

As communicators we will...

Have opportunities for developing language -

For thought by:

- Sharing ideas
- Planning activities
- Problem solving
- Evaluating

For communication by:

- Co-operating with each other
- Negotiation
- Leadership

New vocabulary by:

- Learning specific names for species, tools and tasks.

In the Summer Term our focus activities will be...

Topic - we are learning about Pratts Bottom and the local area

Science - observe seasonal changes as it is now summer.

Observing micro-habitats and looking closely at the parts of a plant and identifying where they grow best. Observation of animals and thinking about what animals are best suited to living in a Forest.

Identifying key features of the environment and how they change.

Music - making musical instruments using the natural environment - sticks and stones

Using Maths we will...

Have opportunities to apply number in a real life context:

- Measuring - time
- Shape - 2D and 3D shape identification
- Counting - number of legs, in a given group, counting in 2s, 5s and 10s using bundles of sticks
- Estimation
- Addition and subtraction

## Forest School

Allows children time and space to develop skills, follow their interests and learn through practical 'hands on'

As a team player we will work with others because:

- Repetitive experience creates a sense of community, trust and confidence.
- The environment provides children with time and space to work alongside or with others as they choose.
- Activities are based more on interests rather than ability.
- Children often take on different roles at Forest School to those they take in class.
- There is a need to work with others to achieve a task.

We can always choose other activities such as -  
Whittling,  
Den building,  
including knots & lashings,  
Mud Painting,  
Using tools safely,  
Our own ideas!

We will improve our own learning because...

- Child-led learning gives children the freedom to choose and direct their own learning based on interests and skills.
- Build confidence and self-esteem through small achievable tasks which transfer to real life situations.
- Activities are generated by the children's ideas, adults to carefully support when necessary.
- Children's understanding is supported by open questions and valuing their contributions and ideas.
- Children are encouraged and supported to discover an answer to their questions for themselves.