

Exploring! -exploring the woods and an introduction to Forest School	Timing: 2 hours
Setting: Holland Park Wildlife Area (lower and upper sites)	Class: Yr4 Mrs Vasey Number: 30- 15 per group
Date: 14/06/11 Time: 1-3	Group size: 15 Forest School Leader: Trevor Bowyer/Matthew Rose
General Learning Objectives: <ul style="list-style-type: none"> To establish positive relationships with adults and their peers, building trust and understanding. To prepare the children for their experience in the forest and to negotiate rules and boundaries. To explore the geography of the site through simple map reading To have a basic understanding of what happens at a forest school. To explore colour, pattern and texture 	
Intended Learning PSED - To work co-operatively with each other, sharing, helping and communicating with peers and adults. Develop understanding of risk and rules and boundaries for safety. CLL – Develop talk about interests/activities-Discuss what they see, how they feel, what they would like to do and how they are going to do it KUW - Looking and touching at different objects look closely at similarities, differences, patterns and colour observe, find out about and identify features in the natural world PD - Use fine motor skills in particular to pick up objects in the wood, PSRN - Counting different objects for sticky cards, estimating heights and sizes Creative development - designing their cards using colours and textures	
How it relates to schemas <i>Trajectory:</i> collecting objects from the woodland- finding routes <i>Transporting:</i> carrying and collecting objects for sticky cards <i>Enclosure:</i> Put objects around each other on the card and hiding places in the woods <i>Enveloping:</i> covering the card with objects and hiding in the woods <i>Rotation:</i> provide cards in crowns or that can be made into crowns <i>Circularity:</i> patterns and sticking things in circles on the card <i>Connection:</i> opportunity for linking together objects on a card and map work	
Reference to learning styles <i>Visual:</i> visual learners will be shown how to look for objects for the sticky cards and how to make a crown. They see a demo of the 123 game and mark the boundaries as a group. Map reading <i>Auditory:</i> Children will be explained to verbally how to look objects and where the boundaries are <i>Kinaesthetic:</i> These learners will be asked to join in with demonstrations of marking the boundaries and show others where things are. Differentiation by outcome. Helpers to support and assist as necessary	
Equipment & Resources Sticky cards of different sizes and shapes First Aid kit and kit bag equipment Scissors & string Maps of the site (A3 & A4) Ladybird boundary flags Evaluation faces Tarpaulin Spare card and tape	Key Vocabulary Senses, woodland, explore, smell, texture, map and symbols superlatives adjectives: Tallest, longest, smallest ext: colours of the rainbow: red, orange yellow, green, blue indigo violet.
	Pre-prep – making sticky card tape cards of various shapes and sizes,
Wet weather Set up shelter as a base for collecting and building the sticky crowns and cards Ensure children are dress appropriately for the weather	
Key H&S Issues (please refer to full risk assessment for a full summary) Nettles and prickly plants- visual and verbal instructions- low risk Pond- mark boundaries- low risk Lost child- mark boundaries and lost child procedure- low risk	

Session Outline
<p>Arrival at the Wildlife Area- 10 minutes</p> <ul style="list-style-type: none"> • Welcome and introduce staff & Nature area. • Walk to the Forest School circle. • Arrival at site. Sit in the circle and discuss Forest School • Develop charter in consultation with children.
<p>Warm up activities 30 minutes</p> <ul style="list-style-type: none"> • Set boundaries with the group- children to each have a boundary flag and mark out the site • Play 123 where are you? Child hides with an adult in the woods when they hear “1 2 3 where are you?” The children hiding are encouraged to shout “1 2 3 here I am” Aim is to develop children’s confidence in the new area and to overcome shyness. Blow whistle and everybody has to return to the circle- play again
<p>Main activities– Exploration-40 minutes</p> <ol style="list-style-type: none"> 1. Mapwork and finding activities Hand out maps and ask children to find special features in the forest school are-(work in pairs or trios). Find the largest log, tallest tree, knobbliest tree, smoothest tree, tree with the biggest leaves, a tree where bats might like to live and a place where a fox might dwell? <ul style="list-style-type: none"> • Whistle to bring the group back together and then go round with the children so they can show their choices 2. Display sticky card strips (different shape sizes some as crowns) in the circle and explain the activity Children to choose a card- Each child given a focus – colours, textures, shapes. Explore the area sticking natural objects on to their cards. Whistle to call the group back. Children to display their finds in the circle. Feedback and praise 3. Colours of the rainbow. Recap or teach the colours of the rainbow to the group by song. Set the challenge for children to collect all the colours of the rainbow from finds in the Forest School area. Whistle back to the circle- display and praise 4. Tree crowns
<p>Free play and exploration – 15 minutes</p>
<p>Magic Spot- 10 minutes Children to find a special place in the area to sit in for a few minutes- what do they see?, hear? smell? Whistle back to circle- children to share if they want their spots</p>
<p>Evaluation- 5 minutes Children to stand behind a different face to grade their enjoyment of the activity- happy, sad, okay laminated faces</p>
<p>Departure 10 minutes Walk back to the centre. Washing hands with alcohol- free wipes and recap of activities next time</p>
<p>Evaluation and assessment methods Observation by leaders and staff Log book and photographs Discussion and pupil evaluation at end of session</p>
<p>How did the session go? (What worked well, what didn’t, what would you change?):</p>