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| **Outdoor Education Plan** | | | | |
| **Lesson Focus – Fairy Home Design** | | | | |
| **Year Group - Years F - 6** | | **Term -** | **Date – Week** | |
|  | **Outline** | **Curriculum Links/**  **Learning Objectives** | **Health and Safety considerations** | **Equipment** |
| **Session Procedures** | **Before** - Check for rubbish, glass, hazards. Check weather forecast  **During –** Wear Hi-Viz jacket. Road safety to get to the park  **After** – clear everything away and return any natural objects to their original place  **Clean hands.** | **I can design and build a fairy garden** | Wash hands after touching outside objects  Remind the children about how sharp some sticks can be and to be careful of brambles and stinging nettles.  Remind children to be careful not to let the sticks fly out of their hands and go in someone else’s eye.  Gloves must be worn for both litter picking and gardening  **No Picking**  **No Licking**  **No Sticking**  **Look after each other** | Fairy doors laminated |
| **Introduction and Activity Opportunities** | **Starter activity –** Imagine that you are only 10 centimetres tall. What do the trees look like now? How about the grass? What might a fairy like to have in its’ garden?  **Main Activity**   * We are making fairies that are living in our trees. When we put a door on a tree they will find them to live there. You need to make the tree look presentable and somewhere that they will want to live. * Firstly decide which tree is the best for your family - what will she/he be looking for? * Next decide what sort of garden it will like and find items in the woodland that you can use for their garden. * Carefully put the items together to make the front yard of your fairies dreams. * Remember that this is a team activity and needs you to work together – communication, cooperation, kindness and patience are essential. | **Vocabulary** |
| Design  Magic  Fairies |
| **Plenary** | Take time to share the gardens with each of the groups and explain why you chose the things that you have included. | **Evaluation** | | |



