

# Forest School MTP Autumn term 2021

## Introduction Plant the seed..

**Talking stick:** welcome to FS, agreements & FS name

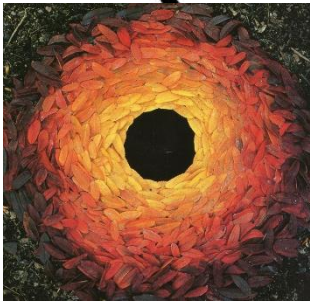
**FS call:** 1,2,3 where are you/1, 2, 3 I'm over here call to return to circle.

**'Sit spot':** sensory workout linked to senses and associated body part, e.g. eyes to see, skin to feel. What did you notice? I spotted.../I observed... I was interested in... Using my hearing/sight/ sense of touch I observed...

**Recap** previous sessions (I remember...)

**Introduce** and model FS activities.

**Risk:** Discuss relevant risk assessments.



## *Inspiration page*

### Weekly resources

Radio x2

Class plan

iPads x2

Risk assessments

Agreements

Pupil medication

First aid bag

Boots & layers/hats

FS stick

Stanley (science trolley)

Daisy (creative trolley)

## Games/songs Watch it grow..

### Hide & Seek

**Woodlouse:** drum, stick, blindfolds

**It's not a stick:** It's a....using stick and imagination!

**Duck, duck goose:** using chosen names of living things

**Nature name catch** use FS names & ball

**Tree finder:** using blind folds with partner

**Peg game:** secret peg sharers, clip pegs to people without knowing

**Tree song:** leaves, branches, trunk and roots (to tune of head, shoulders, knees and toes)

**Autumn/Winter song:** linked to signs of different seasons (to theme of baby shark)

**Here we are at FS:** link to weather, e.g. on a hot & sunny Monday (to tune of mulberry bush)

**Kims game:** Outdoor version – memory game

**Find one like mine:** "find a leaf the same colour shape. find a different leaf. How is it different?"



## Reflection Let it blossom...

What was your favourite activity this afternoon?

**My favourite thing about FS was...**

What did you notice?

**I spotted/noticed/observed/saw/felt...**

Can you tell me one word to describe how you feel about forest school...?

**I felt...**

What skills did you learn and what knowledge did you gain?

**I can... (skills) and I know... (knowledge)**

What does this remind you of/link to?

**I remember...**

What would you like to do next time in FS?

**Next time at FS...**

What were you most proud of?

**Today I felt proud when...**



## Watch it grow...

**Seasonal change:** use site posters from across year (science).

**This is autumn/winter:** show me what you know about season, e.g. picture, drawing, book, weather report, song/dance/play using stick microphone (science)

**Plant identification:** bark and leaf rubbings, ID charts, collection pots, observational drawing, transect hoops, pictogram (maths). Count and compare, name/label (science).

**Natural painting** – collect, crush, mix and paint. E.g. grass, leaves, berries... (art). Make a paintbrush from sticks and leaves.

**Natural art:** explore Andy Goldsworthy and recreate. Make natural paints and brushes. Link to Van Gogh (art).

**Trails of the forest:** maps, plans, directions & instructions (geography).




**Litter picking Aut 2** – link to materials, sort, compare (science)

**Woodland musical Aut 2** – using natural objects & body persuasion to explore sounds, tempo, man made too. Class orchestra (music)

**Material hunt Aut2:** explore natural and mad made materials, sort/name object & material made from (science).

**Christmas decoration Aut2**

## Forest School MTP: Autumn 2021 Curriculum & information page

Curriculum Links (end of year expectations)	Risk Assessment	Forest School resources
<p><b>EYFS</b>  <u>ELG: UTW: The Natural World</u></p> <ul style="list-style-type: none"> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class;</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> </ul> <p><u>ELG: EAD: Creating with materials</u></p> <ul style="list-style-type: none"> <li>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>Share their creations, explaining the process they have used;</li> <li>Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><u>ELG: PSED: Self-Regulation, Managing Self, Building Relationships</u>  <u>ELG: PD: Gross Motor and Fine Motor</u></p> <p><b>KS1</b>  <u>Art and design</u></p> <ul style="list-style-type: none"> <li>to use a range of materials creatively to design and make products, e.g. collage, clay/mud and weaving.</li> <li>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>to develop a wide range of art/design techniques in using colour/pattern/texture/line/shape/form/space</li> <li>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul> <p><u>Design technology</u></p> <ul style="list-style-type: none"> <li>explore how structures can be made stronger, stiffer and more stable (den building).</li> <li>select from and use a range of tools and equipment to perform practical tasks (bow saws, secateurs)</li> </ul> <p><u>Geography</u></p> <ul style="list-style-type: none"> <li>To use locational and directional language to describe the location of features and routes on a map. E.g. near and far, left and right.</li> <li>To use fieldwork and observational skills to study the geography of school and its grounds.</li> <li>To observe and describe the human and physical geography</li> <li>To ask and respond to simple geographical questions e.g. what is this place like?</li> </ul> <p><u>Science</u>  <u>Materials</u></p> <ul style="list-style-type: none"> <li>identify &amp; name a variety of everyday materials, including wood, plastic, glass, metal, water &amp; rock (Y1)</li> <li>identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses (year 2)</li> </ul> <p><u>Plants (year 1)</u></p> <ul style="list-style-type: none"> <li>identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul> <p><u>Living things and their habitats (year 2)</u></p> <ul style="list-style-type: none"> <li>identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</li> <li>identify and name a variety of plants and animals in their habitats, including microhabitats</li> </ul> <p><u>Seasonal Changes</u></p> <ul style="list-style-type: none"> <li>observe changes across the 4 seasons</li> <li>observe and describe weather associated with the seasons and how day length varies.</li> </ul>	<p>Please ensure that you are familiar with the Risk assessment for tools and the <b>site assessment</b>. Please report any concerns to <b>SL or JE</b></p> <div style="text-align: center;">  </div> <p><b>Forest school at HIS</b>            Forest School encourages children to take a chance, to explore risk and to take the time to stop and reflect on their experiences, asking questions and making sense of their own thoughts and feelings in the natural world. Children gain a valuable lesson in healthy, active lifestyles through a child led approach, developing holistically; physically, socially, emotionally, spiritually and intellectually in a safe, stimulating, positive and natural environment.</p> <div style="text-align: right;">  </div> <p><b>Please remember to.....</b>            Join in with activities! If you are seen to be doing something the children are more likely to try something too. When children are carrying out child-initiated activities join in but allow them to take the lead.            Extend children's learning where appropriate by asking open and extending questions as well as high quality sentence stems. Use positive language to children whenever possible.            Support children to manage their own risk but remind children of agreements (rules) and boundaries.            Encourage children to share, communicate and work together, talking through how children may feel in different situations and allowing them time to resolve problems where possible.            Encourage children to appreciate growing flora and not to pick flowers and plants they see. Dead wood can however be used for den building and other activities.            Promote our Hartford Heroes!</p> <p><b><u>What to say instead of 'be careful'...</u></b>  <u>Foster awareness:</u></p> <ul style="list-style-type: none"> <li><b>Notice how...</b> these rocks are slippery, the log is rotten, that branch is strong.</li> <li><b>Do you see...</b> the poison ivy, your friends nearby?</li> <li><b>Try moving...</b> your feet slowly, carefully, quickly, strongly.</li> <li><b>Try using your...</b> hands, feet, arms, legs.</li> <li><b>Can you hear...</b> the rushing water, the singing birds, the wind?</li> <li><b>Do you feel...</b> stable on that rock, the heat from the fire?</li> <li><b>Are you feeling...</b> scared, excited, tired, safe?</li> </ul> <p><u>Problem solve:</u></p> <ul style="list-style-type: none"> <li><b>What's your plan...</b> if you climb that boulder, cross that log?</li> <li><b>What can you use...</b> to get across, for your adventure?</li> <li><b>Where will you...</b> put that rock, climb that tree, dig that hole?</li> <li><b>How will you....</b> get down, go up, get across?</li> <li><b>Who will...</b> be with you, go with you, help you if?</li> </ul> <div style="text-align: right;">  </div>	<p>Please ensure all resources are <b>cleaned</b> and returned to the FS cupboard/shed <b>tidily</b>. All staff are responsible &amp; must report concerns/damage to <b>SL or JE</b>.</p>
<p><b>Class teachers responsible for</b>, ensuring all children have a photo uploaded to Tapestry each half term, gather resources needed, ensure supporting adults have anything they need e.g. First Aid Box  <b>Supporting staff responsible for</b>, helping <b>CT</b> carry out site check BEFORE session begins e.g. search for cat poo, broken glass and unwanted objects, check for any broken branches, overgrowth, help take photos  <b>All staff and volunteers</b> responsible for reading plans and risk assessments before sessions begin and notifying <b>SL or JE</b> of any damage/concerns/incidents.</p>		

**Forest School MTP: Autumn term one EYFS planning page**  
 Enquiry: Painting/Vincent Van Gogh, plants, local geography, algorithms/instructions

Wk beg	<b>Plant the seed...</b> Forest school circle	<b>Watch it grow...</b> FS site	<b>Let it blossom...</b> Forest school circle	<b>Tools</b> To be cleaned & returned tidily
20.09.21	<ul style="list-style-type: none"> <li>Rules for wellies and class routine for FS (classroom)</li> <li>Decide on class FS agreements, record and laminate for future use</li> <li>Discuss risks</li> <li>Introduce talking stick – not everyone has to talk</li> <li>FS welcome and duck, duck goose (change to FS vocab) game</li> </ul>	<ul style="list-style-type: none"> <li>This is me! Self-portrait using natural objects collected..</li> <li>What areas do we have at FS? E.g. digging, bug hotel/logs, log circle (do not move), red ropes to signify stop/turn around/back to FS etc</li> <li>What lives and grows at our FS site? Follow the leader – explore, identify and name key plants/creatures seen.</li> <li>Stick to paths</li> <li>Lots of practising going away and coming back to the circle using the FS call: 1,2,3 where are you/1, 2, 3 I'm over here call to return to circle.</li> </ul>	<ul style="list-style-type: none"> <li>I know... (how to stay safe at FS)</li> <li>I can...(listen to the adults carefully)</li> </ul>	<ul style="list-style-type: none"> <li>Ipads &amp; radios</li> <li>First aid bag &amp; meds</li> <li>Cleaning caddy</li> </ul>
27.09.21	<ul style="list-style-type: none"> <li>Rules for wellies and class routine for FS (classroom)</li> <li>Share agreements</li> <li>Discuss risks</li> <li>Introduce talking stick – not everyone has to talk</li> <li>FS welcome and duck, duck goose (change to FS vocab) game</li> </ul>	<ul style="list-style-type: none"> <li>This is me! Self-portrait using natural objects collected.</li> <li>What areas do we have at FS? E.g. digging, bug hotel/logs, log circle (do not move), red ropes to signify stop/turn around/back to FS etc</li> <li>What lives and grows at our FS site? Follow the leader – explore, identify and name key plants/creatures seen.</li> <li>Stick to paths</li> <li>Lots of practising going away and coming back to the circle using the FS call: 1,2,3 where are you/1, 2, 3 I'm over here call to return to circle.</li> </ul>	<ul style="list-style-type: none"> <li>I know... (We have to stay inside the FS area)</li> <li>I can...(walk round the FS area safely)</li> </ul>	<ul style="list-style-type: none"> <li>Ipads &amp; radios</li> <li>First aid bag &amp; meds</li> <li>Cleaning caddy</li> </ul>
04.10.21	<ul style="list-style-type: none"> <li>Rules for wellies and class routine for FS (classroom)</li> <li>Share agreements</li> <li>Discuss risks</li> <li>Introduce talking stick – not everyone has to talk</li> <li>FS welcome and duck, duck goose (change to FS vocab) game</li> <li>Introduce the idea of FS names, alliteration e.g. Bex Butterfly</li> </ul>	<ul style="list-style-type: none"> <li>Plant identification: bark and leaf rubbings, collection pots, observational drawing, count and compare, name/label (science).</li> <li>Seasonal changes, what do you notice, what has changed</li> <li>FS explorers (children choose): explore digging area, bug hotel and logs, creative trolley, minibeast hunting, games, plant identification etc (if ready, break up into short times and practice coming back to the circle if needed)</li> <li>Go over the rules of putting things back in the trolleys neatly when finished</li> </ul>	<ul style="list-style-type: none"> <li>I know... (this is an oak tree)</li> <li>I can...(make a rubbing)</li> </ul>	<ul style="list-style-type: none"> <li>Ipads &amp; radios</li> <li>First aid bag &amp; meds</li> <li>Cleaning caddy</li> <li>Science (Stanley) &amp; creative (Daisy) trolley (TAs top up paper if needed)</li> </ul>

11.10.21	<ul style="list-style-type: none"> <li>Rules for wellies and class routine for FS (classroom)</li> <li>Share agreements</li> <li>Discuss risks</li> <li>Introduce talking stick – not everyone has to talk</li> <li>FS welcome and duck, duck goose (change to FS vocab) game</li> <li>Sit spot – What do you notice? Use senses.</li> <li>Children to share ideas for FS names</li> </ul>	<ul style="list-style-type: none"> <li>Plant identification: bark and leaf rubbings, collection pots, observational drawing, count and compare, name/label (science).</li> <li>Seasonal changes, what do you notice, what has changed FS explorers (children choose): explore digging area, bug hotel and logs, creative trolley, minibeast hunting, games, plant identification etc (if ready, break up into short times and practice coming back to the circle if needed)</li> <li>Go over the rules of putting things back in the trolleys neatly when finished</li> </ul>	<ul style="list-style-type: none"> <li>I know...</li> <li>I can...</li> </ul>	<ul style="list-style-type: none"> <li>Ipads &amp; radios</li> <li>First aid bag &amp; meds</li> <li>Cleaning caddy</li> <li>Science (Stanley) &amp; creative (Daisy) trolley (TAs top up paper if needed)</li> </ul>
18.10.21	<ul style="list-style-type: none"> <li>Rules for wellies and class routine for FS (classroom)</li> <li>Share agreements</li> <li>Discuss risks</li> <li>Introduce talking stick – not everyone has to talk</li> <li>FS welcome and duck, duck goose (change to FS vocab) game</li> <li>Sit spot – What do you notice? Use senses.</li> <li>Decide FS names (if ready)</li> </ul>	<ul style="list-style-type: none"> <li>Natural painting – collect, crush, mix and paint, grass, leaves, berries. Make a paintbrush from sticks and leaves. Link to colour mixing, Van Gogh art lessons.</li> <li>Explorer time (as above)</li> </ul>	<ul style="list-style-type: none"> <li>I know...(you can hear with your ears)</li> <li>I can...(observe closely using my senses - sit spot time)</li> </ul>	<ul style="list-style-type: none"> <li>Digging tools</li> <li>Ipads &amp; radios</li> <li>First aid bag &amp; meds</li> <li>Cleaning caddy</li> <li>Science &amp; creative trolley (string, tape to make paintbrush)</li> <li>Pots of water to help make natural paint</li> <li>(TAs top up paper if needed)</li> </ul>

<b>Forest School MTP: Autumn term two EYFS planning page</b> Enquiry: music, materials, textiles				
Wk beg	<b>Plant the seed...</b> Forest school circle	<b>Watch it grow...</b> FS site	<b>Let it blossom...</b> Forest school circle	<b>Tools</b> To be cleaned & returned tidily
01.11.21	<ul style="list-style-type: none"> <li>Welcome &amp; nature names</li> <li>Recap agreements</li> <li>Sit spot – how has FS site changed? What do you notice?</li> <li>Play game duck duck goose (FS)</li> </ul>	<ul style="list-style-type: none"> <li>This is Autumn - What do you know? What signs of this season can you spot? Show me this season, e.g. pictures, book, natural art, dance/song/play using stick microphone.</li> <li>Explorer time</li> </ul>	<ul style="list-style-type: none"> <li>I remember...(summer was hotter)</li> <li>I know... (leaves change colour in autumn)</li> <li>I can...(create an autumn dance)</li> </ul>	<ul style="list-style-type: none"> <li>Ipads &amp; radios</li> <li>First aid bag &amp; meds</li> <li>Cleaning caddy</li> <li>Science (Stanley) &amp; creative (Daisy) trolley</li> <li>Tas top up paper if needed</li> </ul>

08.11.21	<ul style="list-style-type: none"> <li>Welcome &amp; nature names</li> <li>Recap agreements</li> <li>Sit spot (I notice...)</li> <li>Sing song (Autumn time... to baby shark) e.g. leaves fall down, leaves are brown, it is cold etc.</li> </ul>	<ul style="list-style-type: none"> <li>This is Autumn - What do you know? What signs of this season can you spot? Show me this season, e.g. pictures, book, natural art, dance/song/play using stick microphone.</li> <li>Explorer time</li> </ul>	<ul style="list-style-type: none"> <li>I remember...(summer was hotter)</li> <li>I know... (leaves change colour in autumn)</li> <li>I can...(create an autumn dance)</li> </ul>	<ul style="list-style-type: none"> <li>Ipads &amp; radios</li> <li>First aid bag &amp; med</li> <li>Cleaning caddy</li> <li>Science &amp; creative trolley</li> </ul>
15.11.21	<ul style="list-style-type: none"> <li>Welcome &amp; nature names</li> <li>Recap agreements</li> <li>Sit spot (I notice...)</li> <li>Play game 'it's not a stick...'</li> </ul>	<ul style="list-style-type: none"> <li>Material hunt: explore natural and mad made materials, sort/name object &amp; material made from (science).</li> <li>Litter picking – link to materials</li> <li>Discuss rules about not picking up litter with hands</li> <li>Explorer time</li> </ul>	<ul style="list-style-type: none"> <li>I know...(...is made of...)</li> <li>I can... (sort natural and manmade materials)</li> </ul>	<ul style="list-style-type: none"> <li>Litter pickers, bin liner</li> <li>Ipads &amp; radios</li> <li>Cleaning caddy</li> <li>First aid bag &amp; meds</li> <li>Science &amp; creative trolley</li> </ul>
22.11.21	<ul style="list-style-type: none"> <li>Welcome &amp; nature names</li> <li>Recap agreements</li> <li>Sit spot (I notice...)</li> <li>Play game 'it's not a stick...'</li> </ul>	<ul style="list-style-type: none"> <li>Leaf bunting – collect leaves, make a hole in the leaf and thread onto string. Could work in teams. Link to Team Work Tigers.</li> <li>Explorer time</li> </ul>	<ul style="list-style-type: none"> <li>I know...</li> <li>I can... (use natural materials to make a picture)</li> </ul>	<ul style="list-style-type: none"> <li>String/wool/hole punch</li> <li>Ipads &amp; radios</li> <li>Cleaning caddy</li> <li>First aid bag &amp; meds</li> <li>Science &amp; creative trolley</li> </ul>
29.11.21	<ul style="list-style-type: none"> <li>Welcome &amp; nature names</li> <li>Recap agreements</li> <li>Sit spot (I notice...)</li> <li>Sing FS song (linked to signs of different seasons to tune of here we go round the mulberry bush) e.g. here we are at FS, FS, FS, here we are at FS on a cold and frosty Monday.</li> </ul>	<ul style="list-style-type: none"> <li>Woodland musical – using natural objects &amp; body persuasion to explore sounds, tempo etc. Add man made. Class orchestra (music)</li> <li>Explorer time</li> </ul>	<ul style="list-style-type: none"> <li>I know... (we can be like Team Work Tiger to create a class orchestra)</li> <li>I can... (use objects in nature to make sounds)</li> </ul>	<ul style="list-style-type: none"> <li>Ipads &amp; radios</li> <li>Cleaning caddy</li> <li>First aid bag &amp; meds</li> <li>Science &amp; creative trolley</li> <li>Instruments</li> </ul>
06.12.21	<ul style="list-style-type: none"> <li>Welcome &amp; nature names/actions</li> <li>Reflect on all FS activities and games for this term (I remember...)</li> <li>Sit spot (I notice...)</li> <li>Play favourite game from FS this term</li> </ul>	<ul style="list-style-type: none"> <li>Natural decorations, e.g. pine cone tree decorations (collect and bring in from home) conifer from home? stick trees, natural wreaths (for classroom door) etc</li> <li>FS explorers (choose activity from this term)</li> </ul>	<ul style="list-style-type: none"> <li>I know...(pine cones grow on pine trees)</li> <li>I can...(tie a knot on my pine cone)</li> <li>Next time at FS....</li> </ul>	<ul style="list-style-type: none"> <li>String, wool &amp; pine cones</li> <li>Ipads &amp; radios</li> <li>Cleaning caddy</li> <li>First aid bag &amp; meds</li> <li>Science &amp; creative trolley</li> <li>Wire wreaths in/on top of FS cupboard</li> </ul>