

# Appletree Forest School Autumn 1b Planning

## Owls

### Birds in winter

#### 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 Settling in	The children have had a full term of weekly experiences in Forest School however, we have new rising three's that have started.	<b>SGT:</b> In the small group, discuss the rules of forest school and how we plan and review our learning. <b>Planning:</b> Children use collected leaves for their planning. <b>Do: CIP</b> <b>Review:</b> Children sit for a hot chocolate/snack and recall to their peers what they have been doing in the session. <b>Activity:</b> This week we are going to have a story and settle into forest school as snack will take longer this week.	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 -Orange water (food colouring) -leaves in mud kitchen -Potion station to have large and small jars, pippets and funnels
2 Leaf owls	The children will have seen that leaves have fully fallen off the trees now.  We can now use them as crafts	<b>Planning:</b> Children use collected leaves for their planning. <b>Do: CIP</b> <b>Review:</b> Children sit for a hot chocolate/snack and recall to their peers what they have been doing in the session. <b>Activity:</b> Make leaf owls using the collected fallen leaves from autumn. <b>Tidy time.</b>	To learn new ways to explore media and materials.	I can say an owl has two eyes  I can talk about owl features	Owls Birds Winter Nocturnal Daytime Hunters  (Turning, changes, falling, yellow, orange, Autumnal)	- water in mud kitchen -Chalk boards with chalks -red water in potion station -Wheelbarrows -

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<p>3 Autumn Robins</p>	<p>This week we are learning about Robins as part of our robin week</p>	<p><b>Planning:</b> This week the children will be shown pictures of Robins. Look at them and discuss the features. Why are they so special? <b>Do:</b> CIP <b>Review:</b> Children sit for a hot chocolate/snack and recall to their peers what they have been doing in the session <b>Activity:</b> Children to use their finger prints to make a robin on wooden round. <b>Tidy time</b></p>	<p>To To learn new ways to explore media and materials.</p>	<p>I can talk about the robins. I know they sit in a tree.  They come into our gardens  They have a red chest</p>	<p>Tree Winter Birds Robin Small Alone Spiritual</p>	<p>Red and orange water in potion station  ICe cakes with Leaves and autumn collections at the mud kitchen  Robin colour in sheets  Robin books</p>
<p>4 National bird watch</p>	<p>This week the children will be more familiar with listening to birds and learning about some features of a bird.</p>	<p><b>Planning:</b> This week we will discuss that owls come out at night. They are nocturnal. So because they are asleep, we will be looking and listening for other birds in our environment. <b>Do:</b> CIP <b>Review:</b> Children sit for a hot chocolate/snack and recall to their peers what they have been doing in the session <b>Activity:</b> This week we will be walking down to the far end of our nature zone to listen and look for birds.taking turns using binoculars. Can we spot any? Can we hear them? Can we see their colours?</p>	<p>To lean that we have different birds visiting our site  To know that this is because we have different variety of garden birds that will likely visit</p>	<p>I can say what a bird is  I can follow instructions and listen to next steps.  I can stop, look and listen</p>	<p>Small Big Flying Perched Swoop Swooping Dive Fly Flap Book for berries</p>	<p>Non fiction books about birds trees in story area  Fiction and non-fiction books about birds  Rakes and buckets  Bird colour sheets Bird identification sheets to colour</p>
<p>5 .Bird feeders in shape of owl</p>	<p>Can the children say what our focus is this half term?</p>	<p><b>Planning:</b> This week we will discuss what birds need in winter to help them survive. <b>Do:</b> CIP <b>Review:</b> Children sit for a hot chocolate/snack and recall to their peers what they have been doing in the session <b>Activity:</b> This week we will be making bird feeders in the shape of an owl. They will learn to mix lard (fat) with seeds. They can take these home.</p>	<p>To observe the texture of the mixture  To manipulate the ingredients to make an owl shape</p>	<p>I can tell the difference between seeds and lard  I can say what birds eat  I can listen to reasons to why it is harder for birds to find food in winter</p>	<p>Lard Fat Seeds Mix Mold Hang</p>	<p>Variety of stick and leaves in the middle for nest building  Fiction stories about winter/birds  Rakes and buckets Wheelbarrow  Wooden spoons in potion station not pippets</p>

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<p>6 Clay owls</p>		<p><b>Planning:</b> This week we will look closely at the features of an owl.  <b>Do:</b> CIP  <b>Review:</b> Children sit for a hot chocolate/snack and recall to their peers what they have been doing in the session  <b>Activity:</b> This week we are going to make an owl ornament using clay and seasonal forest treasure *or mud owls on trees</p>	<p>Observe what our bodies can do and look at what an owl can do</p>	<p>I can follow instructions  I can manipulate clay to a desired effect</p>	<p>Mold Manipulate Role Flattern Bend Press</p>	<p>Sticks in the small world area  Owl cuddly toys at the far end of FS  OWI pictures to colour in</p>
<p>7 Owl babaies</p>	<p>Last week in the half term. Children will be fully aware of rules and routines.</p>	<p><b>Planning:</b> This week we will look closely at the features of a nest. What are they for? How are they made? Read Owl babies again to the children  <b>Do:</b> CIP  <b>Review:</b> Children sit for a hot chocolate/snack and recall to their peers what they have been doing in the session  <b>Activity:</b> This week we are going to make baby owls using snow* or flour on the ground (or trees)</p>	<p>What do we need to stay healthy and strong. What does an owl baby need? Do they have the same needs?  What is the same and what is different</p>	<p>I can say what things that I need to be heathy and strong  I can say what a bird/owl needs</p>		<p>Sticks and owl toys for role play  Brown water in potion station Wheelbarrows  White paint and black large paper</p>

**Ideas board below**