

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 20-30 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 one child

Explore - Senses	Intent: Explore Forest school site and use senses in challenges. I can explore the site using my senses. What are our senses? What can we see/hear/smell/touch/taste? I can describe which body part is associated to which sense I can explain my senses help me	
<p>Intro – Forest School Expectations, Prior experiences, what have they/they would like to do at forest school? Identify the 5 senses – sight, touch, hear, taste/smell. Can you relate to an animal that has better/worse than human e.g., a dog’s hearing, bird’s sight etc. What do we use our senses for? How do animals use their senses?</p> <p>Active – Split children into groups with an adult lead, stay in ratio and on site. Find things in your site/woodland with your senses.</p> <p>Look – Scavenger Hunt [use Go Find cards, or adult lead should have the scavenger chart]-ask the children to come and tell you each time they find something. This activity should be very adult led with this age group and instructor’s must encourage interesting vocabulary and WOW words! Explain as you go along. At the end of this activity, sit in fire circle and talk about what you found.</p> <p>Feel – Blindfold challenge–Children ‘delve’ into a container and see if they can guess what they find....encourage use of descriptive words. Adult led activity, one person at a time to complete challenge [if you have more than one adult helper, have two groups] identify grass, stick, furry animal toy e.g., squirrel toy, pinecone/ acorn, mud and bird seed [add your own elements, depending what’s available at your site- Give clues if needed. With the youngest children, this should be in the fire circle so that all can experience the ‘surprise’!</p> <p>Smell – Depending on time of year repeat the previous challenge with smells e.g., chives, mint, rosemary, basil, apple, and pine. Or create a smell board using herbs and flowers by providing each child with a small cardboard shape, allow them to make small incisions with skewers, stick or scissors and poke stem of herb through. Make one final hole for hanging string.</p> <p>Taste – If possible complete some foraging with children at the site e.g., blackberries, fruits etc. Or alternative is providing children with different tastes with or without blindfolds e.g., sliced apple, marshmallow, chives, sliced lemon, prepared insects, or mud (crushed Oreos) and ask them to describe the taste. STORYTIME-‘Look, Listen, Taste, Touch and Smell, by Pamela Nettleton</p> <p>Mindfulness – Sound Searching by lying or sitting still for 1-2 minutes, talk about the sounds you hear.</p> <p>Debrief – Re-iterate the 5 senses</p>		
Whole Child Development: Sensory Development, Communication, problem solving, identification	Vocabulary: Taste, Smell, hear, See, Touch, Blindfold, Guess	Risks Identified: Touching harmful plants, uneven grounds, movement of body/ around site, consumption of food
Impact: Children to apply use of senses to curriculum learning and lifestyle.		Equipment: Scavenger Hunt Cards, blindfolds, feel objects x6, smell objects x6 or cardboard shapes 1 per child, herbs/ smells for boards, string, skewers or scissors, taste objects x 6.