

Medium Term Planning. Forest School – Spring 2.2 – March 23 EYFS- BEAUFONT

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		Learning outcomes	Teacher	Resources
Wk 1	WORMS – Superworm story		To learn to care for living things in our environment. Hunt for living things Create a habitat	Read the story - Superworm - talk to the children about worms/ worm facts. Show the children the wormery instructions - follow instructions to make wormeries. Hunt for worms to add.	Jars Sand Soil Leaves Elastic bands fabric
Wk 2	'Not a Stick' story Using the language of size		<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>Stick dens – remind children about dragging</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>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 3	ROLY VISIT		<p>To learn how to care for animals in our woodlands/ gardens</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>Make clay hedgehogs – remind them of Holly the hedgehogs.</p> <p>Meet Roly and listen to the story.</p>	
4	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>Puppet/ soft toys – fox and rabbit</p> <p>Flour bags</p> <p>Whistling in the wind story</p> <p>First aid kit</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>	
5			<p>Preparing sight for Fire pit – spray paint to mark out the area.</p> <p>Add new resources?</p> <p>Spring scavenger hunt</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 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.