

Appletree Forest School Spring 2b Planning
Bears
Spring in Forest School

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

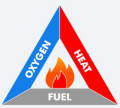
Principle 4: Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.

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
1 Bear's nap Weather proof testing	The children have had nearly two full term of weekly experiences in Forest School. Rising threes are newer to this experience	SGT: In the small group, discuss 'Spring has sprung' What can we look for in FS. How can we look after our new shoots? What should we not do? Planning: Children use collected leaves for their planning. Do: CIP Review: Children sit for a hot chocolate/snack and recall to their peers what they have been doing in the session. Activity: Children explore waterproof properties of materials. Our bear will test out being rained on with paper roof, stick roof and foil roof. Can the children guess which one will be best? Worst? And why?	To learn new that not all materials are waterproof	I can name the three materials I can talk about why it has made the bear wet	Bear Hibernation Roof Waterproof Paper Foil Sticks	-Magnifying glasses for bug world and with books too. -Chalk boards with yellow chalks -small/medium/large bowls and jugs in potion station -Wheelbarrows
2 Polar bear marshows	The children have had nearly two full term of weekly experiences in Forest School	SGT: recap on 'Spring has sprung' What can we look for in FS. How can we look after our new shoots? What should we not do? Planning: Children use pussy willow for their planning. What does it feel like? Where is it from? Do: CIP polar bear inspired Review: Children sit for a hot chocolate/snack and recall to their peers what they have been	The children should experience.... •The boundaries of the site •The rules of forest school How to sit around	•I can say 1 thing about being safe at forest school •I can say 3 things about being safe at forest school	Key words/concepts: Safe, secure, rules, boundaries, collecting, looking, exploring, independence.	-Non fiction books on bench bulbs, plants, spring in pictures spring bugs -Magnifying glasses for bug world and with books too. -Shaving foam in mud kitchen (unless real snow)

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	<p>however, we have new rising three's that have started.</p>	<p>doing in the session. Activity: This week we are going to make polar bear Marshmallows to cook over the fire pit at the end of the session</p>	<p>a fire To learn about ST I know how to enter and exit the fire pit area</p>	<p>•I can talk about being safe at forest school and say why.</p>		<p>White chalk and chalk boards</p>
<p>3 Spring equinox Bear stars</p>	<p>The children will have listened to stories of bears at night time</p>	<p>SGT: This week we are thinking about night time. Recap on last term, owls and nocturnal animals. This week we will look at stars. Show the children the constellation Usar Major, Great Bear. When can you see stars? Planning: Children to use some petals to plan Do: CIP Review: Children sit for a hot chocolate/snack and recall to their peers what they have been doing in the session Activity: Today the children will dip small sticks into white paint and print stars on a bear template.</p>	<p>To learn new ways to explore media and materials. To use FS treasures for cause and effect</p>	<p>I can talk about the stars. I know they are in the sky I can say I can see them at night time</p>	<p>Stars Nighttime Sky Darkness Twinkle</p>	<p>Black chalkboards and white chalk Ice cakes with pussy willow and spring petals in potion station Porridge in mud kitchen</p>
<p>4 Mothers Day day bulb planting</p>	<p>The children will be experienced with planting by now and should be confident with this task</p>	<p>SGT: Planning: This week we will look at a variety of bulb, flowers and seeds Do: CIP Review: Children sit for a hot chocolate/snack and recall to their peers what they have been doing in the session Activity: This week we will be planting bulbs for Mother's day gifts. Children will each plant a bulb to take home using planting skills they have learnt in Gardening club.</p>	<p>To lean that we have different bulbs for different flowers To know that this is because we have different varieties of flora in our gardens, woods etc</p>	<p>I can say what a bulb is I can follow instructions and listen to next steps. I can stop, look and listen I understand that a bulb needs sunlight and water to grow</p>	<p>Small Big Non edible Plant Compost Scoop Fill Bulb Flower Nourish Bloom Grow shoots</p>	<p>Non fiction books about flowers, spring Rakes and buckets Flower colour in sheets</p>

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<p>5 Bear leaf faces</p>	<p>Can the children say what our focus is this half term?</p> <p>Story Bear and the wolf</p>	<p>SGT: Today we will look at the features of bears. What do they all have in common? We will recall what birds need in winter to help them survive. What do some animals do in winter? Where are bears in Winter? Do all bears do the same? Planning: This week we will use FS treasure to plan Do: CIP Review: Children sit for a hot chocolate/snack and recall to their peers what they have been doing in the session Activity: This week we will be making bear faces with the last of our leaves. Talking about the features of a bear building on the key words we have been learning during phonic sessions to describe in more detail.</p>	<p>I can observe the difference between bears</p> <p>I can talk about where they live</p>	<p>I can tell the difference between polar and brown bears</p> <p>I can describe a bear using previously learnt words</p> <p>I can listen to why it is different for some bears in winter.</p>	<p>Hibernate Sleep Winter Spring Awake Hungry Snow Woods Trees Hot / cold climates Zoo or wild Nossel fur</p>	<p>Bear stories on logs</p> <p>Rakes and buckets Wheelbarrow</p> <p>Wooden spoons in potion station</p> <p>Porridge in mud kitchen</p>
<p>6 Easter session Egg rolling competition</p>		<p>SGT: This week we celebrate Easter. What do they know what Easter is? Why do we have eggs? Planning: This week we will use FS treasure to plan (wild garlic) Do: CIP Review: Children sit for a hot chocolate/snack and recall to their peers what they have been doing in the session. Activity: This week we will be making chocolate easter nests over the fire pit. Recall previous melting chocolate. Children will go on an easter egg hunt on site.</p>				

Ideas board below