**Outdoor Learning Plan- Robins Week 3**

**Outcomes**

* Use observation skills to notice nature
* Become confident with outdoor spaces
* Motor Skills -manipulate natural materials
* Match pictures with creatures
* Feel safe; reduce anxiety and connect with nature
* Empathy with wild creatures
* Finding moments of stillness in wood and become happy to spend some time by self
* Begin to use emotional expression

**Resources/Preparation**

* Bird id chart
* Pictures of birds (could be in plastic wallets or laminated)
* Owl Babies/or watch story book in video before
* Bean bags or equivalent to put out on log seats

**Risks**

* Falling in pond- Adult supervises the activity around pond
* Tripping, berries, fungi, germs- discuss how to keep safe from these

**Considerations**

* Most should be feeling more confident now, but some may still be unsure
* Some may struggle with moulding and shaping bird nests, model how to do it

**Beautiful Birds Plan**

1. Get ready with wellies and long sleeves/trousers and coat. Go to toilet, wash hands
2. Line up outside 2m apart if possible. Go through side gate and walk round to back field outside Forest School.
3. Get in a circle in field 2m apart. Sit on the ground if dry and then ask the children to listen to the sounds around them, count on their fingers how many sounds they hear and hold up for others to see. Can they hear any birds, can they spot any? Looking up at sky can they spot any birds? Using a gentle breath can they pretend to gently blow a bird or cloud across the sky, then breath in through nose and another gentle breath to blow a bird/cloud. Then move on to line up outside Forest School. (3min)
4. Adult enters and has a quick check of area for anything dangerous-hanging dead branches; state of pond; berries; mushrooms; sharp litter (this can be done before hand) and places beanbags on seating logs suitably spaced out. Adult hides 5 pictures of birds around Forest School.
5. Children enter one by one and adult indicates which log they can sit on. Ask children to point to their favourite place in Forest School and then use their pointy fingers to draw a face in the air of how they are feeling today- happy smile, sad smile, V shape for cross, straight for not sure. (2min)
6. Listen and look around can we hear or see any birds, see any nests? Use your hands to make binoculars. Where do birds like to live? Most like to hide in bushes and trees, some stay in the sky until it is time to lay eggs or some might live on the sea shore. (3min)
7. Hunt for the 5 bird pictures- Robin, Blackbird, Thrush, Sparrow and Bluetit. Encourage children to go by themselves or go in two spread out groups. Can use a bird id sheet to work who is who. (10min)
8. Look at bird book, ‘Who am I’ is the one in video this week or Owl Babies would be good. Some birds’ chicks have now fledged and flown from the nest so now the parents are making new nests. Make a Bird Nest- Talk about what birds can make nests from sticks, twigs, grass, moss, feathers, spiders webs.

Big birds, like Red Kites, make big messy nests from sticks. Small birds, like the Sparrow will make a small one from grass, twigs, moss. Split into 2 groups to collect resources, see if you can find some sticky weed/cleaver/goosegrass, as this will make it much easier to mould a nest shape. Once collected see if they can all make their own nests. Once finished they can leave where they made them or put up in a bush to see if anyone uses it. All can go and look at each other’s nests. Did you know?… the male Wren (dad) will make several nests and then the female (mum) will choose the best to lay her eggs in! (20min)

1. Explorer time- They can build a really big nest from big sticks that would a fit a bird their size in or make another picture from natural materials like the swirly snails from last week. If there is plenty of sticky weed you could make nature crowns too. Or they could take memory photos of their favourite places/birds (10/15 min)
2. Hiding and camouflage- get the children to sit in a hiding spot and see if they can blend in as much as possible and be camouflaged, maybe they will need to take off a bright coat. Then let them know that they are going to spend 1/2 minutes sitting in their special spot looking and spotting anything they see, hear or feel. Their time will end when an adult shouts 1,2,3 Where Are You? They will come and find them all (7min)
3. Back at seating logs. Reflection on what they have enjoyed and how they are feeling (draw a face with finger again). Walk back across field and stop to look have a quick listen again. This time take a memory photo of Forest School by using index fingers and thumbs to make a frame to look through and then click. (3min)

**How did it go? What can be learnt from the session? What were the children’s interests? How did they feel? How confident were they in this space? How did you feel?**