

# Forest school week 1

This week, the children in Red Room started Forest School. We attend Forest School every Tuesday and Thursday. The purpose of Forest School is to support children's social, emotional, physical, and intellectual development through outdoor learning. Red Room put on their protective clothes and made their way down to Forest School. First, they sat at base camp, listened to the birds singing, and talked about the weather. They also discussed important safety rules, such as not running, staying together, and not picking things up from the ground and putting them into their mouths. The children had great fun exploring Forest School. They particularly enjoyed playing with water in the mud kitchen, doing mud painting, and searching the trees for different animals. This experience had a positive impact on the children, helping them build confidence, develop curiosity, strengthen their language as they described what they found, and improve their physical skills through climbing, digging, and exploring. Forest School also supported their independence, problem-solving abilities, and awareness of nature as they learned through hands-on, meaningful outdoor play.



## Welcome to Forest School!

Children' comment:

Minoas said: "Firework".

Hunter said: "I am climbing the tree like a monkey".

Somtochkuwu said "I am playing hide and seek".

Makhissa said "I am hiding behind the stick".

Esme said "I like everything in Forest School.

Tamima said "Bang"

Raghad said "I like forest school".

Elhan said "I climb on the log".





# Forest School Week 2

In Forest School Week 2, the children were reminded of the Forest School rules, such as good listening, good talking, "stop," "go," and "1, 2, 3 basecamp," which means the children stop what they are doing and return to basecamp. The children went for a walk in the forest, and we sang *Down in the Jungle* while exploring what we could hear, see, feel, and touch. During the walk, the children found a letter from Goldilocks explaining that she was lost after running away into the forest and needed help finding her way home. The children followed the directions on the map, climbing over trees, walking through bushes, and doing five jumps. When they finally found Goldilocks, she asked the children to make her a map in case she ever gets lost again, and to draw pictures of Mummy Bear, Daddy Bear, and Baby Bear so she can watch out for them in the forest. The children used mud painting to create their bear pictures. They thoroughly enjoyed their second Forest School session. To end the session, we played *What's the Time, Mr Wolf?* and talked about what they enjoyed most in Forest School with Snowy Owl.

This session had a meaningful impact on the children's learning and development. Following the Forest School rules strengthened their listening skills, self-regulation, and understanding of how to stay safe outdoors.

Exploring the forest through singing and sensory activities supported their language development and encouraged them to use descriptive vocabulary. Working together to follow Goldilocks' map promoted teamwork, problem-solving, and physical development as they climbed, balanced, and navigated different terrains. Creating their bear pictures using mud encouraged creativity, imagination, and fine motor skills, while also helping them make links between stories and real-life experiences. Sharing what they enjoyed at the end of the session supported their confidence, communication, and ability to reflect. Overall, the children became more curious, engaged, and confident in the natural environment.



## Children's comments:

Makissa said: "I like finding Goldilocks!"

Elhan said: "I liked climbing over the trees."

Sama said: "I liked walking through the forest."

Hunter said: "I liked making the map!"

Raghad said: "I liked painting the bears with mud."

Somtochkwu said: "I liked playing What's the Time, Mr Wolf?"





# Forest school week 3

During week 3 in Forest School, the children showed a keen interest in listening to and observing the birds that visit the area. To encourage more birds to come and say hello, the children made bird feeders. They mixed a combination of flour and water, then added sunflower and pumpkin seeds to their mixture. The children pressed the mixture into molds and left it to set in the freezer. Once set, the bird feed was removed from the molds and hung in Forest School for the birds to enjoy.

**Impact on children:** This activity encouraged observation skills, supported understanding of nature and wildlife, and promoted responsibility as the children cared for the birds. It also strengthened fine motor skills through mixing and molding, fostered teamwork, and provided a sense of achievement as they saw the birds visiting their feeders.



## Children's comments:

"I can hear the birds, tweet tweet"- Hunter

"The birds are in the tree"- Raghad

"We are making bird food"- Makhissa

"It smell funny"- Tamima

"I do it, I mix it"- Minoas

"Bird eat seed"- Sama

"Bird fly in the sky"- Elhan

