

Appletree Forest School Autumn 1 Planning
Exploring inside and out
Autumn leaves

Forest School Outcomes:

Principle 1: Forest School is a long-term process of frequent and regular sessions

Principle 2: Forest School aims to foster a relationship with nature through regular personal experiences

Principle 3: Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners

Principle 4: Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.

Principle 5: Forest School is run by qualified Forest School practitioner

Principle 6: A learner-centred pedagogical approach is employed by Forest School that is responsive to the needs and interests of learners

Week	Previous knowledge	Plan/do/review Planned activity	Learning objective	Learning outcome	Key words/concepts	Enhancements
2 Settling	Some of the children are 5 termers and will have been to forest school. Some of the new children came for their visit into our Forest School. However, this will be new to them all as we start 'Plan, Do and Review'.	Familiarizing themselves and learning FS routines, planning, do and review. Also 1,2,3 Come to me! Children go with an adult into their group. Sit and listen to all the areas they can explore, see and do. Demonstrate asking what, why, where questions. Children to explore then return for snack and story. Finish the session today with story and tidy up.	The children should experience.... •The boundaries of the site •The rules of forest school	•I can say 1 thing about being safe at forest school •I can say 3 things about being safe at forest school •I can talk about being safe at forest school and say why.	Key words/concepts: Safe, secure, rules, boundaries, collecting, looking, exploring, independence.	-Non fiction books on bench -Magnifying glasses hanging on string from a few trees for observations -Paper and crayons with clip boards for drawing -Orange water (food colouring) -leaves in mud kitchen
3 Leaf crowns	The children will have seen that leaves are slowly changing colour and have any fallen from the trees?	(On the way to FS, children collect fallen leaves) Before planning, show the children a selection of leaves. Explain that they are all different and fall down when it is Autumn. Planning: Children use collected leaves for their planning. Do: CIP Review: Children sit for a hot chocolate/snack and	To learn new ways to explore media and materials.	I can collect fallen leaves I can describe the leaves I can talk about why they fall	Turning, changes, falling, yellow, orange, Autumnal	-Yellow water in mud kitchen -Autumnal coloured crayons and clipboard in seating area -Chalk boards with yellow chalk

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		<p>recall to their peers what they have been doing in the session.</p> <p>Activity: Leaf crowns. Children stick dried leaves onto a long paper strip to make crowns. Children each have a glue or share between two.</p> <p>Tidy time.</p>				
4 Leaf stickman	<p>This week the children will be more familiar with the planning process and hopefully autumn is in full swing.</p>	<p>Planning: This week the children will be shown some sycamore seeds. What do they feel like? Look like? Has anyone seen them before? Children use collected sycamore seeds for their planning.</p> <p>Do: CIP</p> <p>Review: Children sit for a hot chocolate/snack and recall to their peers what they have been doing in the session</p> <p>Activity: Leaf Stickman Children have a selection of leaves to choose from. Children use a pen, googly eyes and lolly stick to make a puppet. Can they put on a little show? How can they make the puppets move?</p> <p>Tidy time</p>	<p>To learn about different aspects of tree features.</p> <p>To make small world props</p>	<p>I can talk about the object I am holding. I know it comes from a tree</p> <p>I can say what it feels like and looks like</p>	<p>Tree Fallen Autumn Sycamore</p>	<p>Sycamore seeds s in mud kitchen</p> <p>Green water in potion station</p> <p>Leaves at the making table</p>
5 Salt dough leaf man	<p>This week the children continue to be more familiar with the planning process and developing their recall</p>	<p>Planning: Children help adult to make salt dough as a group. What will I need? Explain this is for later in the session. Make and put aside. Children plan using sticks.</p> <p>Do: CIP</p> <p>Review: Children sit for a hot chocolate/snack and recall to their peers what they have been doing in the session</p> <p>Activity: This week we will be looking at leaves from evergreen trees. What do they feel like? Using the dough, roll out, cut a gingerbread man shape and children decorate with leaves.</p>	<p>To learn about the veins that run through leaves</p>	<p>I can say what a leaf is</p> <p>I can follow instructions and listen to next steps</p> <p>I understand that if I press down on my leaf, it will leave an impression and stick.</p>	<p>Leaf Vein Dry Crunchie</p>	<p>Non fiction books about trees and leaves in story area</p> <p>Red water in mud kitchen</p> <p>Hang a washing line (or string) garden fence and peg A3 paper on it. Place autumnal paint,</p>

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6 Leaf rubbing	This week we are going to explore leaf rubbings.	<p>Planning: This week we are going to feel the difference between an autumn leaf and evergreen leaf. Children plan using the evergreen leaf.</p> <p>Do: CIP</p> <p>Review: Children sit for a hot chocolate/snack and recall to their peers what they have been doing in the session</p> <p>Activity: This week we will be make leaf rubbings using autumnal coloured crayons.</p>	<p>To observe the structure of a leaf from underside</p> <p>To make marks with a wide range of tools and grip</p>	<p>I can tell the difference between an evergreen and deciduous leaf.</p> <p>I can identify the top and underside of a leaf</p>	<p>Evergreen Deciduous Leaf Leaves Autumn</p>	<p>Green water in much kitchen</p> <p>Variety of stick and leaves in the dry mud kitchen</p> <p>Fiction stories about autumn/trees</p> <p>Rakes and buckets</p>
7 Leaf lantern	This week as the nights draw darker we talk about what can make us safe in forest school.	<p>Planning: This week the children are going to plan using sticks from the ground.</p> <p>Do: CIP</p> <p>Review: Children sit for a hot chocolate/snack and recall to their peers what they have been doing in the session</p> <p>Activity: This week we are going to make a leaf lantern using baking paper, leaves and a single tea light. Children stick leaves on a strip of baking paper and fold in half. Roll it to make a cylinder. The lantern is then complete.</p>	To			<p>Leaf collectors, rakes</p> <p>books related to light and dark seating area</p> <p>White paper, crayons for leaf rubbings.</p>
8 Pumpki n fun	This week everything is about pumpkins!	<p>Planning: This week we have a new station, potions. Show the children how they can make their own. Children plan with</p> <p>Do: CIP</p> <p>Review: Children sit for a hot chocolate/snack and recall to their peers what they have been doing in the session</p> <p>Activity: This week we are going to have a campfire and make pumpkin pancakes. After we will have a mini pumpkin treasure hunt. Children find mini oranges, decorated as pumpkins for snack.</p>	<p>To learn about halloween</p> <p>Learn how to make a snack</p>	<p>I can talk about my halloween traditions</p> <p>I can talk about pumpkins</p>	<p>Orange Fruit/veg Large Small Sweet Pulp Carve</p>	<p>Large pumpkins/mallets and sticks</p> <p>Small pumpkin rolling down planks and pipes</p> <p>Orange water in potion station</p>

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Ideas board below