



### Outdoor learning in Windmill Woods 2020-21

**Purpose:** To give children an opportunity to have a better understanding and appreciation of nature and the world around them which will also have a positive impact on their own well-being and learning.  
Children will develop skills to support their learning back in class. These will include cooperation, leading, speaking and listening and problem solving.

**Resources:**

<https://www.tes.com/teaching-resource/forest-school-medium-term-plan-with-lesson-plans-11120566>

<https://www.forestschooolsuk.co.uk/about-forest-schools/what-happens-at-a-typical-session.aspx>

<https://nurturestore.co.uk/sit-spot-mindful-forest-school-activity>

<http://www.wildforestschool.org.uk/wild-activities>

<https://www.theschoolrun.com/diy-forest-school-activities>

Duplication game – could give them an egg box and have to find same item.

Forest schools level one resources – on one drive

<p><b>Autumn 1:</b>  <b>Boggarts:</b>  <a href="https://www.getoutmorecic.co.uk/2016/03/22/connecting-with-nature-3-muddy-march/">https://www.getoutmorecic.co.uk/2016/03/22/connecting-with-nature-3-muddy-march/</a>  <a href="https://documents.hants.gov.uk/countryside/storytrails/NymphsAndBoggart.pdf">https://documents.hants.gov.uk/countryside/storytrails/NymphsAndBoggart.pdf</a></p>	<p><b>Spring 1:</b>  <a href="https://www.theguardian.com/teacher-network/2015/apr/21/outdoor-learning-forest-school-revolution">https://www.theguardian.com/teacher-network/2015/apr/21/outdoor-learning-forest-school-revolution</a>    <a href="http://www.freerangers.org.uk/our-blog/2015/4/16/w33sro7e1nkuco354qps48vr41748i">http://www.freerangers.org.uk/our-blog/2015/4/16/w33sro7e1nkuco354qps48vr41748i</a>    <a href="https://www.tes.com/teaching-resource/build-a-bird-s-nest-11967000">https://www.tes.com/teaching-resource/build-a-bird-s-nest-11967000</a>  <a href="http://www.apples4theteacher.com/holidays/bird-day/short-stories/the-magpies-nest.html">http://www.apples4theteacher.com/holidays/bird-day/short-stories/the-magpies-nest.html</a></p>	<p><b>Summer 1:</b></p>
<p><b>Autumn 2: Celebrations:</b>  <b>Halloween:</b>  <b>Mini pumpkins to scatter about in woods.</b>  <a href="https://www.cambridgeforestschoools.co.uk/2019/10/22/samhain-halloween/">https://www.cambridgeforestschoools.co.uk/2019/10/22/samhain-halloween/</a>  <a href="https://www.jw.org/en/bible-teachings/questions/origin-of-halloween/">https://www.jw.org/en/bible-teachings/questions/origin-of-halloween/</a>  <a href="https://www.bbc.co.uk/religion/religions/paganism/holydays/samhain.shtml">https://www.bbc.co.uk/religion/religions/paganism/holydays/samhain.shtml</a>  <a href="https://holidays.mrdonn.org/samhain.html">https://holidays.mrdonn.org/samhain.html</a>  <b>Books – The Little Fir Tree</b></p>	<p><b>Spring 2: Jackfrost/ The Greenman</b>  <a href="http://myths.e2bn.org/mythsandlegends/unsersstory21391-the-real-story-behind-jack-frost.html">http://myths.e2bn.org/mythsandlegends/unsersstory21391-the-real-story-behind-jack-frost.html</a>  <a href="https://www.uua.org/re/tapestry/children/welcome/session10/green-man#:~:text=They%20told%20their%20children%20a%20story%20about%20a,the%20squire%20decided%20to%20go%20on%20a%20hunt.">https://www.uua.org/re/tapestry/children/welcome/session10/green-man#:~:text=They%20told%20their%20children%20a%20story%20about%20a,the%20squire%20decided%20to%20go%20on%20a%20hunt.</a>    <a href="https://kidscraftroom.com/make-a-birds-nest-steam-project/">https://kidscraftroom.com/make-a-birds-nest-steam-project/</a></p>	<p><b>Summer 2:</b>  <a href="https://www.heirloomartco.com/blogs/journal/midsummers-eve-a-tale-of-fairies-and-belief">https://www.heirloomartco.com/blogs/journal/midsummers-eve-a-tale-of-fairies-and-belief</a></p>

Term	Aims and objectives covered	Key skills	Application of learning/ content	Differentiation and challenge
Aut1	<p><b>Aims:</b>  <b>English</b>  <b>Comprehension objectives from NC.</b>  <b>Science and Geography</b>  <b>Clay, what is it? Clay is a sedimentary rock made by tiny particles which come from the weathering of other rocks and minerals?</b>  <b>History</b>  <b>What could we use clay for?</b>  <b>Art/Design</b>  <b>Boggart making</b></p>	<p><b>Listening skills</b>  <b>Following instructions</b>  <b>Answering questions</b>  <b>Problem solving</b>  <b>Cooperation skills</b></p>	<p><b><u>Boggarts!</u></b>  <b>Key Questions:</b> How do we keep ourselves safe in the woods? What sounds can you hear? What season is it – what happens this time of year? Do you recognize any of the trees/wildflowers etc?</p> <p><b>Get ready to go outside:</b> appropriate clothing. What the weather is like.</p> <p><b>In circle:</b> Begin with introducing outdoor learning to the children and establish the rules, respect for wildlife and dangers we must look for when we are outside. What wildlife and greenery in our school. Brief explanation of learning today.</p> <p><b>Game:</b> Coyote (Quiet stealth required!)</p> <p><b>Nature recognition activity:</b> Nature catalogue of woodland area and grounds - what can we find. What does it look at different times of the year? Children can use an egg box to place objects they find. Or leaf focus?</p> <p><b>Storytelling:</b> <i>The Boggarts</i> (adapt for age). Used to inhabit the woods but pushed aside due to man. Now play tricks. To show we mean no harm can paint image on trees or make puppets on sticks. Children can make own evergreen paint brushes.  Form a circle – make an animal out of clay. Others have to guess what animal it is.</p> <p><b>Create own Boggarts:</b> find a stick, create head and add own natural resources.</p> <p><b>Reflection and mindfulness:</b> <u>Sit spot/ sleeping lions</u> - lay on backs on grass. What can they hear? Discuss what they have learnt. What went well...</p>	<p><b>Challenge:</b> Older children can use natural paints and make Boggarts more elaborate.</p> <p>Begin to orally tell their own story of The Boggarts. To draw their own Boggart.</p> <p><b>Support:</b> Younger children may find easier to work in pairs to create own Boggart?</p> <p>To have already collected some natural resources.</p> <p>To model with own Boggart</p> <p><b>Nature activity:</b>  Younger children can match the object to object in the egg box.</p>

Aut 2	<p>English Comprehension objectives from NC.</p> <p>History of festival – how they have evolved over time – origins.</p> <p>Art and Design – creating decorations</p>	<p>Listening skills</p> <p>Following instructions</p> <p>Answering questions</p> <p>Problem solving</p> <p>Cooperation</p> <p>skills</p>	<p><b><u>Celebrations</u></b></p> <p><b><i>Halloween, Chinese Festival of the Autumn Moon, Diwali, Christmas</i></b></p> <p><b>Key Questions:</b> How do we keep ourselves safe in the woods? What sounds can you hear? What season is it – what happens this time of year? Do you recognize any of the trees/wildflowers from previous session? How has the wood changed from previous session?</p> <p><b>Get ready to go outside:</b> appropriate clothing. What the weather is like today – suitable clothes?</p> <p><b>In circle:</b> Reminder of the rules, respect for wildlife and dangers we must look for when we are outside. What wildlife and greenery in our school. Brief explanation of learning today.</p> <p><b>Game:</b> Zip, Zap, Boing</p> <p><b>Nature recognition activity:</b> Nature catalogue of woodland area and grounds - what can we find. What does it look at different times of the year? Children can use an egg box to place objects they find. Or leaf focus?</p> <p><b>Introduce the festival focusing on</b> (based on which week children are out they will focus on different festival)</p> <p><b>Halloween (Samhain – sow-win):</b> Origins of Halloween – Celtic Fire Festival. End of harvest and in the past often viewed as most celebration of they year. Celts would dress up to disguise themselves- make autumnal head dresses, decorations and pumpkin carving or decorating? Apple dooking or on string from branches.</p> <p><b>If camp fire – need risk assessment (speak to GB)</b></p> <p><b>Christmas:</b></p>	<p><b>Challenge:</b></p> <p>Children to use tools – to carve? To hammer and saw?</p> <p><b>Support:</b></p> <p>Some children may need more support using tools.</p> <p><b>Older children –</b> focus on Halloween and younger children focus on Christmas?</p>
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<p><b>Spring 1:</b></p>	<p><b>English</b>  <b>Comprehension</b>  <b>objectives from NC.</b>  <b>Geography – how</b>  <b>seasons have changed</b>  <b>History – myths and</b>  <b>legends.</b>  <b>Art and Design –</b>  <b>structures</b></p>	<p><b>Listening skills</b>  <b>Following</b>  <b>instructions</b>  <b>Answering</b>  <b>questions</b>  <b>Problem solving</b>  <b>Cooperation</b>  <b>skills</b></p>	<p><b><u>Den/shelter building – how we can keep warmer using resources around us.</u></b></p> <p><b>Key Questions:</b> How do we keep ourselves safe in the woods? What sounds can you hear? What season is it – what happens this time of year? Do you recognize any of the trees/wildflowers from previous session? How has the wood changed from previous session? What resources could we use to build a shelter? Show children different examples of shelters using branches/ canes and using the dried leaves.</p> <p><b>Get ready to go outside:</b> appropriate clothing. What the weather is like today – suitable clothes?  In circle: Reminder of the rules, respect for wildlife and dangers we must look for when we are outside. What wildlife and greenery in our school. Brief explanation of learning today.</p> <p><b>Game:</b> Winter’s Web</p> <p><b>Activity:</b> knots may need for den building</p> <p><b>Story:</b> Green Man/ Jack Frost. Discuss being in woods and needing shelter.</p> <p><b>If camp fire – need risk assessment (speak to GB</b>  <b>Collecting sticks to make a fire – keep fire going.</b></p> <p><b>Den building:</b> Model using some of the knots looked at and best structures then given children opportunity to build den using materials provided and natural materials.</p> <p><b>Reflection and mindfulness:</b> Sit spot/ sleeping lions - lay on backs on grass. What can they hear? Discuss what they have learnt. What went well...</p>	<p><b>Challenge:</b>  Older children build larger dens – potentially look at tying knots. Look at different types of shelter.</p> <p><b>Support:</b>  Younger children can make dens and shelters for smaller animals?</p>
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<p><b>Spring 2:</b></p>	<p><b>English</b>  <b>Comprehension</b>  <b>objectives from NC.</b>  <b>Science and Geography</b>              -   <b>Habitats of birds.</b>  <b>Art/Design</b>  <b>Create suitable nest</b></p>	<p><b>Listening skills</b>  <b>Following</b>  <b>instructions</b>  <b>Answering</b>  <b>questions</b>  <b>Problem solving</b>  <b>Cooperation</b>  <b>skills</b></p>	<p><b><u>Nest building</u></b></p> <p><b>Key Questions:</b> How do we keep ourselves safe in the woods? What sounds can you hear? What season is it – what happens this time of year? Do you recognize any of the trees/wildflowers from previous session? How has the wood changed from previous session? What objects do you think a bird uses to build a nest? Are all nests made the same/ look the same? How many species of birds can you name?</p> <p><b>Get ready to go outside:</b> appropriate clothing. What the weather is like today – suitable clothes?</p> <p><b>In circle:</b> Reminder of the rules, respect for wildlife and dangers we must look for when we are outside. What wildlife and greenery in our school. Brief explanation of learning today.</p> <p><b>Game:</b> Egg hunt</p> <p><b>Nature recognition activity:</b> Nature catalogue of woodland area and grounds - what can we find. What does it look at different times of the year? Children can use an egg box to place objects they find. Bird focus?</p> <p><b>Story:</b> <i>Magpies Nest or Bird Builds a Nest.</i> Read story of birds and different nests. Use soft toys to illustrate different birds and their nests.</p> <p><b>Nest building/ bird box:</b>          Discuss what birds around our area and time of year. How big do they think a nest should be? Best place for a nest? And shape? Materials bird uses?</p> <p><b>Reflection and mindfulness:</b> Sit spot/ sleeping lions - lay on backs on grass. What can they hear? Discuss what they have learnt. What went well...</p>	<p><b>Challenge:</b>          Use tools – secateurs to cut materials          Bird box for woods?</p> <p><b>Support:</b>          Younger children turned into birds and have to hunt for their food (wiggly worms from wool) and then to build own nest</p>
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<p><b>Summer 1:</b></p>	<p>English Comprehension objectives from NC. Science and Geography - flowering plants - senses Art/Design Perfumes Physical - dancing</p>	<p>Listening skills Following instructions Answering questions Problem solving Cooperation skills</p>	<p><b><u>May day festivals – spring becoming summer. Focus on flowers – perfumes and smells and senses.</u></b></p> <p><b>Key Questions:</b> How do we keep ourselves safe in the woods? What sounds can you hear? What season is it – what happens this time of year? Do you recognize any of the trees/wildflowers from previous session? How has the wood changed from previous session? What flowers can you name? What can you smell?</p> <p><b>Get ready to go outside:</b> appropriate clothing. What the weather is like today – suitable clothes?</p> <p><b>In circle:</b> Reminder of the rules, respect for wildlife and dangers we must look for when we are outside. What wildlife and greenery in our school. Brief explanation of learning today.</p> <p><b>Activity:</b> Make Dandelion and Lime tea – how does it smell/ taste?</p> <p><b>Story:</b> Traditional folk story linked to May day. To tie ribbons on to tree as part of celebration</p> <p><b>Perfume making/ potions:</b> Children to identify and pick different flowers for their perfume (to make in groups)</p> <p><b>Reflection and mindfulness:</b> Sit spot/ sleeping lions - lay on backs on grass. What can they hear? Discuss what they have learnt. What went well...</p>	<p><b>Challenge:</b> Older children may be more confident at recognizing flowers. Treasure hunt – go and find me...</p> <p>Perfume bags and sewing <b>(I have plenty of lavender!!)</b></p>
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<p><b>Summer 2:</b></p> <p><b>Magic wands – whittling wood?</b></p> <p><b>Petal potions</b></p>	<p><b>English</b></p> <p><b>Comprehension objectives from NC.</b></p> <p><b>Science and Geography</b></p> <ul style="list-style-type: none"> <li>- Seasons and Summer Solstice</li> <li>- History – traditions of Summer Solstice</li> </ul> <p><b>Art/Design</b></p> <p><b>Fairy garden/ door/ houses</b></p> <p><b>Creating wands</b></p>	<p><b>Listening skills</b></p> <p><b>Following instructions</b></p> <p><b>Answering questions</b></p> <p><b>Problem solving</b></p> <p><b>Cooperation skills</b></p>	<p><b><u>Magic fairy festival – Midsummers Eve and Summer Solstice (Witches, Magic, fairies and dancing)</u></b></p> <p><b>Key Questions:</b> How do we keep ourselves safe in the woods? What sounds can you hear? What season is it – what happens this time of year? Do you recognize any of the trees/wildflowers from previous session? How has the wood changed from previous session? What flowers can you name? What can you smell?</p> <p><b>Get ready to go outside:</b> appropriate clothing. What the weather is like today – suitable clothes?</p> <p><b>In circle:</b> Reminder of the rules, respect for wildlife and dangers we must look for when we are outside. What wildlife and greenery in our school. Brief explanation of learning today.</p> <p><b>Game/ activity:</b> Create a Mandela to represent their experience of outdoor learning this year.</p> <p><b>Story:</b> To recite fairy poems</p> <p><b>The fairies are coming:</b> Children can make fairy doors and fairy gardens. Some children can make magic wands by whittling and attaching natural objects.</p> <p><b>Reflection and mindfulness:</b> Sit spot/ sleeping lions - lay on backs on grass. What can they hear? Discuss what they have learnt. What went well...</p> <p><b>If we can as a school get together in some way and have a mini celebration?</b></p>	<p><b>Challenge:</b> Older children – whittling wood for magic wands</p> <p>Fairy doors</p> <p>Fairy potions – collecting different Perfumes – lavender bags</p>
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