

# Our REAL Project

## Project Name

Forest School project

## Project Summary

The children will develop confidence in exploring the natural environment with a deeper understanding of the living things within it,

The children will explore a wide range of forest school inspired activities in the school forest area as well as in the forest and Antarctic habitats in the classroom.

The children will plan and develop their own forest school experience day for their audience.

## Essential Question

Who lives in a habitat like this?

How are your children meeting the four components of effective projects?

## Rigorous

*How will students show in depth subject knowledge?*

The majority of daily activities will be focused around forest school inspired activities, facilitated within our project themed classroom and our immediate outdoor area, as well as utilising the forest school space we have on our school site.

The children will meet a real owl and find out first hand from an expert, what kind of habitat it needs and how it survives.

Texts selected for this project emphasise the outdoor environment in our local area as well as an opportunity to contrast this habitat with that of an Antarctic habitat.

The children will develop their phonic skills in applying them to written tasks to build up their own fact files to document their learning in this project.

## Engaging

*How will students engage with the learning?*

Access to a wide range of outdoor activities. Resources, including malleable materials, loose parts, role play, cookery, and story based challenges that promote cross curricular skills application will promote engagement holistically with a keen focus on oral story telling and fact sharing being applied to meaningful mark making and writing.

The classroom environment is equipped with spaces that link to the selected texts whilst allowing for children's own stories to unfold in their self-initiated activities. A playdough kitchen in the Antarctic habitat provides an ongoing opportunity to follow instructions with increasing independence to assure the continuous availability of playdough for the igloo visitors.

## Authentic

*What will our authentic audience be?*

Carbon Ambassadors and the School Councillors

Teacher's note: We hope to instil a passion for outdoor learning and the future development of the forest school learning and environment in our school.

## Learning

*How will students show their learning of key skills in this project?*

Children's learning experiences are documented in their electronic learning journals, whilst hard evidence is collected for the children's individual fact files.

Children will be drafting and redrafting the following pieces of work to develop critique skills and an understanding of the process:

Literacy- fact sheet for a forest animal

& a menu for a Cruffalo

EAD/ PD- observational drawing of an owl

# What makes a habitat a home?

## Personal, Social and Emotional

The stories enhancing this term's project lend themselves to opportunities to compare our own behaviours, thoughts and feelings with those of the characters we meet. The children will consider whether our Golden Rules would be helpful for our story characters or whether different rules might be more appropriate. Self-confidence is a really important focus for us as we make sure children feel confident within themselves to try the new forest school activities during this project. Children will be encouraged to talk about why they like or dislike something but also to ask for help.

## Physical

Fine motor skills will be challenged with a slight change to our morning routine with a fine motor gym workout each morning at 3 small group activity stations. The children will also take on responsibility for the igloo kitchen where playdough making will be in full flow under the children's lead as they learn how to follow instructions to achieve a desired outcome. We will be creating diaramas of woodland and arctic habitats to showcase the features of each. Shoe box donations gratefully appreciated!

In PE we will be focusing on dance in our indoor PE lessons this term, while outdoor PE focuses on ball skills including throwing, catching, passing, dribbling and target practice.

## Communication and Language

Our focus this term is on developing confidence in our own voices and opinions. We will explore different views on a scenario and consider why some of us think differently to others.

Oral story telling will continue to be developed following the children's enthusiastic response to our story project last term.

We will consider tense in daily reflections as we think about what has happened and what might happen in the future.

Understanding will be challenged through the forest school tasks set by our story book characters this term, requiring the children to consider multiple steps to a problem whilst also encouraging the children to ask their own questions when facing their own problems in their play.

## Literacy

Using the popular Julia Donaldson texts, the children will develop story telling skills through the recall of the rhythmic tales of Stickman, the Gruffalo and the Gruffalo's child. The children will be writing a menu for a Gruffalo as well as looking at how instructions are presented. This will prove really helpful in our Arctic kitchen too as the children follow instructions in following recipes for making playdough.

The children will explore non-fiction texts to support the creation of our own fact files as we develop a forest school approach in our school to help the living things in our local habitat. The main emphasis will be upon harnessing the invention skills developed during term 1 and developing our story telling into writing.

## Expressive Arts and Design

Forest school art and design will include bird feeder making, tree art, natural collages, rubbings along with reenactment of our focus texts in the natural environment. We will meet a real owl as part of some observational drawing work during which process we will draft, redraft, critique and evaluate our own work as we fine tune our purposeful mark making.

## Maths

This term we will continue to embed number work across the daily routine and in different areas of the classroom. We will be developing opportunities to group objects to find the total by adding then later learning what happens when we take a number of objects away. Our mathematical vocabulary will broaden as we learn and apply the terms, add, takeaway, subtract, and begin to dip into doubling and halving.

In shape, space and measure, the children will be using language to describe, measure and compare quantities as they take lead of their playdough kitchen. Measures will also apply to some work on distance in our instructions work as the children help the Gruffalo return to his cave. After half term, number work will continue alongside a focus on time and money.

## Understanding The World

The immediate world around us is the prime focus of this project and underpins the wider learning opportunities across the curriculum.

From shaking the leaves, branches and hedges to see what minibeasts fall on to the sheet, to using ICT to photograph our own scavenger hunts. The children will also be able to use electronic devices to record their findings orally and through video. We will learn about the different habitats for living things as the project unfolds, discussing and comparing their key features. We will then compare these with an Arctic habitat.

## Real world experiences

Mini beast hunt  
Bird feeder making  
Spider frame making  
Tree art  
Natural collages  
Owl meet and greet— owl pellet dissection  
Wormery management  
Bug hotel making  
Forest experience with woodland warden  
Pond dipping

## Immersive Learning

Classroom themed as forest and contrasting habitat— Antarctica.

A large amount of learning focused in the outdoor area, forest area, and pond area.

Real mud, real worms, real minibeasts!

*Week 1* What is a habitat?

*Week 2* What is the perfect habitat for...?

*Week 3* What does a living thing need?

*Week 4* What is a minibeast and where do they live?

*Week 5* How can we make a safe place for minibeasts?

*Week 6* What can we learn from poo?

*Week 7* How does our woodland compare with other habitats?

*Week 8* How have we helped the living things in our forest?

*Week 9* How can present our project?

*Week 10* Project close with a woodland trip.