



Forest Discovery Day - Fantasy Forest: Traditional Tales (full day)

Year Group(s) EYFS and KS1

<p>Objectives:</p>	<ul style="list-style-type: none"> • To develop teamwork in the class. • To develop conversational skills and sharing of ideas. • To show resilience when facing a problem to solve. • To show kindness to others when working through problems. • To reinforce knowledge of Traditional Tales through the above activities. • To develop curiosity in the natural world through looking at things closely.
<p>Links to National Curriculum Programme(s) of Study:</p>	<p><u>English: spoken language:</u> *listen and respond appropriately to adults and their peers *ask relevant questions to extend their understanding and knowledge</p> <p><u>English reading:</u> *become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics *Recognise and join in with predictable phrases.</p> <p><u>Design Technology</u> *build structures, exploring how they can be made stronger, stiffer and more stable *Select and use materials to construct.</p>
<p>Key Questions/ points:</p>	<ol style="list-style-type: none"> 1. I can talk about various features of traditional tales, recalling the key elements. 2. I can select and use natural materials to construct things with a function. 3. I am beginning to understand how to make structures stronger. 4. I can work as part of a group to negotiate making a large piece of art. 5. I look closely at the natural world around and am beginning to be curious about various elements of it.
<p>Programme of Activities: These will be the types of activities on offer. However, they may be subject to change depending on timings, age and experience of the children.</p> <p>Jack and the Beanstalk In one of the trees near the fire-circle, there will be a tree set up with beanstalk, giant's feet, golden egg and speech bubble of 'fee, fi, fo, fum'.</p>	

*Which tale does this belong to? Children to talk through the objects and what happens in the story. Repeat some of the key phrases of the story.

Task one:

Who can create the tallest tower?

In groups, create the largest tower that they can from 10 nature items foraged in the forest area. The 10 items can be no longer than your arm and no thicker than your thumb (no stumps or den logs). You are also allowed a joining material (string). The tower must be free-standing.

[Tower building challenge - engineering with nature - NurtureStore](#)

Look at finished structures. Whose was the tallest? Why? How did you create them to be sturdy? Talk about materials and the properties used eg where were larger materials placed? The stiffest materials? Etc

Task Two:

Protect the golden egg.

[28761 Activity Brief Jack Beanstalk Stemfirst](#)

*Children to have a golden egg that they must protect when it is dropped from the beanstalk.

*They will have a variety of materials both man-made and natural to help them in their design.

*Whose egg will survive the drop? We will test by dropping them from a height.

Three Billy Goats Gruff

In the meadow, will be the goats, troll and bridge.

Retell the story with the children joining in and drama actions.

(Use BBC schools radio one abridged.)

Task One:

Stick troll

Work as one group or in two to create a massive stick troll in the forest. How big shall we make it? How many times your size do you think it should be?

Task 2: A raft to float a goat!

Oh no the troll has broken the bridge because he is so huge!

Out of natural materials, other materials provided and string, create a raft or boat that the goats could use to get to the other side instead. Select your materials wisely to ensure that the goats don't sink!



Test the boats out once made- whose can float a goat?!
Why did one boat work well? Why didn't the others?

Goldilocks and the three bears



A trail of bear prints will be set up in the woods to take the children to the hide by the birches.

Hide set up as Three Bears House: table, bowls, tipped over chair, sleeping bag, wig

*What story is this?

*What is the famous phrase from Goldilocks to mean perfect? What was the porridge?

Task One: Making porridge 'just right'.

The children will be given the ingredients to make porridge. They will work in groups around the tringias to make their porridge. Who can make it perfect?

Once made, the porridge can be made even more perfect with toppings and then eaten!

'Going on a bear hunt'

Find all the soft toys hidden in the area and bring them back to the fire circle.

Sleeping Goldilocks.

The children go and hide but so as we can see their face. We are the bears and we can only see them if they move or giggle. We can roar, dance around like bears etc to awake Goldilocks! If they move or giggle, they return to the fire circle.

Children immerse themselves in nature through sitting in one place and connecting to where they are.

Hansel and Gretel

*Does anyone know a story that involved following a breadcrumb trail through the forest?

Recap the story of Hansel and Gretel. What would happen if you lay a breadcrumb trail in the forest?

Follow a 'breadcrumb' trail back to the Oaks.

On the way, encourage children to notice nature with a scavenger hunt.

Look for deer tracks, other signs of animal life, different colours, plants etc

*The children were captured by a witch who was going to eat them! You are going to create a potion in the pots provided of natural things. What will you call your potion? What will it do?

While they are making potions, get a fire going for some kebab sweets like the witch's house.

Sleeping Beauty

Task 1

Sleeping beauty pricks her finger on a spinning wheel, which sends her to sleep. Spinning wheels took bundles of fibre called yarn and separated them before twisting them together to make string.

Show the children how to twist two fibres together to make their own string.

Task 2

Weaving is another process where pieces of wool are taken and held together in a certain way to create fabric.

We are going to create a piece of weaving.

[Stick Weaving - Activities | Muddy Faces](#)

