Building Castles



**NIFSA Lesson Plan Template**

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| **Planning** | |
| **Location** | Greenwood Primary School Garden |
| **Date** | 10.6.2025 |
| **Class** | P2C |
| **Classroom Management** | Whole class in the garden at one time with designated areas for small group work.  Class teacher, classroom assistant and one 1:1 assistant |
| **Connected Learning/Prior Knowledge** | The children are familiar with using loose parts to build (crates/ blocks/ planks)  Children have spent time improving on dens made over previous weeks and trialled different methods of creating stable structures. |
| **Health and Safety** | Stay within the boundary flags  Build on flat terrain  Potential hazards are slips and falls  Crates must be stacked properly and within reaching height. |
| **Learning Intention** | Children will build a castle that the team can fit inside. |
| **Success Criteria** | Children will test different shapes to build their castle, being aware of the materials they have access to in the garden. |
| **Resources** | A range of different sized materials and loose parts e.g. wooden planks/discs, tyres, tarpaulins, crates, bricks, pegs. |
| **Differentiation/Target Groups** | Be aware of children who struggle gross motor skills, e.g balance and offer close support and guidance. |
| **Other** |  |

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| **Lesson Content** | |
| On Arrival | * Standing in a circle we will recap on the rules of Forest School (1 whistle freeze tree pose, 2 whistle return to leader, have fun) * Select children to put boundary flags out – things with wings * Read George and the Dragon story to the class. |
| Activity explained | Discuss the range of activities available this morning as each of them embed previous learning done in the classroom. Main activities are chalk dragons- the children will draw a dragon outline and use materials from the garden to give their dragon texture. The children will also use crates and loose parts to build a castle to protect the team from a nearby dragon.  Other activities available:   * Dragon egg weighing * Clock building to tell the time with sticks * Target practice- points using beanbags and underarm throwing. |
| Finishing | * Visit children at their end activities and gauge their enjoyment/improvement at the task * Line Review from 0-10. Ask questions to review the activity:   How successful were your group at working together?  How kind were you to others in your group? |

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| **Evaluation/Review** | |
| How did the group session go? | The children really enjoyed the session and the freedom of choice today. I felt the group work aspect of the activities were well received and children worked very well together. As usual, they were allowed to choose their own groups for activities. Most children followed their own interests and they engaged in a variety of the tasks. With encouragement, the children took part in the target practice game and then they enjoyed the competitive aspect of the challenge. There were some excellent castles with the children enjoying the interaction with myself as the dragon! Other spontaneous play which occurred was: the mud kitchen became the castle kitchen with children coming to serve food to me. A child used the wagon to be food delivery and distributed food made by the kitchen around the different castles. Some boys used small sticks as swords, which is not surprising! The trim trail became a knight training school where the children worked on their fitness and speed across the trim trail.  A very engaged and enjoyable session today. |
| Focus on individual pupils | F was extremely helpful when tidying up and worked hard to ensure he did his best. He got a prize in the classroom.  E was keen, as usual, to try every activity set up for the class. She has shown great interest in forest school since we began specific FS activities.  I, today was the first day she attempted to do her own castle building and thoroughly enjoyed it getting to plan and gathered all the equipment herself. |
| What would you change for next time? | I would not include the clock activity as no one was interested in it! Too much like real ‘work’! Perhaps, instead of a ball being the dragon egg I should allow time for the children to make dragon eggs and then use smaller scales to balance. This could be a lovely alternative lesson. |

