

Forest School Session (12th March 2026)

Beech & Cedar

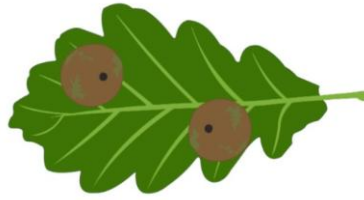
Beech and Cedar classes began their session around the fire circle learning about the life cycle of a frog. To help embed their understanding, the children played a movement game similar to the “bean game” used in PE. Instead of beans, the children acted out the stages of a frog’s life cycle. They clustered together to represent frogspawn, wriggled along the ground like tadpoles, hopped with their hands behind their backs like froglets, and finished with big jumps like adult frogs. The children thoroughly enjoyed this energetic activity.

Back at the fire circle, the children explored the differences between frogs and toads, learning that frogs have smooth skin and pointed noses, while toads have bumpy skin and rounder noses. They also learned how frogs lay their eggs in clusters, while toads lay their eggs in long ribbon-like strings.

The children continued their learning through a range of activities. A sensory “pond” was created using soaked chia seeds and water, where the children role-played with toy frogs and toads and sorted them into species. They also sang *Five Little Speckled Frogs* and pretended to catch frogs in jars.

Other children chose to draw the frog life cycle using charcoal, with Beech class pupils even labelling their diagrams. Some children used clay to sculpt the different stages of the frog’s life cycle, carefully moulding each stage.

The children also explored rope play, practising tying knots around trees and testing their strength by pulling on the ropes. The session ended with the group singing *Five Little Speckled Frogs* and sharing their creations while recapping the frog life cycle and the differences between frogs and toads.



Elm & Oak

Elm and Oak classes took part in a teamwork and problem-solving challenge. Each child was given a piece of cord with loops around their wrists and paired with a partner. Their task was to work out how to separate from one another without removing the loops or breaking the cord.

This puzzle proved to be quite challenging and required patience, communication and resilience. The children tried a range of creative strategies, sometimes ending up even more tangled, which led to plenty of laughter along the way. With encouragement and small hints, the children gradually discovered the solution.

Once some pupils solved the puzzle, they eagerly helped their classmates, explaining the steps and supporting others to succeed. This created a fantastic opportunity for peer mentoring and collaborative learning.

The children also practised whittling, working in pairs to ensure everyone followed the safety rules. Wearing safety gloves, they used knives to carefully remove bark from sticks. This activity required concentration and patience, giving the children a calm, mindful moment while working with the tools.

At the end of the session, the group reflected on the challenge and discussed what they found difficult and what helped them succeed. Many children commented on how much they enjoyed using their thinking skills to solve the puzzle.
