint brushes and make pictures. - sticks, pipe cleaners and evergreen plants/ paper.
Lesson 3 - Animal homes	Sort animals according to their habitat. Talk about the type of animals that live in our woodland environment,	Have a collection of woodland animals in a bag - talk about types of animals that might live in our woodland or nearby. Sort animals by whether they

		<p>would live in our country or not our country - talk about different reasons why animals might live in different countries.</p> <p>Talk about squirrel dreys, rabbit burrows, mouse burrows , fox's den, badger sett - look at non fiction books about animal habitats.</p>
Lesson 4 - maps	<p>Use maps to follow and give directions and use positional language Select materials to make their own maps</p> <p>Draw and create their own maps based on memory of a familiar place - woodland/ school</p>	<p>Find a map in the fire pit area - look carefully at it together- what is it a map of ? Have an X marks the spot on the map of our woodland - can children figure out where the x marks the spot is? Follow the map to find the treasure. Make own maps of the woods. Look at ordnance survey maps. Map keys</p> <p>Back in class look at google earth maps , google earth</p>
Lesson 5 -We're going on an egg hunt	<p>Respond to new experiences</p> <p>Recognise that people have different beliefs and celebrate special times in different ways</p> <p>Describe what they see, hear and feel whilst outside</p> <p>To use a wider vocabulary.</p>	<p>Easter scavenger hunt/ treasure hunt. Following maps of the woods.</p> <p>Hot cross buns on the fire.</p>