



Small School. Big Hearts. Big Ambitions

Forest School Long Term Plan

I pray that your love for each other will overflow more and more, and that you will keep on growing in knowledge and understanding. Philippians 1:9

	KS1	Yr3/4	Yr5/6
Autumn Term			
Seasons: Why do we have seasons? Why do the days get shorter? Why do leaves change colour?	Ch. will learn the difference between deciduous and coniferous trees. Leaf printing, leaf wreaths, leaf crowns. Learn to use flint and steel.	Ch. will understand about seasonal changes and about chlorophyll/photosynthesis. To make hot drinks on an open fire.	Ch. will know about Equinox and Solstices and why it becomes colder. Make hot drinks on an open fire, which they will learn to light.
Colour: Warm and cool colours	Using colour 'magnifying glasses' ch will match colours. Make paint from berries and use them to paint pictures.	As KS1, looking really carefully for hidden colours. Collages, colour wheels, warm/cool pictures.	As for KS1, making dyes from certain natural objects, knopper galls, bark etc. Journals to be started.
Fruits, seeds and berries	What are apples? Taste test: apples vs pears. Cut an apple horizontally to reveal a star. Fruit printing to make gratitude bunting to decorate FS area	Discuss plant reproduction. Which trees have edible fruits. Printing. Hot apple juice, hawthorn tea/jam, crumble.	Ch to have fact sheets for journals. Begin story of an apple. Watercoloured paintings of various apples. Hot apple juice etc.
Pumpkins:	Fizzy science, mixing potions in hollowed-out pumpkins.	Venn diagrams: pumpkins vs apples.	
Diwali:	Making natural rangolis outdoors.	Making clay diwas.	Making candles in hollows in a sand tray – melt wax on open fire.
Hibernation: Why do animals hibernate? How we can help.			

<p>Sensory tub: Pinecones, conkers, acorns, scented twigs and bark.</p> <p>Christmas: Ch. will learn about Christmas in other countries. Yule logs, why we decorate with greenery.</p> <p>Winter; snow and ice</p>	<p>What is it? Why do animals hibernate?</p> <p>Unexpected items can help storytelling – like a fairy and a dinosaur, or a mermaid.</p> <p>Decorations for the FS area. Hot drinks, festive snacks</p> <p>FSL to freeze small objects and allow ch to discover. Be ‘archaeologists’.</p>	<p>Why do animals in UK need to hibernate? What do they need?</p> <p>Poetry/storytelling</p> <p>Decorations. Fire-making, Hot drinks, festive snacks.</p> <p>Look at states of matter. How are snowflakes formed. Make own with glue and salt and a little watercolour</p>	<p>How can we help? Bug houses, logpiles. (Whole school projects)</p> <p>Poetry/storytelling</p> <p>Decorations Fire-making. Hot drinks, festive snacks.</p> <p>What happens if you add salt to ice? And if you drop food colouring over the ice? Can you pick up an ice cube with a single thread?</p>
<p>Spring Term</p> <p>Eco systems/Habitats/ Small worlds</p> <p>Chinese New Year</p>	<p>Ch understand ways in which we can look after nature. Making fairy houses/gnome homes/cities. Make peg fairies/elves,gnomes. Make basic dens for themselves. Fairy food.</p> <p>Dragons from junk(?)</p>	<p>To understand about pollution/flooding as threats to habitats. To build a simple den, using appropriate knots. Outdoor cooking.</p> <p>Dragon puppets.</p>	<p>To research and understand threats to ecosystems. How balanced they are and need to be. (String game to demonstrate. Alien species/pollution/flooding/deforestation. Ch to demonstrate ecosystems using ‘floor collage’ and cards with necessary words. Outdoor cooking.</p> <p>Dragon puppets.</p>

<p>All ch. to prepare simple food – stirfry/noodle soup outdoors.</p> <p>Daffodils</p> <p>All ch to listen to Wordsworth’s poem ‘Daffodils’ and make their own poem.</p> <p>Birds and Eggs. Storytelling tin, ch add words and phrases or word birds</p> <p>Seeds and Shoots</p> <p>Spring: All year groups.</p> <p>Twigs and leaves</p>	<p>Check daffodils we planted. Make daffodil bunting.</p> <p>Look at the different birds in the world from wrens to golden eagles, penguins to ostriches. To name some common UK birds. ‘Word birds’. Collage on a paper plate folded in half.</p> <p>Seed planting. Ch measure and record. What does it need?</p> <p>Displays to be made through all yr groups. Spring garlands/wreaths to be made. Child friendly yoga sessions.</p> <p>Wrap card leaves in matching wool. Colour matching, dexterity</p>	<p>Daffodil pinwheels.</p> <p>To name at least 10 common UK birds. Look at a feather with a magnifying glass. Draw what they see, draw/paint with a feather.</p> <p>All KS2 to understand conditions required for a seed to germinate, grow and thrive. Growth and any changes to be recorded</p> <p>Twig weaving/decorating</p>	<p>Dissect a daffodil flower (brought in by FSL) look with a magnifying glass. Draw what they see for journal. Watercolour pictures</p> <p>To name at least 15 UK birds and some of their songs. Write/paint with a feather. To know what a bird must do to make a nest. Can they?</p> <p>Write a message of thankfulness on a leaf then dip into melted wax (melted on open fire).</p>
<p>Summer Term</p> <p>Trees: To understand the importance of trees</p>	<p>Using tripartite cards, to match seed, leaf and tree. Ch to be able to name the various parts of a tree. To make a simple</p>	<p>Same as KS1, and be able to ID various trees by sight. Say why different parts of tree is important (stability, expiration,</p>	<p>Able to ID seeds and leaves, Knowing what function of all parts of tree. What humans use trees for. To understand trees’ role in</p>

<p>Plants and Flowers</p> <p>Rainbows:</p> <p>Weather: know how different weather is 'formed'</p> <p>Sometimes a session may not be planned for. For example, if a child finds something that the whole group wants to explore (a snail for instance, may mean that they wish to find out about molluscs, or draw spirals in mud, or coil ropes.</p>	<p>picture frame, using square lashing. Whittling using potato peelers.</p> <p>Ch able to name some wild plants. Name the parts, draw, press flowers make collages. Perfume and potions.</p> <p>Rainbow taste test (using printed sheets) Find a rainbow of colours. On a zigzag booklet, find and stick something of that colour to each page</p> <p>Weave a sunshine</p> <p>Many activities will be co-operative, with children working together, to help each other finish a task, eg den building, ladder making etc</p>	<p>food etc.) What depends on trees for survival. Make beads/dolls out of elder sticks.</p> <p>What plants require in order to grow. How plants are beneficial to all living things. Folklore surrounding plants. Make a potion.</p> <p>Know how rainbows are made. Using water/prisms etc make a rainbow. Weave a paper plate rainbow.</p> <p>Use rainwater, watercolour and salt to make a weather picture.</p> <p>All Ch. will have a sort of Journal to keep: of observations, things they find, drawings etc. KS1 will be more of a folder .</p>	<p>ecosystem. To learn how to whittle and use other tools to cut wood safely. Den/bridge/ladder making.</p> <p>Detailed drawing/painting of common plants for journal. Learn some unusual facts (ie religious significance of some names, how to tell if a plant was/is used medicinally. Other uses (cosmetic, culinary). Make simple lip balm/handcream etc.</p> <p>As Yr3/4. Watercolour painting. Rainbow similes</p> <p>Make a rain gauge</p> <p>Each topic will be in more depth. Eg, the tree session has lots of elements , to lengthy to include her</p>
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