

Forest School overview

	<u>Key Knowledge and Skills to be committed to long term memory.</u>	<u>Key Vocabulary</u>
<u>Autumn 2</u>	<ul style="list-style-type: none"> To move around basecamp without going in the middle To begin to remember and explain forest school rules –, stay in Forest School area, ask to go to the toilet, how to carry sticks, managing risk when climbing trees, stay this side of the rope around the pond, using a trowel carefully, tidying away resources, keeping hands away from mouths. To know what is needed to light a fire (spark, fuel, oxygen) To begin to think about and explain how to be safe around a fire. 	<p>base camp, risk, rules</p> <p>pond, trowel, sticks, germs</p> <p>Fire, spark, fuel, oxygen</p> <p>Smoke, embers, tinder, flames.</p> <p>Language to describe seasonal changes: Winter/ leaves/ colour/ colder/ bare trees</p>
<u>Spring 1</u>	<ul style="list-style-type: none"> To develop storylines in their play. To use props and materials to role play pirate stories. To explore metal detectors to find hidden coins. To use a trowel safely. To recognise that some environments are different to the one that they live in (pirate islands/ the sea) To draw and label a simple map of the forest school area. To test their junk model ship (Design Technology KAPOW- Boats) on the Forest school pond. 	<p>Language to compare environments: environment, compare, same, different</p> <p>(revisit- covered in Autumn 2/ Spring 1 topics)</p> <p>Metal detectors, coins, metal, material</p> <p>Pirate topic related words and phrases: Pirate, Ship, telescope, hat, patch, cutlass, sword, compass, land ahoy, scrub the deck, hoist the sail, walk the plank, man over board, captains coming</p> <p>Map</p> <p>Float/ sink (revisit- covered in the Spring 1 topic)</p>
<u>Spring 2</u>	<ul style="list-style-type: none"> To be able to identify signs of spring Talk about what they can see / feel and hear in Forest school area. To plant a seed and know what the seed needs to help it grow. To draw pictures of plants and animals that they see To use a fire lighter to create and spark. To talk about how to be safe around a fire. 	<p>Language to describe seasonal changes: Spring, buds, green leaves, snow drops, daffodils, nests, birds, warmer weather, frogs spawn, tadpoles, froglets, frogs, egg, lifecycle</p> <p>Seeds, soil, water, sun, grow, roots, shoot, leaves, flower</p>
<u>Summer 1</u>	<ul style="list-style-type: none"> To work cooperatively to make a space station To recognise that some environments are different to the one they live To mix mud and paint to make to make a team mud painting of the solar system 	<p>Language to compare environments: environment, compare, same, different</p> <p>Mud, water, paint, brush</p>

	<ul style="list-style-type: none"> • To use a fire lighter to create a spark to light their own fire. (show perseverance) • To talk about how to be safe around a fire. • To know what happens to chocolate when it is heated on a fire. 	Planet names (revisit- covered in topic Summer 1) Fire, spark, fuel, oxygen solid, liquid, melt, set. changes, heat
<u>Summer 2</u>	<ul style="list-style-type: none"> • To know that mini beasts live in different habitats • To find mini beasts in their natural habitats. • To make observations and draw mini beasts. • Work collaboratively to make a mini beast hotel. • To use a fire lighter to create and spark and light their own fire. • To talk about how to be safe around a fire. 	Mini beasts, habitat, Ladybird, woodlouse, beetle, snail, spider, worm....