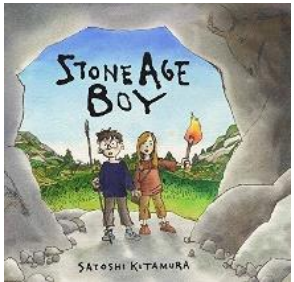
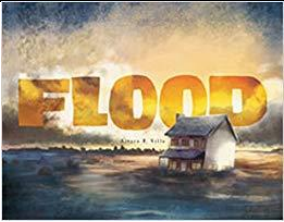
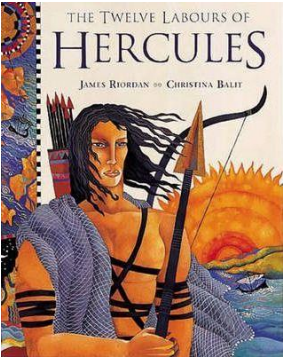
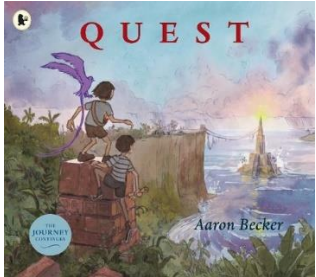
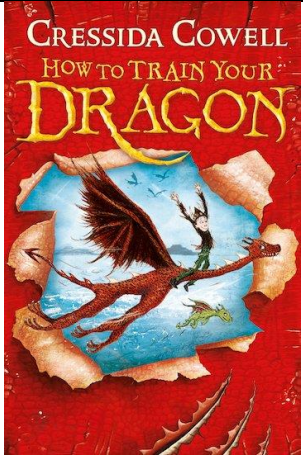


Year 3				
Text driver	Activity	Term	Resources	Notes
<p>Stone Age Boy by Satoshi Kitamura</p> 	<ol style="list-style-type: none"> 1. Build Stone Age camp (DT). 2. Create cave paintings and display (Art). 3. Cook Stone Age food over a camp fire (DT). 4. Sing Stone Age songs by the fire. 	Autumn 1	<ul style="list-style-type: none"> • Branches from our site (Hazel). • Meat and non-meat food sources. • Forest School cooking implements. 	<ul style="list-style-type: none"> • Children can learn how to gather wood and start a small fire using Forest School skills. • Additional skills would include food preparation and cooking using cooking implements (DT - Food): fish caught in the lake.
<p>Longitudinal study (Science): what will encourage mini-beasts in a certain habitat?</p>	Create a journal to record a local biodiversity chart.	8 sessions throughout the year.	<ul style="list-style-type: none"> • Magnifying glasses. • Pooters. • Journals. • Identification charts. • Build bug hotels (D&T) 	<ul style="list-style-type: none"> • Journals could be turned into MS PowerPoint presentations in line our ICT curriculum.
Flood by Alvaro F. Villa	1. Design and build flood defences for the	Spring 1	<ul style="list-style-type: none"> • Sandbags (24). • Sand. • Bug hotel. 	<ul style="list-style-type: none"> • Prior to building the flood defences the children can build bug hotels to defend

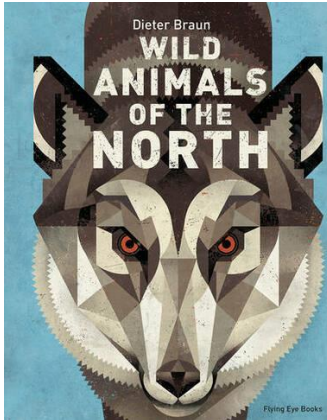

	<p>Forest School bug hotels (DT/PSHE).</p>			<p>when floodwater threatens.</p> <ul style="list-style-type: none"> • The children can also learn how strengthen their defences using wattle fencing. • Experiencing this activity enabled the children to empathise with the characters in the story thereby enriching their writing.
<p>The Twelve Labours of Hercules</p> 	<ol style="list-style-type: none"> 1. Design and build Hercules' club to re-enact one of his labours. 2. Create a new character for the writing outcome (Writing opportunity: create a 	<p>Summer 2</p>	<ul style="list-style-type: none"> • Branches from our site (Hazel). • Elder wood would need to be sourced externally. • Art supplies: wood rounds and pipe cleaners. 	<ul style="list-style-type: none"> • The re-enactment can be a drama activity, which can be linked to assessing a history skill for the Ancient Greeks (Topic - Summer 2)

	<i>thirteenth labour).</i>			
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<i>Year 4</i>				
<i>Text driver</i>	<i>Activity</i>	<i>Term</i>	<i>Resources</i>	<i>Notes</i>
<p><i>Quest by Aaron Becker</i></p> 	<ul style="list-style-type: none"> • Create a map of the wooded area to represent the children's' interpretation of the setting. • On a smaller, miniature scale, create a scene from the book and their map: create Elder wood characters for that scene as well as mini dens/dwellings. 	<p>Summer 1</p>	<ul style="list-style-type: none"> • 'Parchment paper' for an aged map (Art - tea stained) • Elder wood would need to be sourced externally. • Art supplies: wood rounds and pipe cleaners. 	<ul style="list-style-type: none"> • By creating their interpretation of a scene from the book, the children will be able to write a narrative describing their own journey through the kingdom.
<p><i>How to train your dragon By Cressida Cowell</i></p>	<ul style="list-style-type: none"> • Using natural materials gathered from the woodland, the children 	<p>Summer 2</p>	<ul style="list-style-type: none"> • Clay. • Glass dragon's eye(s), 	<ul style="list-style-type: none"> • Similar to the 'Boggit' woodland spirit art/craft, the children will create a dragon's eye using the natural

	<p><i>create a dragon's eye to match their character profile, which is the outcome of their writing. The dragon's eyes would be located within the woodland using a map (Dragon's view), which is an important part of the story.</i></p>		<p><i>\$5.50 for 100</i></p> <ul style="list-style-type: none"> <i>• Craft knives.</i> 	<p><i>materials to hand. This could accompany Forest School skills like teaching the children to build a dragon's den using wattle fencing (some of which is already in place).</i></p> <ul style="list-style-type: none"> <i>• Year 4 will be learning about the Vikings during this term; subsequent cross-curricular sessions could support the delivery and assessment of history:</i> <ul style="list-style-type: none"> <i>• Making clay thumb pots and decorating them with Viking symbols.</i> <i>• Viking 'twig longboats with unique or personalised sails.</i>
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				<ul style="list-style-type: none"> • An archaeological dig in the woodland area using the skills practised by archaeologists. • Carving Norse and Anglo Saxon symbols using whittling tools.
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Year 5				
Text driver	Activity	Term	Resources	Notes
<p>Wild animals of the north by Dieter Braun</p> 	<ul style="list-style-type: none"> • Taking a cue from the text, the children will experience the joy of being outdoors in autumnal weather conditions. The activity will focus on creating a natural habitat for one 	Autumn 2	<ul style="list-style-type: none"> • Pictures taken from book: 	<ul style="list-style-type: none"> • The text contains facts and beautiful illustrations about some of the incredible and diverse species, which can be found in the northern hemisphere. • The children will be informed that the local council

of the creatures from the picture book using techniques demonstrated by Mr Bishop:

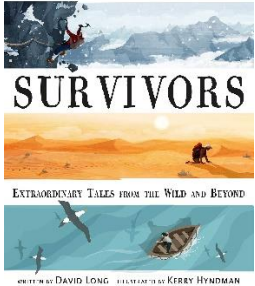
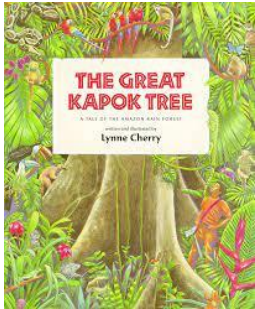
- Use of tools to create a miniature den structure.*
- Use of 'leaf knitting' to camouflage the den with interlocking leaves (like a full-size shelter).*



- Or small cuddly toys of similar woodland creatures.*
- Tools (secateurs and shears).*
- Gloves.*

has sold the woodland for development. As a result, their creatures' habitats will be torn down to make way for houses. This will inform the children's writing by enabling them to make a prediction about how their chosen creature would feel when its habitat was destroyed. Being in the woodland and building a safe habitat will allow the children to make inferences about how their creatures would feel if their habitats were endangered. Inferences could

				<p><i>be justified aloud as the children refer back to the activity's sensory experience.</i></p>
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<i>Year 6</i>				
<i>Text driver</i>	<i>Activity</i>	<i>Term</i>	<i>Resources</i>	<i>Notes</i>
<p><i>Survivors by David Long</i></p>  <p>SURVIVORS EXTRAORDINARY TALES FROM THE WILD AND BEYOND EDITED BY DAVID LONG ILLUSTRATED BY KERRY HYNDMAN</p>  <p>THE GREAT KAPOK TREE A TALE OF THE AMAZON AND BEYOND ILLUSTRATED BY LYNNE CHERRY</p>	<p>1. <i>Do you have what it takes to be a survivor?</i> Using Forest School skills, the children must work together to build a shelter and prepare a hot drink using the Kelly Kettle (Fire making)</p>	<p>Spring 2</p>	<ul style="list-style-type: none"> • Branches from our site (Hazel). • Fire making equipment: tinder, kindling wood, cotton wool, fire steel and Vaseline. • Kelly's Kettles (5). 	<ul style="list-style-type: none"> • This experience will form the basis for the English writing outcome of creating your own tale of survival in the Amazonian rainforest. • Great Kapoke Tree Book: Use to introduce the idea of a habitat being destroyed. What would your animals say if their habitat was being destroyed?

Timetable - Forest School 2020-21

<i>Year</i>	<i>Activity</i>
<i>Autumn 1</i>	<i>Year 3: Stone Age Boy by Satoshi Kitamura</i>
<i>Autumn 2</i>	<i>Year 5: Animals of the north by Dieter Braun*</i>
<i>Spring 1</i>	<i>Year 3: Flood by Alvaro F. Villa</i>
<i>Spring 2</i>	<i>Year 6: Survivors by David Long</i>
<i>Summer 1</i>	<i>Year 4: Quest by Aaron Becker*</i>
<i>Summer 2</i>	<i>Year 4: How to train your dragon by Cressida Cowell</i>

Key questions:

1. *How will each Forest School session be delivered?*
 - *Mr Bishop (Forest School Leader) will plan and deliver each session supported by the school's Forest School Assistants (Mrs Bartley) where practical. Previously, cover has been provided for Mr. Bishop's class in order for the class teacher(s) to experience the session with their class.*
2. *How much notice should be given by Mr Bishop in order to prepare each session?*
 - *Half a term will give Mr Bishop sufficient time to request the purchase of additional and perishable resources.*
3. *How will each session be publicised to parents?*
 - *Mr Bishop will produce a letter for each session for which a parental signature will be needed. Prior to the session, Mr Bishop will review and where necessary update the relevant Forest School Risk Assessment. Finally, following each session the school's website and newsletter will be updated with a report on the session and where appropriate photographic evidence to celebrate the children's success.*