

Medium Term Planning. Forest School – Spring 2.1 – Jan/ Feb 23 EYFS- BEAUFRONT

Exploring the outdoors.

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.

	Theme		Leaning outcomes	Teacher	Resources
Wk 1	Introduction to FS		<p>The children should experience....</p> <ul style="list-style-type: none"> • The boundaries of the site • The rules of forest school 	<p>Talk to the children about using the woods for FS.</p> <p>Has anyone been to FS before? What have you done?(Note ideas)</p> <p>Explain over the coming weeks/ months we will be developing our woods into a FS with</p> <ul style="list-style-type: none"> - a firepit - Den building branches - Hammock - Mud kitchen - Balance beams <p>Sing FS song with the children. Welcome to our FS (Rpt)</p> <p>FS is really cool (Rpt)</p> <p>We don't leave any trace</p> <p>Because FS a special place</p> <p>We don't run , we only walk</p> <p>We listen to each other talk</p> <p>We don't lick and we don't pick</p> <p>We don't poke any sticks</p> <p>We love FS</p> <p>FS is really cool</p> <p>Talk about Boundaries - ask the children to tie ribbon/ wool around the trees to show our boundaries.</p>	<p>FS BOOK/ FLOOR BOOK TO NOTE CHILDRENS IDEAS ABOUT FS.</p> <p>Show photographs of FS</p> <p>RIBBON/ WOOL</p>

				Explain and play 123 Where are you?	
Wk 2	Woodland Animals		<ul style="list-style-type: none"> • An introduction to Forest School • Find out about woodland animals • The magic of the woods • Work collaboratively • Show resilience and perseverance in the face of challenges 	<p>We are going on a woodland adventure. I have brought two friends with me but they are very shy and hiding in my basket. Bring out Lily and Benjamin - Does anyone know who they are?</p> <p>Lily and Benjamin have lost some friends in the Magical Wood. Can we help them to find their friends? What kind of animals might we find in the woods?</p> <p>Give each child a clipboard and spotter sheet to help them hunt for the animals. We have 10 animals to find.</p> <p>When we find the animals, can we rescue them?</p> <p>Can we work in small groups to make animal homes?</p>	<p>Spotter sheet/ clipboards</p> <p>Pencils</p> <p>Woodland animals</p> <p>Natural materials</p>
Wk 3	<p>'Not a Stick' story</p> <p>Using the language of size</p>		<ul style="list-style-type: none"> • Show resilience and perseverance in the face of a challenge • Build constructive and respectful relationships • Work collaboratively in a group • Plan and think ahead – how to explore or play with objects • Improve gross and fine motor skills • Use the language of size and make comparisons with size and weight 	<p>Read 'Not a Stick' in the outdoor area.</p> <p>Talk about what the stick became in the story – any other ideas?</p> <p>Discuss are all sticks the same size/ shape? Show a small stick, medium size, large.</p> <p>Activities –</p> <p>Stick wands – show example – what size sticks do we need?</p> <p>Stick towers with small/ medium sized sticks – How tall can you make yours? How many sticks will you need? What will happen if you change direction of how you place the sticks?</p>	<p>Not a Stick book</p> <p>Example wand</p> <p>Double sided sticky tape</p> <p>Natural materials</p> <p>Wool</p> <p>Bells</p> <p>Scissors</p> <p>Sticks</p> <p>First aid kit</p> <p>Water and snack</p> <p>Wipes</p>

				<p>Stick dens – remind children about dragging the larger sticks / branches to carry them safely.</p> <p>Extra – Floor is lava game – Floor is lava in 3,2,1, - children stand off the ground- Floor is safe – run around – rpt floor is lava.</p>	
Wk 4	<p>Wide awake Hedgehog story – hibernation</p> <p>Hammer use</p>		<p>To explore the natural environment using all their senses.</p> <p>Make independent choices</p> <p>Work collaboratively in a group</p> <p>Talk about the seasons and things that take place during each season.</p>	<p>Read The Wide awake hedgehog and talk to the children about the different seasons. What do hedgehogs and other animals do in the winter months? Discuss hibernation.</p> <p>3 groups -</p> <p>Show the children the two hedgehogs – Explain that they haven't got a cosy home to hibernate in for the winter – could they help to make some?</p> <p>That's not my hedgehog book and cardboard activity (6)</p> <p>Hammer spot/ Group hedgehogs –</p> <p>demonstrate how to tap on the spot with the hammer.</p> <p>Demonstrate how to hammer a nail with gentle taps then removing fingers and whack.</p> <p>Each child to add a nail to the wooden hedgehog</p>	<p>Wide awake hedgehog book</p> <p>Small world hedgehogs</p> <p>Natural materials</p> <p>That's not my hedgehog</p> <p>6 Cardboard hedgehog cut outs</p> <p>Hammer – 8Oz stubby claw hammer</p> <p>Extra large head clout nail pack – 30mm</p> <p>Sharpie</p> <p>Log</p> <p>Hedgehog shapes logs x4</p> <p>First Aid kit</p>

5	Predators and Prey		<p>Work collaboratively in a group</p> <p>Think about the perspective of others</p> <p>Begin to understand the need to care and respect their environment and all living things.</p>	<p>Predator and Prey Game- Discuss what is a predator what is prey – puppets – fox / rabbit</p> <p>Flour trail – Split into two groups – first group will be the prey – leave the fire pit in a line – leader has flour to leave trail then rpt with each person in the group being the leader – leave a trail for the predators to follow, then hide.</p> <p>Predators wait in the fire circle and count to 100!</p> <p>Rpt with groups swapping.</p> <p>Floor is lava game.</p> <p>Whistling in the wood story to end the session.</p>	<p>Puppet/ soft toys – fox and rabbit</p> <p>Flour bags</p> <p>Whistling in the wind story</p> <p>First aid kit</p>
6	<p>Penguin and Pinecone Book</p> <p>Valentines/ friendship theme</p>		<p>Explore different materials and textures</p> <p>Make independent choices</p> <p>Build constructive and respectful relationships</p> <p>Work collaboratively in pairs/ groups</p> <p>Identify their own feelings</p> <p>Think about the perspective of others</p>	<p>Read The Penguin and the Pinecone – what feelings are in the story?</p> <p>3 groups -</p> <p>Explain that in the woods we have a friendship tree – full of brightly coloured wool – children choose a friend to make a bracelet with – twist the wool at each end to make a bracelet.</p> <p>Make clay hearts – imprint natural materials</p> <p>Free play group</p>	<p>Penguin and the pinecone story</p> <p>Air drying clay</p> <p>Heart cutters</p> <p>Natural materials</p> <p>Wool</p>

Underpinning the whole of forest school is physical development- experiences 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.

One week may be replaced with measuring out the area of the fire pit using spray paint and string in preparation for the building of the fire pit / benches – depending on when we can get the resources.