

Survival skills

Linked Learning

KS1 & KS2

Maths

Shapes

Comparing lengths

Sorting based on shape and colour

English

Mark making

Speaking and listening

Shared reading

PSHE

Working as part of a group/team

Science

Exploring materials

Making choice about appropriate equipment

Floating and sinking

Design Technology

Designing and evaluating projects

Food Technology

Effective use of tools

Context

The Fantasy Forest area has been designed specifically to enhance the curriculum offered at Grange School. Each module strand aims to :

- build pupils confidence and independence
- increase feelings of empathy for each other and for nature
- improve physical and mental health
- allow opportunities to learn by experience

The survival skills module is all about giving an opportunity to develop real life useful skills to help survive out in nature. The different activities give chances for the design side of projects as well as physically getting involved with building and creating.

Role play scenarios such as a need to keep our camp protected from invaders, the need to build a raft and the basic human needs for food and shelter will give pupils the chance to problem solve, and stimulate peer-to-peer discussion and teamwork skills.

Maths, English and Science skills are also built in to most of the activities. Comparing objects, exploring the properties of different materials and listening to the ideas of others are key to make our survival a success!

Vocabulary

Wave 1

Vocabulary for AL03-AL6

mud

water

twig

petal

stone

Wave 2

Vocabulary for AL07-AL10

tools

den

fence

raft

campfire

Wave 3

Vocabulary for AL10 +

survival

camouflage

whittling

twine

range

Suggested Activities AL03—AL05	Curriculum Links
<p>'Grange's Marvellous Mudicine'</p> <p>Eating food is essential to survival, but before we can eat we need to prepare something - so we better hurry up!</p> <p>Allow the children to role play creating meals using materials they find in the Fantasy Forest.</p> <p>Will they stir up a muddy soup? Or maybe rustle up a leaf cake?</p> <p>Encourage the children to work together to make meals.</p> <p>Or can they serve the food they make to a peer.</p> 	<ul style="list-style-type: none"> • Food tech - Pupils explore options within a limited range of materials. • U+A - I will match things to plates so everyone has one . • Science - Pupils explore objects and materials provided changing some materials by physical means and observing the outcomes.
<p>SOS</p> <p>If we need to be rescued, we might need to leave a note for our rescuers.</p> <p>Support the pupils to find gather materials such as grass, twigs, stems which could be laid out to create different letters on the floor.</p> <p>Can they spell their name?</p> <p>What other words can they spell, or read?</p>  <p>This activity could be extended to make 2D shapes with the materials as well</p>	<ul style="list-style-type: none"> • Reading - I can imitate sounds (phonemes) of some letters and sometimes remember one or two. • Writing - I can trace or overwrite shapes or straight line patterns. • SSM - I will put something inside or outside a circle when you ask.
<p>Build a raft</p> <p>We might need a raft in case we need to cross a river...</p> <p>Using a tray of water, experiment with different natural materials to see which ones float and which ones sink. Would it be a better idea to make a raft with stones or twigs?</p> <p>Can the children tie some twigs together to make the base of a raft. Maybe they might be able to balance a toy figure on top to test out the raft?</p>  <p>Now try and float your completed raft on the pond!</p>	<ul style="list-style-type: none"> • Science - Pupils can make simple choices about the equipment to use for a procedure. • DT - With help, pupils begin to assemble components provided for an activity.
<p>Shelter from the storm</p> <p>Shelter is going to be vital if we are going to survive.</p> <p>Set up a shelter in the Fantasy Forest using a sheet tied between trees/posts.</p> <p>As a class, or in small groups bring the children into the shelter to explore.</p> <p>Why do we need a shelter? What happens if it rains? What happens if it is windy? Has anyone ever slept in a tent before?</p>  <p>Whilst in the shelter, read a story with the children - possibly with a connection to weather to further extend the learning .</p>	<ul style="list-style-type: none"> • Reading - I can remember one or two repeated words, in a book that I know, when I am sharing a book with an adult. E.g. names of people, key words in a repetitive phrase. • Geography - Pupils extend the skills to help them explore their immediate environment.

Suggested Activities AL05—AL08	Curriculum Links
<p>Camouflage capes</p> <p>Using camouflage is a vital survival strategy of both predator and prey. Wild animals can disappear into the background. Can you?</p> <ul style="list-style-type: none"> Start off by cutting the netting into a cape size and shape Collect natural materials such as bracken, grasses, leaves and twigs Weave or tie the materials into the cape, and wrap it round you. <p>What colour do you need your cape to be to be able to hide? If you go and hide, can your friends find you?! Which animals do you think camouflage themselves? Why?</p> 	<ul style="list-style-type: none"> Fine motor skills. Art - Pupils show an awareness of the materials needed for a task e.g. looking/reaching for paper. D.T. - Pupils begin to make attempts at combining materials or products.
<p>Making tools (potato peeler whittling)</p> <p>Tools are going to be vital for our survival mission</p> <p>Whittling sticks is a great outdoor activity that can be almost meditative, and providing a potato peeler rather than a knife makes it much safer!</p> <p>Pupils can use the peeler to whittle the bark off a stick, and then use felt tip pens, or other natural resources to decorate it.</p> <p>What do you think we could use the tools we've made for? Cooking? Picking up leaves? etc.</p> <p>(Be careful the pupils don't use the tools as weapons - set the ground rules early on!)</p> 	<ul style="list-style-type: none"> Fine motor skills. D.T. - Pupils use basic tools or equipment in simple processes, chosen in negotiation with staff. Food tech - Pupils copy the actions of a peer using basic tools.
<p>Make a fence</p> <p>Building a fence is an important survival skill. We might need to protect ourselves from outside dangers, or maybe we will have animals who we need to keep safe and prevent running away.</p> <p>You will need a selection of different sized and shaped sticks and twigs. Big sturdy ones can be hammered into the ground with a mallet, and then the smaller ones threaded between to form the walls. Twine can also be used if necessary.</p> <p>The children can help to source and gather the materials, as well as construct the fence.</p> <p>Where would be a good place to put the fence? What could we do to make it more/less secure?</p> 	<ul style="list-style-type: none"> D.T. - Pupils begin to contribute to decisions about what they will do. PSHE - Pupils respond to others in group situations, playing or working in a small group with adult support. U+A - I will sort lots of objects by colour, shape or size.
<p>Campfire experience (without the actual fire!!)</p> <p>Create a pretend fire out of twigs arranged in a cone shape. This can then be used as a focal point which children can all gather and sit around. Encourage pupils to join in with campfire songs, read a story and discuss what life would be like living outdoors.</p> <p>What would be some of the advantages/disadvantages? Do you think you would get too hot/too cold? How would you cook your food?</p>  <p>Marshmallows can be (role play) toasted over the central fire, or banana and chocolate foil parcels could be prepared and cooked (in the oven inside) to be eaten as a group. Hot chocolate could also be prepared.</p>	<ul style="list-style-type: none"> Music - I can respond to other pupils in music sessions, joining in and taking turns in songs. Food tech - Pupils begin to offer responses to making activities. Collective Worship.

Suggested Activities AL08+	Curriculum Links
<p>Trailblazers</p> <p>Pupils set a trail through the forest school area for their peers or other classes to follow. Use sticks to make arrows and direct them round a course.</p> <p>This could be made more of a challenge by using a code. E.g.</p> <ul style="list-style-type: none"> • crossed sticks mean – don't go this way • a stick with a stone on the left means – go left • a stick with a stone on the right means – go right • a stone on top of another means – straight on  <p>What might you put at the end of the trail?</p> <p>Could you draw a map to further help your friends to find their way?</p>	<ul style="list-style-type: none"> • SSM - I will know direction symbols like arrows. • Geography - Pupils will recognize simple symbols or representations on maps and plans. • English - I can communicate on different topics with people I know, explaining details the listener needs
<p>Bow and arrows</p> <p>You will need one long flexible stick, with a piece of string twine tied securely at each end to make a bow, and some smaller thinner sticks (possibly whittled at each end using a potato peeler) to make the arrows.</p>  <p>Can you shoot your arrows at a target?</p> <p>Remember to be careful no-one is within range when you're firing it!</p>	<ul style="list-style-type: none"> • SSM - I will tell you which stick or piece of string is longer. • P.E.- Pupils copy simple skills and actions with basic control and co-ordination. • P.E. - Pupils explain and apply basic safety principles when preparing for exercise.
<p>Build a shelter</p> <p>A shelter is going to be key to our survival mission.</p> <p>Provide the pupils with some materials with which they could build a shelter e.g. a sheet/tarpaulin, some rope, large wooden branches etc. As a group, can they build something which will help to keep them dry and warm outside.</p>  <p>How will you make sure your shelter will not fall down and hurt someone?</p> <p>Where would be a good place to build your shelter?</p> <p>E.g. flat dry ground</p>	<ul style="list-style-type: none"> • PSHE - Pupils can join in a range of activities in 1-1 situations and in small or large groups. • D.T. - Pupils generate ideas and plan what to do next, based on their experience of working with materials and components.
<p>Snake trap (or another unwanted creature)</p> <p>Snakes can be dangerous and if they bite they could really hurt us.</p> <p>Your challenge is to create a trap to catch a snake safely, without hurting it, so it can be released back into the wild in a safe place.</p>  <p>How might you design the trap?</p> <p>What resources might you need?</p> <p>If there is time, and appropriate resources the pupils could have a go at building their designs.</p>	<ul style="list-style-type: none"> • D.T. - Pupils use models, pictures and words to describe their designs. • S+L - I can contribute to discussions and ask questions in response to the views and ideas of others.

Resources

AL03-AL05	AL05-AL08	AL08+
<p><u>Marvellous Mudicine'</u></p> <ul style="list-style-type: none"> • Mud! • Bowls, pots, spoons and other utensils • Water • Other natural resources found around the fantasy forest 	<p><u>Camouflage capes</u></p> <ul style="list-style-type: none"> • A large piece of netting • Natural materials such as bracken, grasses, leaves and twigs • Scissors • String or twine 	<p><u>Trailblazers</u></p> <ul style="list-style-type: none"> • A selection of small sticks • Stones • Paper and pen
<p><u>SOS</u></p> <ul style="list-style-type: none"> • A variety of natural resources gathered from around Fantasy Forest 	<p><u>Making tools (potato peeler whittling)</u></p> <ul style="list-style-type: none"> • Twigs or sticks • Potato peelers • Felt tip pens • Natural materials found around Fantasy Forest 	<p><u>Bow and Arrows</u></p> <ul style="list-style-type: none"> • Sticks • String • A target
<p><u>Build a raft</u></p> <ul style="list-style-type: none"> • A large tray filled with water • Natural resources gathered from around Fantasy Forest • String/twine • Small toy figures 	<p><u>Make a fence</u></p> <ul style="list-style-type: none"> • A selection of different sized twigs and sticks included some big sturdy ones • A mallet • Twine 	<p><u>Build a shelter</u></p> <ul style="list-style-type: none"> • A large tarpaulin/canvas • Rope • Large sticks • Large stones as weights
<p><u>Shelter from the storm</u></p> <ul style="list-style-type: none"> • A large tarpaulin or canvas • Some rope • A book 	<p><u>Campfire experience</u></p> <ul style="list-style-type: none"> • Some twigs and sticks • Marshmallows and skewers • Bananas and chocolate • Hot chocolate 	<p><u>Snake trap</u></p> <ul style="list-style-type: none"> • Paper and pen • Any resources which the pupils request for their design - cardboard boxes,, scissors, wire, wood etc.