

Forest School Overview – EYFS

All sessions will begin with an active risk assessment completed by leader and then with children during Introduction. Each session will incorporate approximately 20-35 minutes free exploring time where child-led learning is encouraged. At the end of every session a forest school certificate will be awarded to at least 1 child.

<p>Tool/ Craft – Hammer Hedgehogs and Wildlife</p>	<p>Intent: Participate in wildlife activities using tools. I can use a hammer safely I can describe the textures my nature paintbrush makes I can explain how to play Hop Rabbit Hop</p>	
<p>Intro – Animals of the woodland – can the children name any? Can they think of an animal name using alliteration with their name? E.g., Earwig Ellen, Slowworm Sarah, Blackbird Brandon etc. Active – Hop Rabbit Hop – Children to move around hopping like rabbits, leader shouts, ‘hop rabbit, hop!’, children respond ‘Hop, hop, hop!’, leader repeats until they change to ‘Run rabbit, run!’ and children have to find a cone or hoop to stand in. Last rabbit in a burrow loses a rabbit feature e.g., bushy tail, floppy ear, thumping foot, twitchy nose. Play elimination round by removing number of available burrows. Skill – Hammer hedgehogs – Using potatoes can the children hammer in nails to make their hedgehog spikes. Ratio of 1:4 and tools to be used in a designated area. Teach hammer tapping with holding nail ‘Tap, tap, tap’, then without holding the nail ‘whack, whack, whack’. Minimal force will be needed for potatoes. Add in face features using sharpies. Lower ratios for those that need help, can the children add 10 spikes each? Main – Evergreen Paint Brush and mud paintings. Children to find a stick approximately forearm length, and leaves/foilage to use as brush. Using eco-tape secure foliage near end of stick. Children can experiment with different types of brushes – can they paint a woodland / woodland animal? Mindfulness – Try different animals in different environments, let children share what they saw together at end. Sit down/ lie down, close your eyes and imagine you are... a blackbird soaring high above the trees what can you see and hear? Are you searching for food or trying to find your friends?... a rabbit in a large meadow with long wavy grass and flowers what can you see? What can you smell? How does that long grass taste as you munch?... a frog underwater in a pond what can you see? How does the water feel? Choose your own animal, where are you? What are you doing? What can you... see, hear, smell, taste and feel? Free Explore (FE) Suggestions – Bird watching and bug hunting Debrief – Children to share their experience as a woodland animal if desired. Praise/ improvements on safety behaviour with tools.</p>		
<p>Whole Child Development: Motor skills. Movement, avoiding obstacles, Fine motor skills, accuracy, creativity, agility</p>	<p>Vocabulary: Native animal names e.g., Hedgehog, Rabbit. Movement, (animal) Feature</p>	<p>Risks Identified: Uneven ground / obstacles and children running, use of hammer and nails, paint on clothes/ skin.</p>
<p>Impact: Children to use tools safely and be creative linking to native woodland wildlife</p>		<p>Equipment: Cones/ Hoops, Potatoes (1 per child), black sharpie, nails, hammers, eco tape, paint, paper (roll preferred). FE – Bug pots, magnifying glasses, binoculars, Identification cards</p>