



## Forest School Curriculum



### **Our Vision:**

To provide each child attending Forest School with a rich and abundant experience, and the opportunity to develop an inquisitive and positive relationship with the natural world.

To increase confidence, self-esteem and respect in preparation for an ever changing world, and for every child to have the opportunity to achieve their holistic, full potential and live their life to the fullest.

### **Our Aims:**

- To provide an opportunity for individuals to develop, to learn and to enjoy themselves.
- To provide a safe and non-threatening environment in which children can take risks, make choices and initiate their own learning.
- To help children understand, appreciate and care for the natural environment.
- To provide ways of developing practical life skills in an outdoor environment.
- To develop self-esteem, confidence and a positive disposition to learning through the completion of small, achievable tasks.
- To meet the needs of children with all learning styles
- To develop social and team working skills
- To enable children to be independent, self-motivated and considerate.
- To be true to the forest school ethos and approach
- To develop a secure, happy and welcoming environment.
- To provide stimulation and varied learning activities appropriate to the child's needs and stages of development.
- To help each child build self-esteem, confidence, independence and self-control and interpersonal skills

### **Our Key Principles**

1. Forest School is a long-term process of frequent and regular sessions in a woodland or natural environment, rather than a one-off visit. Planning, adaptation, observations and reviewing are integral elements of Forest School.
2. Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between the learner and the natural world.
3. Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners.
4. Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.
5. Forest School is run by experienced practitioners who continuously maintain and develop their skills and practice.

## ‘Welly Wednesday’

9:00-10:30 EYFS

10:45-11:45 Swallows

PM Herons / Kingfishers (alternate weeks)

### PROGRESSION MAP: Subject-specific skills/outcomes

<b>A</b>	Building, problem-solving and teamwork	I can work in a team to build a shelter and animal home. I can play team games.
	Art	I can use natural materials to create artwork that I can talk about (mud painting, collage etc.)
	Science, nature and the environment	I can identify and name a variety of wild and garden plants. I can describe the plant structure (including trees). I can identify deciduous and evergreen trees. I can identify and name a variety of common woodland animals.
	Physical development / healthy lifestyles	I know how to travel safely on rough ground. I can carry sticks safely. I can talk about how being outside makes me feel.



<b>B</b>	Building, problem-solving and teamwork	I can communicate clearly in team games. I can tie a simple knot (overhand knot and half hitch)
	Cooking	I can be safe around a fire and explain the fire circle. I can light a fire safely with close supervision. I can make a simple snack.
	Art	I can make a stick person. I can make a journey stick. I can make a magic wand.
	Tool work	I can use a palm drill (identity discs). I can make sparks with a fire steel.
	Science, nature and the environment	I can observe and describe seeds and how they are scattered in autumn. I know what I need to survive (water, food, air). I can name and identify some trees in the grounds by using a simple ID guide. I can name sounds that I hear.
	Physical development / healthy lifestyles	I know how to move a log safely. I can describe the benefits to being outside.



C	Building, problem-solving and teamwork	I can work in a team to construct a birds' nest. I can begin to describe how my structures work. I can co-operate and communicate clearly in team games.
	Cooking	I can toast a marshmallow on a stick.
	Art	I can lash sticks together to make a weaving frame. I can make clay animals. I can sketch birds.
	Tool work	I can whittle a marshmallow stick. I can saw wood with support.
	Science, nature and the environment	I can group objects according to my own criteria. I can name animals in the environment and group them. I am beginning to know the eight points on a compass.
	Physical development / healthy lifestyles	I can describe my flexibility, strength, control and balance when participating in outdoor activities. I take part in outdoor activities and challenges on my own and in a team.



D	Building, problem-solving and teamwork	I can make and play woodland versions of common games (e.g. Aunt Sally, pick-up-sticks, quoits, miniature archery). I can work in a team during wide games and scavenger hunts. I can build trust with my peers through games. I can make a shaduf using a tripod structure.
	Cooking	I can make a pancake and cook it on an open fire.
	Art	I can sketch trees and plants. I can choose shapes in nature and use them to inspire my artwork. I can create a tree character and describe them.
	Tool work	I can make a creature using wooden disc.
	Science, nature and the environment	I can name some common garden birds and talk about their features. I can name the common trees in the grounds. I can talk about how to encourage wildlife into an area. I can carry out fieldwork – classifying and surveying animals.



E	Building, problem-solving and teamwork	<p>I can build a waterproof humpy (shelter) and set up a camp.</p> <p>I can make constructions for different purposes, e.g. rafts, animal bridges, stick towers, outdoor orchestra, sundials, water traps.</p> <p>I can lead a team and work in a team during wide games and scavenger hunts.</p> <p>I can lash sticks together.</p>
	Cooking	<p>I can boil water in a Kelly kettle.</p> <p>I can make hotdogs.</p> <p>I can roast popcorn.</p>
	Art	I can plan, make and create a decoration.
	Tool work	<p>I can make and tend a fire that I have lit.</p> <p>I can plan a project (e.g. a Christmas or Easter decoration).</p> <p>I can tie suitable knots for different purposes (shelter hitches and knots).</p>
	Science, nature and the environment	<p>I can recognise pollution indicators in different habitats.</p> <p>I can research and test different ways to find north.</p>
	Physical development / healthy lifestyles	<p>I can interpret a map.</p> <p>I can navigate using a map and compass (orienteering).</p> <p>I can follow and make trails.</p>



F	Building, problem-solving and teamwork	<p>I can explain what humans need to survive.</p> <p>I can work with others to research and obtain survival essentials.</p> <p>I can identify safe wild food.</p> <p>I understand the rules for safe foraging.</p> <p>I can build a waterproof shelter using tarpaulins.</p> <p>I can use a range of simple knots and lashes.</p>
	Cooking	I can cook on an open fire.
	Art	<p>I can use natural shapes and structures to inspire my artwork.</p> <p>I can print using natural materials.</p>

At Forest School, children in KS2 will meet the following <b>Outdoor and Adventurous Activities</b> milestones:	
Year 3/4	Year 5/6
<ul style="list-style-type: none"> <li>• Arrive properly equipped for outdoor and adventurous activity.</li> <li>• Understand the need to show accomplishment in managing risks.</li> <li>• Show an ability to both lead and form part of a team.</li> <li>• Support others and seek support if required when the situation dictates. Show resilience when plans do not work and initiative to try new ways of working.</li> <li>• Use maps, compasses and digital devices to orientate themselves.</li> <li>• Remain aware of changing conditions and change plans if necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• Select appropriate equipment for outdoor and adventurous activity.</li> <li>• Identify possible risks and ways to manage them, asking for and listening carefully to expert advice.</li> <li>• Embrace both leadership and team roles and gain the commitment and respect of a team.</li> <li>• Empathise with others and offer support without being asked. Seek support from the team and the experts if in any doubt.</li> <li>• Remain positive even in the most challenging circumstances, rallying others if need be.</li> <li>• Use a range of devices in order to orientate themselves.</li> <li>• Quickly assess changing conditions and adapt plans to ensure safety comes first.</li> </ul>