

Week	Forest School - Chestnut, Maple, Holly		
	Objectives	Activities	Curriculum links
1	<p>Curriculum Links strong communication and leadership skills</p> <p>Forest School Skill Building trust within the group</p>	<p>Reading activity - word and meaning using dictionary (using the shelter sheets)</p> <p>The Perfect Square. Have the group stand in a circle holding a piece of the rope. Then instruct everyone to put on their blindfold and set the rope on the floor. Have everyone take walk a short distance away from the circle. Next, ask everyone to come back and try to form a square with the rope without removing their blindfolds. Set a time limit to make it more competitive. To make it even more difficult, instruct some team members to stay silent.</p> <p>The Mine Field. Place the objects (cones, balls, bottles, etc.) sporadically across the field. Have everyone pair up, and make one person on from each pair put on the blindfold. The other person must lead their team mate from one side of the open space to the other without stepping on the objects — using only the verbal instructions. The blindfolded person cannot speak at all.</p> <p>Paper chain challenge – each team member is joined together with a paper chain. They have to complete a series of tasks without breaking the chain – lifting a log etc.</p>	<p>Project: For a coaching and nurture culture to be present throughout these sessions. Children to form links between he learning taking place inside the classroom and applying it practically in a risk environment. Children encouraged to take measured risks and work as part of a collaborative team to complete tasks. Encourage to think in a mindful way and not to give up when tasks don't turn out the way they thought they would. Ensure time is given for positive and negative reflection Children to focus on Rivers and understand the local rivers to scaffold their learning within the classroom.</p> <p>Assessor: Harriet Ogglesby Forest School Teacher</p> <p>Date: 24.10.2018</p> <p>Description and location of facility, feature, activity or equipment: see planning opposite</p> <p>Risks: exposed to challenging weather conditions, walking to new sites along roads and explore woodland and complete surveys alongside inlaid waters, trips and slips on uneven ground, exposure to organic material, bites and stings from wasps/bees and nettles, allergies or children's existing conditions, behavioural expectations may not be embraced, large group having to co-operate together, promoting physical development and awareness of the differences in surroundings.</p> <p>Benefits: Children will learn how to cope in different weathers, learn team work and co-operation, build stamina and resilience, understand all members of a team have relevant and valid ideas, start to build and awareness of risks and how to positively manage them. Encourage children to be self-aware and support their peers. Opportunity to study how different insects move around. Display positive approach to insects rather than being frightened of them. Promote knowledge and independence in identifying and avoiding allergens.</p> <p>Any other factors to be taken into consideration: Children with additional needs may find negotiating tasks a difficult concept to understand, not always getting the outcome they would like</p> <p>Action taken: Children to partake in Forest School sessions. Will be done at a slow pace in conjunction with TA to support development. Discussions with class teacher to build on indoor learning</p> <p>On-going management:</p>
2	<p>Curriculum objective: Teamwork and communication</p> <p>Forest School Skill Safety when building and moving around site</p>	<p>Reading activity – Ask2Swap about in the trenches</p> <p>Egg drop. Children will be separated into groups. Each group will be asked to use a variety of materials to make a container for an egg. They will have a specific budget and each egg container will need to follow a set of rules.</p>	
3	<p>Curriculum Links Answering questions using a larger piece of text.</p> <p>Forest School Skill Following all safety rules and building relationships</p>	<p>Reading activity: Women at home comprehension questions</p> <p>Team game Scavenger hunt. Break the group into teams. Give a list of things they must find/ do/ draw etc. Give the list to each team, along with a deadline by which they must complete all tasks. Whoever completes the most tasks the quickest, wins!</p>	
4	<p>Content objective: Work collaboratively as a team Building relationships and working as part of a team</p> <p>Forest School skill: Following all safety rules</p>	<p>Reading activity – comprehension questions about war in the air</p> <p>Blind Drawing Rules: Divide everyone into groups of two. Have the two individuals sitting back-to-back. Give one person the pen and paper and the other person the picture. The person with the picture describes the picture to their team mate without actually saying what it is. For example, if the image is a worm in an apple, do not say, "Draw an apple with a worm in it." The person with the pen and paper draws what they think the picture depicts, based on the verbal description. Set a time limit for 10 - 15 minutes</p> <p>Group stand in a circle and have to pass a hula hoop around</p>	

		<p>the circle but they mustn't let go of anyone's hands. Make it more difficult by increasing the number of hoola hoops.</p> <p>Hoola hoop only balanced with one finger and the group has to get from point A to point B in the quickest time. Dropping the hoop or holding on with one finger will all send the group back to the start</p>	
5	<p>Content objective: Work collaboratively as a team Building relationships and working as part of a team</p> <p>Forest School skill: Following all safety rules</p>	<p>Reading activity – true or false questions about communication and supplies</p> <p>As a group find co-ordinates hidden on gold coins and write them down (time limit). Each group given a map with co-ordinate grid on it. They have to write a story about each place they visit. The story has to follow the journey of each coordinate they have found and must be in the same order as the coins were found. Each member of the team must have exactly the same story.</p>	
6	<p>Curriculum Links Understanding about what is in our food and how we can identify and make choices,</p> <p>Forest School Skill Moving around the environment to get active</p>	<p>Know to grow – recap last half terms lesson about fats and sugars. Complete the eat well plate sheet. Has anyone made changes? What sort of things are in the foods in front of us? (have lots of food packages and get the children to list ie. Mince pie – mince)</p> <p>Did we know that there are hidden things in our food too? Fats, sugars, salt. Can the children check the labels and see what is hidden in the foods.</p> <p>How can we get a better understanding about what is in our food. Look at different packaging and fill in table about the fats/ sugars/ salt / calories in foods.</p> <p>If we are going to eat foods like this how can we make swaps to be a little healthier?</p> <p>We need to move too!! Play lots of games.</p>	
7	HO PPA		