

Forest School - Outdoor Learning Midterm Planning - Spring B 2025

Class: Stardust

Years: 1 & 2

Literacy Tree story: Astrogirl/The Comet

Week 1 - Can I create a frame for my collage?

Children enter fire circle in a line and sit on next available log. Discuss fire safety, role of flags & what to do if whistle blows. Explain children are going to make group picture frames then collect natural materials to create collages of a jungle animal. Discuss which animals live in jungles Children move to tables next to shelter. Discuss & model lashing two sticks together to make a corner & tying off with a double knot. Children work together in groups to lash each corner of frame & tie off with double knots (S). Children go to field, wild area & adventure playground to collect natural materials to create a jungle animal collage. Each group decide which jungle animal they will make and create it within their picture frame. Children drink hot chocolate sitting around fire circle.

Resources: Sticks for frames (by side of shelter) string (in outdoor cupboard) scissors, STC - different jungle animals.

Week 4 - Do you know which features different animals have?

Children enter fire circle in a line and sit on next available log. Discuss fire safety, role of flags & what to do if whistle blows. Discuss the sleeping habits of different animals. Which animals are awake in the day? Which are awake at night? In pairs children go on an animal picture hunt. They find previously hidden pictures of animals that sleep at night (nocturnal & ones that sleep in the day (diurnal) Children record the names of animals they find on a sheet under the headings 'Day' and 'Night,' to show if the animal is diurnal or nocturnal. Children return to fire circle. Adult shows the pictures of the hidden animals. Children say whether the animal is diurnal or nocturnal. Place pictures under correct STC heading. Do you all agree? Why do you think...? How do you know...? Children drink hot chocolate sat around fire circle.

Resources: Laminated pictures of diurnal/nocturnal animals, STC headings, Worksheet for Day/ Night, pencils.

Week 2 - Can I create a horizontal 3D tree?

Children enter fire circle in a line and sit on next available log. Discuss fire safety, role of flags & what to do if whistle blows. Discuss Birch tree in wild area. What does it look like? Children go to investigate the tree, looking at shape, bark & buds emerging. Explain children are going to make an observational drawing of the tree. Discuss word observational. Children sit around log tables. Explain children draw what they see. On paper children draw the tree & buds. They label the different parts of the tree. (Trunk, branch, twigs, bark, buds) Discuss the roots. Can you see them? Why not? What job do they do? Children drink hot chocolate sat at log tables.

Resources: Paper, pencils, STC for correct labelling of tree,

Week 5 - Will my kite fly?

Children enter fire circle in a line and sit on next available log. Discuss fire safety, role of flags & what to do if whistle blows. Children move to log tables. Explain children are going to be making kites. First children decorate paper diamonds using felt pens & pencil crayons, drawing/colouring patterns. Adult demonstrates lashing two sticks together to make a cross using a double knot to secure. Explain this will make the main part of kite. Children use string to tie sticks together to make a cross. They then use Sellotape to stick the four corners of their paper diamond to the cross. Children attach string to their kite by tying a double knot at centre of cross. **Extension** - Children fold paper to make bows and attach to a separate string tied on as a tail. Children test out their kites to see if they will fly. Children drink hot chocolate sat at log tables.

Resources: A3 paper cut into large diamonds, thin sticks 1 long/1 short per child, large ball string, Sellotape, felt pens, pencil crayons, Spare recycling paper for bows.

Week 3 - How do tomatoes grow?

Children enter fire circle in a line and sit on next available log. Discuss fire safety, role of flags & what to do if whistle blows. Discuss growing plants. What do plants need to grow healthily? Where would be the best place for the seeds to grow? Why do you think that? Children move to log tables. Explain children are going to plant tomatoes in large pots & put them in the greenhouse. Why do you think the greenhouse is the best place to put the tomato seeds? Using trowels, children take turns to fill 6 large individual pots with compost. They plant tomato seeds in each pot. Children water the pots using watering can and place the pots in the bottle greenhouse. Discuss how long the plants may take to grow fruit. How can we look after the seeds? How often do we need to water them? Children drink hot chocolate sat at log tables.

Resources: Large flowerpots (In shelter), trowels (outdoor cupboard) compost (may need to buy) Tomato seeds.

Week 6 - Can I wind wool and tie knots to make a Dreamcatcher?

Children enter fire circle in a line and sit on next available log. Discuss fire safety, role of flags & what to do if whistle blows. Show children a thin, bendy stick, twisted around to make a circle. Demonstrate winding wool around the two ends to keep the shape and tying off with double knot. Children move to tables by shelter. They create their own circles using thin, bendy sticks, winding around wool, and tying double knots to keep the circular shape. Children then wrap wool around the stick to cover it and across the circle in different directions, tying off with double knots. They add coloured feathers to bottom and tie on. Children go to wild area, field & sensory garden to collect natural materials to thread and weave through their Dreamcatcher. They weave them as they walk. Children return to fire circle for hot chocolate.

Resources: thin bendy sticks x 35, coloured wool & feathers