

**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 1 child.

<b>Seasonal - Spring</b>	<b>Intent:</b> To observe and experience seasonal changes and activities. I can say what season it is What can you hear? What can you see? I can describe the natural resources found in Spring. I can explain the seasonal changes in Spring.	
<p><b>Intro</b> – What season is it? How do we know it’s spring? Plants and animals grow.  <b>Active</b> – Seasonal Scavenger Hunt <b>With assistance, independently, helping others</b> ‘Gofind’ cards/adult led activity  <u>Recommended to split group in half and complete Skill and Main activity in rotation.</u>  <b>Skill</b> – Butterfly Life cycle –children create pictures with their hands and fingers [cut out with coloured paper chrysalis] See attached activity]. <b>Adult to write name of stages on the children’s artwork and explain the writing, adding arrows for ease of understanding.</b>  <b>Main</b> – Wildflower Seedballs - Using wildflower seeds, clay, compost children make seed balls for a selected wildflower area or to take home, create a conveyor belt of stations – clay ball, mix with soil, mix in wildflower seeds, place in tray.  <b>Mindfulness</b> – Nature Yoga – Can the children follow the shapes using their bodies. <b>Can they choose their own yoga pose and name linked to spring/ wildlife/ outdoors?</b>  <b>Debrief – Storytime “The Very Hungry Caterpillar-by Eris Carle- talk about lifecycles with the group-</b>Can anyone remind us of the signs of Spring? What was your favourite spring activity to do? What are the 4 stages of the butterfly lifecycle?</p>		
<b>Whole Child Development:</b> Observing, Empathy, Life skills – planting/ growing food,	<b>Vocabulary:</b> Lifecycle, chrysalis/ cocoon, bulb, seed, roots	<b>Risks Identified:</b> Contact with harmful plants, potential hazards in soil e.g., glass/ faeces,
<b>Impact:</b> Children to gain an understanding of seasons and the changes that happen.		<b>Equipment:</b> Spring scavenger hunt cards, wildflower seeds, clay, compost, yoga cards. Paint, pens, paper or card [see attached picture] Book



**EXPLORE LEARN GROW**

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