



Forest School - Outdoor Learning Midterm Planning - Summer A 2025

Class: Stardust

Year: 1 & 2

Literacy Tree Stories: The Sea Saw/The Odd Egg

Week 1 - How do we grow lettuce?

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. Which foods did the TVHC eat? Why do you think it was so hungry? Explain most of the foods had to be grown or had ingredients that had to be grown. Show packet of lettuce seeds. How can we help the seeds grow? Children rip up small pieces of cardboard & place in bottom of propagator & normal seed trays, then fill the trays with compost. Discuss why cardboard is helpful to the growing plant. What does a plant need to grow? How can we keep the seedlings damp but not wet? Remind children the cardboard in the bottom of the trays will help. Children plant the seeds in the trays & sprinkle with water. They put cover on propagator, short sticks in 4 corners & cover with cling film on 1 tray, & leave 3rd tray as it is & place all 3 in the greenhouse. Why do we put plants in a greenhouse? Why have we given each tray different conditions to grow? Children sit around log tables to drink hot chocolate or squash.

Resources, Propagator, 2 seed trays, cardboard, compost, lettuce seeds, 4 sticks, clingfilm, trowels.

Week 2 -

No Forest school - PE

Week 3 - Can we create 'bug' houses?

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 this week, children are going to make small elder bug houses. Discuss Health and Safety rules for using tools. (Safety gloves, peelers and tent pegs.) Explain children are going to push out the pith from the centre of the sticks using a tent peg. Demonstrate pushing pith out, pushing on tent peg downwards. Discuss uses for pith in past, e.g., candles in trees. Children push out pith from individual sticks. Demonstrate whittling the elder bark using peelers, emphasising using blade not edge of peeler, pointing downwards & peeling away from body. Children whittle their elder sticks. Explain we will join the 'houses' together to make two or three small bug houses using rubber bands. The group houses to be added to large pallet bug house. Why are bees & insects important? Children drink hot chocolate sat around fire circle.

Resources - elder sticks x 30, peelers, tent pegs, safety gloves (children & adults)

Week-4

No Forest school - PE

Week-5 Can we identify our trees?

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 today we will be working in the Forest School area, the field & the sensory garden. Discuss the trees the children can see. How can we identify the different trees? Discuss different bark, shape of flower buds/ leaf buds/catkins & leaves. In groups, children look around the trees. They use tree identification sheets to begin to identify and name the trees. Children look at the bark, the shape of the trees and look for any flower /leaf buds/leaves emerging. Are there any clues below the trees? Children look on the ground for old nut shells and berries. Children to make bark rubbings of different trees using wax crayons on A4 paper. Children return to fire circle to drink hot chocolate or squash. Can you see any differences between the rubbings you made? How are they different?

Resources - Tree/ leaf/ bud laminated identification sheets, A4 paper, wax crayons.

Week-6

No Forest school - PE

Extra lesson if time allows - How can we make sound travel?

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. Ask children - How does sound travel? Discuss how sound travels along vibrations. How can we test this theory? Explain children are going to work in pairs to create tin- can walkie talkies and test them out. Children move to tables by shelter. Show children a stubby hammer & large nail. Discuss the Health and Safety rules for using the tools. Show children tin cans with masking tape placed around top to avoid injury. Explain children must not remove the tape and safety gloves must be worn when using hammers. Children use stubby hammers and a nail to make a hole in bottom of can. They then thread string through hole and tie knots. (A can at each end of string.) Children to then work in their pairs testing their walkie talkies. What do you notice? Why can you hear your partner clearly? Children drink hot chocolate or squash sat in fire circle.

Resources - empty, cleaned, pull ring tins x 30 (all taped around top), string, stubby hammers, large nails, safety gloves (children & adult)