



QUORN HALL SCHOOL

LESSON PLAN

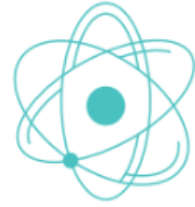
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| Class Groups : Black Beauty/Sea Biscuit/Spirit | KS2 | Subject: Forest School | Term: | 1 |
| Links to: | Forest School, Woodwork, Arts and Crafts, Woodland Crafts, Environmental Studies, Plants and Animals, Wildlife, Habitation, Bushcrafting, Outdoor Activities/Play, Conservation, Bushcraft, Survival, Army, Archaeology, History, Technology, Woodland Trust, World Wildlife Fund. | | | |
| SMSC | Flora, Fauna, Plants and Animals, Wildlife, Habitation, Bushcrafting, Arts and Crafts, Outdoor Activities/Play, Environmental issues, Environmental management, Conservation, Climate Change. | | | |
| British Values | Outdoor pursuits/activities, fun, play, arts and crafts, the environment, conservation, preservation, woodland management. | | | |
| Careers | Outdoor Activities Coordinator, Adventure Centre Staff, Armed Forces, Environmental Services, National Parks, Forest School Practitioner, Conservationist. ASDAN Functional Skills Qualification. | | | |
| Opportunities to learn outside the classroom | Forest School, Bradgate Park, Beacon Hill, Swithland Reservoir, Watermead Park, Woodland Trust, Conservation, Charley Woods. | | | |

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| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
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| <p>Specific links (SMSC, Careers, British Values, Outside the classroom)</p> | <p>Recap health and safety around tools, equipment and fire.</p> <p>Arts and Crafts - To create a fairy house/monster mansion from a log/branch.</p> <p>To play/participate in a range of Forest School games/activities.</p> <p>There will be a selection of other arts/craft activities on offer for those that do not want to complete the main task.</p> | <p>Stick Figure Characters.</p> <p>To create a stick figure character using various arts and crafts resources and materials.</p> <p>Create a backstory for your character.</p> <p>To play/participate in a range of Forest School games/activities.</p> <p>There will be a selection of other arts/craft activities on offer for those that do not want to complete the main task.</p> | <p>Stick Letters.</p> <p>To combine and use various sticks using lashing to create a letter of the alphabet. To learn basic bushcraft skills (lashing).</p> <p>To learn how to use various Forest School Tools and Equipment.</p> <p>To play/participate in a range of Forest School games/activities.</p> <p>There will be a selection of other arts/craft activities</p> | <p>To create a piece of Leaf Art using various arts and crafts resources and materials.</p> <p>To play/participate in a range of Forest School games/activities.</p> <p>There will be a selection of other arts/craft activities on offer for those that do not want to complete the main task.</p> <p>(willow/wicker weaving, paracord bracelet, paracord 'buddy', ladder,</p> | <p>To create a piece of Rock Art using various arts and crafts resources and materials.</p> <p>To understand the History of Rock Art created in Neolithic times.</p> <p>To play/participate in a range of Forest School games/activities.</p> <p>There will be a selection of other arts/craft activities on offer for those that do not want to complete the main task.</p> | <p>Jumanji Cameras and binoculars using various arts and crafts resources and materials.</p> <p>To participate in a range of Forest School games/activities.</p> <p>There will be a selection of other arts/craft activities on offer for those that do not want to complete the main task including</p> <p>(willow/wicker weaving, paracord bracelet, paracord 'buddy', ladder,</p> |
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| | (willow/wicker weaving, paracord bracelet, paracord 'buddy', ladder, stick owl/bird, star, etc.) | (willow/wicker weaving, paracord bracelet, paracord 'buddy', ladder, stick owl/bird, star, etc.) | on offer for those that do not want to complete the main task. (willow/wicker weaving, paracord bracelet, paracord 'buddy', ladder, stick owl/bird, star, etc.) | stick owl/bird, star, etc.) | (willow/wicker weaving, paracord bracelet, paracord 'buddy', ladder, stick owl/bird, star, etc.) | stick owl/bird, star, etc.) |
| KPIs (Target Tracker/Curriculum standards) | To understand the main health and safety rules associated with Forest School. To make a fairy house/monster mansion. | Arts and crafts - Create a stick figurine using various arts and crafts resources and materials. Engagement/ completion of task. | Create a stick letter or several stick letters that will then be hung to create their name. Paint and craft equipment to design their letters. Engagement/ completion of task. | Create leaf art using various examples to help you. Engagement/ completion of task. | Create a piece of rock art using various resources and materials available. .Engagement/ completion of task. | Create a Jumanji Camera or binoculars using the resources and materials available. Engagement/ completion of task. |



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| | Engagement/ completion of task. | | | | | |
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| Specific strategies and resources used throughout learning of subject | <p>Simple instructions.</p> <p>Step by step tasks.</p> <p>1:1 guided help and support.</p> <p>Short manageable tasks.</p> <p>Regular breaks from tasks.</p> <p>Keywords and explanations of various tools.</p> <p>Teaching examples.</p> <p>Questioning to check understanding.</p> | <p>Step by step tasks.</p> <p>1:1 guided help and support.</p> <p>Short manageable tasks.</p> <p>Regular breaks from tasks.</p> <p>Keywords and explanations.</p> <p>Teaching examples/ideas for a stick figurine.</p> <p>Example of a backstory for the stick figure.</p> | <p>Step by step tasks.</p> <p>1:1 guided help and support.</p> <p>Short manageable tasks.</p> <p>Regular breaks from tasks.</p> <p>Keywords and explanations.</p> <p>Teaching examples.</p> <p>Questioning to check understanding.</p> <p>Repeat information if required.</p> | <p>Step by step tasks.</p> <p>1:1 guided help and support.</p> <p>Short manageable tasks.</p> <p>Regular breaks from tasks.</p> <p>Keywords and explanations.</p> <p>Teaching examples.</p> <p>Questioning to check understanding.</p> <p>Repeat information if required.</p> | <p>Step by step tasks.</p> <p>1:1 guided help and support.</p> <p>Short manageable tasks.</p> <p>Regular breaks from tasks.</p> <p>Keywords and explanations.</p> <p>Teaching examples.</p> <p>Understanding of History of Rock Art.</p> <p>Questioning to check understanding.</p> | <p>Step by step tasks.</p> <p>1:1 guided help and support.</p> <p>Short manageable tasks.</p> <p>Regular breaks from tasks.</p> <p>Keywords and explanations.</p> <p>Teaching examples.</p> <p>Questioning to check understanding of</p> |



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| | <p>Repeat information if required.</p> <p>Visual prompts.</p> <p>Use interests/play to engage and support learning, skills and understanding.</p> <p>Alternative methods of recording work.</p> <p>Use of games/play to support development, security, confidence.</p> <p>Extended time to complete targets (students to be told that they do not</p> | <p>Questioning to check understanding.</p> <p>Repeat information if required.</p> <p>Visual prompts.</p> <p>Use interests/play to engage and support learning, skills and understanding.</p> <p>Alternative methods of recording work.</p> <p>Use of games/play to support development, security, confidence.</p> | <p>Visual prompts.</p> <p>Use interests/play to engage and support learning, skills and understanding.</p> <p>Alternative methods of recording work.</p> <p>Use of games/play to support development, security, confidence.</p> <p>Extended time to complete targets (students to be told that they do not have to complete the task</p> | <p>Visual prompts.</p> <p>Use interests/play to engage and support learning, skills and understanding.</p> <p>Alternative methods of recording work.</p> <p>Use of games/play to support development, security, confidence.</p> <p>Extended time to complete targets (students to be told that they do not have to complete the task in one</p> | <p>Repeat information if required.</p> <p>Visual prompts.</p> <p>Use interests/play to engage and support learning, skills and understanding.</p> <p>Alternative methods of recording work.</p> <p>Use of games/play to support development, security, confidence.</p> <p>Extended time to complete targets (students to be told that they do not</p> | <p>how to create a camera/binoculars.</p> <p>Repeat information if required.</p> <p>Visual prompts.</p> <p>Use interests/play to engage and support learning, skills and understanding.</p> <p>Alternative methods of recording work.</p> <p>Use of games/play to support development, security, confidence.</p> |
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| | <p>have to complete the task in one lesson and that they may have longer to complete a specific task if they want it).</p> <p>Clear and consistent boundaries, rules and routines.</p> | <p>Extended time to complete targets (students to be told that they do not have to complete the task in one lesson and that they may have longer to complete a specific task if they want it).</p> <p>Clear and consistent boundaries, rules and routines.</p> | <p>in one lesson and that they may have longer to complete a specific task if they want it).</p> <p>Clear and consistent boundaries, rules and routines.</p> | <p>lesson and that they may have longer to complete a specific task if they want it).</p> <p>Clear and consistent boundaries, rules and routines.</p> | <p>have to complete the task in one lesson and that they may have longer to complete a specific task if they want it).</p> <p>Clear and consistent boundaries, rules and routines.</p> | <p>Extended time to complete targets (students to be told that they do not have to complete the task in one lesson and that they may have longer to complete a specific task if they want it).</p> <p>Clear and consistent boundaries, rules and routines.</p> |
| <p>Equipment and Resources required</p> | <p>Forest School tools and equipment (knives, loppers, bow saw, folding saw, secateurs, billhook, flint and</p> | <p>Forest School tools and equipment. Sticks, acrylic pens, knives, safety</p> | <p>Forest School tools and equipment. Sticks, acrylic pens, knives, safety</p> | <p>Forest School tools and equipment. Various art and craft materials and equipment.</p> | <p>Forest School tools and equipment. Various art and craft materials and equipment.</p> | <p>Forest School tools and equipment. Various art and craft materials and equipment.</p> |



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| | <p>steel, spades, rakes, garden hoe).</p> <p>Play equipment (slackline, rope swing, hammocks, tarps, etc.).</p> <p>Various art and craft materials and equipment.</p> | <p>gloves, craft equipment.</p> <p>Play equipment (slackline, rope swing, hammocks, tarps, etc.).</p> <p>Various art and craft materials and equipment.</p> | <p>gloves, craft equipment.</p> <p>Play equipment (slackline, rope swing, hammocks, tarps, etc.).</p> <p>Various art and craft materials and equipment.</p> | <p>(feathers, string, paints, brushes, acrylic pens, pencils, crayons,</p> <p>Play equipment (slackline, rope swing, hammocks, tarps, etc.).</p> | <p>Play equipment (slackline, rope swing, hammocks, tarps, etc.).</p> | <p>Play equipment (slackline, rope swing, hammocks, tarps, etc.).</p> |
| Key Terms/Vocab | <p>Health and safety, flint and steel, tools, equipment, risk assessment, fire safety,</p> <p>Arts and crafts, Fairy house, monster mansion.</p> | <p>Arts and crafts, stick figurine, paint, materials, mixed media, cut, knife, safety, whittle, imagination, backstory.</p> | <p>Arts and crafts, wrap, knots and lashings, stick letters, string, feathers, wrap,</p> | <p>Arts and crafts, leaf art, inspiration, nature, natural, Seasons, Spring, Summer, Autumn, Winter, trees, materials, paint.</p> | <p>Arts and crafts, rock art, primitive, neolithic, stone age, prehistory, prehistoric, old, ancient, minerals, geology, rocks, inspiration.</p> | <p>Arts and crafts, Jumanji, fantasy, nature, flora and fauna, wildlife, zoom, focus, aperture, lens, photography.</p> |



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| <p>Big Question?</p> | <p>Name several ways we can stay safe in Forest School?</p> <p>Explain how you created your fairy house/monster mansion?</p> | <p>Explain how you created your stick figurine?</p> <p>Give your figurine a background (name, age, gender, profession, etc.)</p> | <p>Explain how you created your letter/word using sticks?</p> <p>Evaluate your work.</p> | <p>Explain how you created your leaf art?</p> <p>What influenced you to create this piece of work?</p> | <p>Explain how you create this type of rock art?</p> <p>What influenced you to create this piece of work?</p> | <p>Explain how you created your Jumanji camera or binoculars?</p> <p>Evaluate your work.</p> |
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| <p>Term One: Autumn 1- KS2</p> | | | |
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| <p>Lesson : 1 - Health and Safety in Forest School. Recap/Tools, Equipment and Fire Safety Crafts- Fairy house/Monster Mansion.</p> | | | |
| Objective | POSSIBLE EXPERIENCES AND TEACHING ACTIVITIES | RESOURCES | Planning for the Individual (Include Student Initials) |
| <p>To learn, recap and understand the key points surrounding health and safety</p> | <p>Students to be introduced/re-introduced to Forest School tools and equipment.</p> | <p>Craft equipment and materials- Acrylic pens, wool, feathers, material, string, wood (sticks/logs) pencils, pens.</p> | <p>Some - I can recap all of the key health and safety rules around tools and equipment. I can use the tools, and equipment and/or can I can set up, light and sustain a fire independently. I have completed a fairy house/monster mansion independently.</p> |



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| <p>when using tools, equipment and fire.</p> <p>To familiarise how to use each of the tools through practical use.</p> <p>To create a fairy house/monster mansion using various craft materials and resources.</p> | <p>Recap on the rules and boundaries surrounding Forest School including health and safety to be explained/recapped to the students. They will recap/be shown how to use each tool safely, and taught what each tool is used for. They will also recap/be shown how to posture (get set/respect position)when using tools and how to use safety gloves.</p> <p>Students will be able to use each of the tools in turn to craft a fairy house/monster mansion using the examples provided to help them.</p> <p>Students have regular breaks/manageable chunks from tasks and can play or participate in a range of other activities on offer</p> | <p>Forest School tools and equipment (knife, loppers, bow saw, billhook, spade, trowels, secateurs, folding saw, flint and steel, garden hoe).</p> <p>Resource sheets (examples of fairy houses/monster mansions).</p> <p>Teacher's example.</p> <p>Keywords/subject vocabulary sheet.</p> <p>Tarps, hammocks, tents.</p> <p>Rope swing, zip line, slackline.</p> | <p>Most - I can recap most of the key tool health and safety rules. I can use the tools, and equipment and/or can light and sustain a fire with some help and support. I have created a fairy house/monster mansion with some help and support.</p> <p>All - I can recap some of the main tool health and safety rules around the use of tools, equipment and fire. I can use the tools, and equipment and/or can light and sustain a fire with help and support. I have started to create a fairy house/monster mansion with help and support.</p> |
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| | (slackline, rope swing, help to build pizza oven, create a bug hotel, treasure/scavenger hunt, digging for insects, other art/craft related activities, . | | |
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| Lesson : 2 - Arts and Crafts- Stick Figurine | | | |
| Objective | POSSIBLE EXPERIENCES AND TEACHING ACTIVITIES | RESOURCES | Planning for the Individual (Include Student Initials) |
| <p>To create a stick figurine using various craft materials/resources.</p> <p>To create a backstory for the figures (developing their imagination)</p> | <p>Students are to be introduced to Arts and Crafts and to make a stick figurine using various craft materials.</p> <p>Students have regular breaks from their intended task and can play or participate in a range of activities.</p> | <p>Forest School tools and equipment (knife, loppers, bow saw, billhook, spade, trowels, secateurs, folding saw, flint and steel, garden hoe).</p> <p>Resource sheets (showing different types of stick figure designs that can be created).</p> <p>Teacher's example.</p> <p>Keywords/subject vocabulary sheet.</p> <p>Tarps, hammocks, tents.</p> | <p>Some - I can use the tools, and equipment and/or can I can set up, light and sustain a fire independently. I have completed my stick figurine independently.</p> <p>Most -I can recap most of the key health and safety rules. I can use the tools, and equipment and/or can light and sustain a fire with some help and support. I have created a stick figurine with some help and support.</p> <p>All - I can recap some of the main health and safety rules around the use of tools, equipment and fire. I can use the tools, and equipment and/or can light and sustain a fire with help and</p> |



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| | <p>LA- Can create one stick figure with help and support.</p> <p>HA- Can create several stick figures (a family with some help and support).</p> <p>Students have regular breaks from their tasks and can play or participate in a range of activities.</p> | <p>Rope swing, zip line, slackline.</p> | <p>support. I have started to create a stick figurine with help and support.</p> |
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| <p>Lesson : 3 - Stick Letters (Hanging Name Plate)</p> | | | |
| Objective | POSSIBLE EXPERIENCES AND TEACHING ACTIVITIES | RESOURCES | Planning for the Individual (Include Student Initials) |
| <p>To create a stick letter (or word/name) using lashing.</p> <p>Words can then be attached to each other</p> | <p>Students are to be introduced to arts and crafts and to make a stick letter (or word/name) using various craft materials.</p> <p>Students learn how to create a stick letter using lashing to tie</p> | <p>Forest School tools and equipment (knife, loppers, bow saw, billhook, spade, trowels, secateurs, folding saw, flint and steel, garden hoe).</p> <p>Sticks/branches, safety gloves, knife, loppers, secateurs.</p> | <p>Some - I have used a variety of art and craft equipment, materials and resources to create a word or my full name using sticks. I understand how to use string to create square lashing independently.</p> <p>Most - I have used a variety of art and craft equipment, materials and resources to create a letter or my full name using sticks. I</p> |



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| <p>and hung to create a nameplate.</p> | <p>several sticks together to make a letter.</p> <p>LA- Only need to create one letter (this could be an initial) with help and support.</p> <p>HA- Can create their own word or full name.</p> <p>Students have regular breaks from their tasks and can play or participate in a range of activities.</p> | <p>Resource sheets (showing different types of stick letter designs that can be created).</p> <p>Teacher's example.</p> <p>Keywords/subject vocabulary sheet.</p> <p>Tarps, hammocks, tents.</p> <p>Rope swing, zip line, slackline.</p> | <p>understand how to use string to create square lashing with some help and support.</p> <p>All - I have started to use a variety of art and craft equipment, materials and resources to create a letter using sticks. I understand how to use string to create square lashing with help and support.</p> |
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| <p>Lesson : 4 - Leaf Art</p> | | | |
| <p>Objective</p> | <p>POSSIBLE EXPERIENCES AND TEACHING ACTIVITIES</p> | <p>RESOURCES</p> | <p>Planning for the Individual (Include Student Initials)</p> |
| <p>To understand how to create leaf art using a variety of art resources and materials.</p> | <p>Students will be shown how to create a piece of leaf art.</p> <p>LA- To create one piece of leaf art.</p> | <p>Forest School tools and equipment (knife, loppers, bow saw, billhook, spade, trowels, secateurs, folding saw, flint and steel, garden hoe).</p> | <p>Some - I have created a piece of leaf art design using a variety of materials independently.</p> <p>Most - I have created a piece of leaf art with some help and support</p> |



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| | <p>HA- Can create several pieces of leaf art.</p> <p>Students have regular breaks from their tasks and can play or participate in a range of activities.</p> | <p>Leaves, safety gloves, knife, loppers, secateurs.</p> <p>Resource sheets (showing different types of leaf art designs that can be created).</p> <p>Teacher's example.</p> <p>Keywords/subject vocabulary sheet.</p> <p>Tarps, hammocks, tents.</p> <p>Rope swing, zip line, slackline.</p> | <p>All - I have started to create a piece of leaf art with help and support.</p> |
| Lesson : 5 - Rock Art | | | |
| Objective | POSSIBLE EXPERIENCES AND TEACHING ACTIVITIES | RESOURCES | Planning for the Individual (Include Student Initials) |
| To create a piece of rock art/stone painting using paints and pebbles. | <p>Students to be introduced to the history of rock art/stone painting.</p> <p>Students will be shown how to create a piece of leaf art.</p> | <p>Forest School tools and equipment (knife, loppers, bow saw, billhook, spade, trowels, secateurs, folding saw, flint and steel, garden hoe).</p> | <p>Some - I have created a piece of rock art/stone painting independently. I understand the history of rock art.</p> <p>Most - I have created a piece of rock art/stone painting with some help and support. I understand some of the history associated with rock art.</p> |



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| <p>To understand the history of rock art.</p> | <p>LA- To create one piece of rock art.</p> <p>HA- Can create several examples of rock art.</p> <p>Students have regular breaks from their tasks and can play or participate in a range of activities.</p> | <p>Resource sheets (showing different types of rock art designs that can be created).</p> <p>Teacher's example.</p> <p>Keywords/subject vocabulary sheet.</p> <p>Tarps, hammocks, tents.</p> <p>Rope swing, zip line, slackline.</p> | <p>All - I have started to create a piece of rock art/stone painting with help and support. I understand a few key points of history associated with rock art.</p> |
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| Lesson : 6 - Jumanji Camera/Binoculars | | | |
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| Objective | POSSIBLE EXPERIENCES AND TEACHING ACTIVITIES | RESOURCES | Planning for the Individual (Include Student Initials) |
| <p>To create a camera/binoculars based on the</p> | <p>Students will be introduced to a task-to create a camera or</p> | <p>Forest School tools and equipment (knife, loppers, bow saw, billhook,</p> | <p>Some - I have created a camera/binoculars independently.</p> |



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| <p>book/movie Jumanji.</p> | <p>binoculars based on the fantasy movie Jumanji.</p> <p>LA- To create a camera/binoculars with help and support.</p> <p>HA- To create a camera/binoculars with limited help and support.</p> <p>Students have regular breaks from their tasks and can play or participate in a range of activities.</p> | <p>spade, trowels, secateurs, folding saw, flint and steel, garden hoe).</p> <p>Resource sheets (showing different types of camera/binocular designs that can be created).</p> <p>Teacher's example.</p> <p>Keywords/subject vocabulary sheet.</p> <p>Tarps, hammocks, tents.</p> <p>Rope swing, zip line, slackline.</p> | <p>Most - I have created a camera/binoculars with some help and support.</p> <p>All - I have started to create a camera/binoculars with help and support.</p> |
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