



# Forest School

## Long Term Curriculum Map

### Whole School Scheme of Learning



#### **Intent - Why do we include Forest School into our curriculum?**

Forest School is a child-centred inspirational learning process that offers opportunities for holistic growth, social, emotional, spiritual, physical and intellectual learning through regular experiences in the outdoors. It is a program employed by our school to support our growth mindset approach, develop play, exploration and supported risk-taking in a safe, non-judgemental nurturing environment. It develops children's confidence and self-esteem through learner inspired, hands-on experience in a natural setting; solving problems, building self-belief and promoting resilience. Children have frequent opportunities to enhance their social skills, develop teamwork and collaborative learning.

We have designed and developed two forest school areas on the school site to facilitate the implementation of this curriculum subject and have several, fully qualified Forest School leads on the school staff.

#### **Implementation: How will we achieve this?**

Our children follow a carefully structured Forest School curriculum which has been devised to ensure children know more, do more and remember more as they progress through our school. Its content is supported by advice, requirements and guidelines presented in Forest School Guidance and involves a teaching delivery which holds to six key principles that shape and govern the Forest School ethos. These six principles are:

- Regular sessions, rather than one-off or infrequent visits; a cycle of planning, observation, adaptation and review links each session.
- It takes place in a woodland or natural environment to support the development of a lifelong relationship between the learner and the natural world.
- It uses a range of learner-centred processes to create a community for being, development and learning.
- It aims to promote the holistic development of all involved, fostering resilient, confident, independent and creative learners.
- It offers learners the opportunity to take supported risks appropriate to the environment and to themselves.
- It is run by qualified Forest School practitioners, who continuously maintain and develop their professional practice.

#### **Our Teaching Approach**

Children participate in Forest School in blocks of lessons across the academic year which ensures children have opportunities for sustained periods of study and have time to embed and enhance their learning. Detailed medium-term planning supports learning, ensures continuity and carefully plans for progression and depth. Children have opportunities to use high quality resources and materials to support their learning in the carefully designed Forest School areas on the school site. Our curriculum covers learning around several key themes

- Using Knots
- Den Building
- Creative Development
- Recognising Seasonal Change and Observing Weather
- Introducing Tools
- Campfire Cooking
- Recognising Flora and Fauna in the local area









Throughout Forest School sessions, children will be offered the opportunity to engage with a variety of different activities each involving the study, awareness and use of the natural environment. Our Forest School promotes child-led learning – allowing the child to choose which activities they engage with whilst offering progression in the development of skills and experiences.

#### **Curriculum Impact - How will we know that our children are achieving?**

Although not measurable in the normal academic sense our curriculum does have clear end points and by the end of each key stage, pupils are expected to know, apply and understand the attitudes, skills and techniques specified in the relevant curriculum plans.

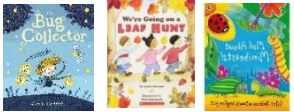














In addition, we measure the impact of our curriculum through the following methods:

















- A celebration of learning for each term which demonstrates progression across the school (Curriculum Floor book and Display);
- Pupil discussions about their learning (Pupil Voice);

Year	Autumn		Spring		Summer	
1						
2						
3						
4						

5						
6						

## Curriculum Coverage

Rec	<p>Introduction to Forest School</p>  <p>Flora and Fauna Looking for Living Things</p> <p>Seasonal Change Autumn</p>  <p>Creative Development Natures Art</p> 	 <p>Introducing Tools Using Tools – Saw and Gimlet with 1:1 FSL support</p> <p>Creative Development Wooden</p>  <p>Christmas Decorations</p>	 <p>Flora and Fauna</p>  <p>RSPB Big Schools Birdwatch</p> <p>Creative Development What is a stick?</p>  <p>Seasonal Change Winter</p> 	<p>Flora and Fauna Signs of Spring</p> <p>Signs of Spring</p>  <p>Seasonal Change Spring</p> 	<p>Flora and Fauna Minibeasts</p>  <p>Creative Development Natures Art</p> 	<p>Den Building</p>  <p>Seasonal Change Summer</p> 

Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
Year 1 objectives	Year 2 objectives	Year 3 objectives	Year 4 objectives	Year 5 objectives	Year 6 objectives
<b>Using Knots</b> Introducing clove hitch – FSL will lead and demonstrate. Children given opportunity to practice each session. 	<b>Using Knots</b> Developing skills – clove hitch – FSL will lead and demonstrate. Children encouraged to use knots within activities. 	<b>Using Knots</b> Developing skills – introducing bowline – FSL will lead and demonstrate.  	<b>Using Knots</b> Developing skills – introducing figure 8 – FSL will lead and demonstrate.  Developing confidence in previously taught knots.  	<b>Using Knots</b> Developing skills – introducing sheet bend. FSL to demonstrate.  Children given opportunities to practice and utilise previously taught knots.  	<b>Using Knots</b> Children given opportunities to practice all taught knots.  Children should demonstrate an increasing confidence to utilise a variety of knots in both den building, crafts and construction.  
<b>Den building</b> Introducing skills – using natural materials – FSL led to teach safe handling. 	<b>Den building</b> Using natural materials – developing independence in safe handling. 	<b>Den building</b> Using tarpaulins – FSL led.  Children encouraged to begin to utilise knots in den building. 	<b>Den building</b> Using tarpaulins and knots – FSL to encourage independence utilising knots learned. 	<b>Den building</b> Children encouraged to be increasingly independent in their choice and construction of dens. 	<b>Den building</b> Children encouraged to make independent choices regarding construction and siting of dens. 

<p><b>Creative Development</b> Using natural materials in craft – clay, leaves.</p> 	<p><b>Creative Development</b> Using natural materials in craft – charcoal, grass</p> 	<p><b>Creative Development</b> Using natural materials in craft – mud, charcoal, leaves.</p> 	<p><b>Creative Development</b> Introducing traditional craft skills – weaving.</p> 	<p><b>Creative Development</b> Developing skills in traditional crafts – making a loom, making charcoal.</p> 	<p><b>Creative Development</b> engage in increasingly challenging traditional crafts – Nordic braiding, leaf weaving, making dyes</p> 
<p><b>Understanding and observing seasonal changes</b></p>  <p><b>Weather observations</b> Using simple tools to measure weather. Tracking weather patterns?</p> 	<p><b>Understanding and observing seasonal changes</b></p>  <p><b>Weather observations</b> Using simple tools to measure weather. What can the wind do?</p> 	<p><b>Understanding and observing seasonal changes</b></p>  <p><b>Weather observations</b> Using simple tools to measure weather. Measuring direction and speed?</p> 	<p><b>Understanding and observing seasonal changes</b></p>  <p><b>Weather observations –</b> Using simple tools to measure weather. Measuring Rainfall</p> 	<p><b>Understanding and observing seasonal changes</b></p>  <p><b>Weather observations</b> Using simple tools to measure weather. Measuring Temperature</p> 	<p><b>Understanding and observing seasonal changes</b></p> 
<p><b>Introducing Tools</b> Introducing the mallet. FSL supervised.</p> 	<p><b>Introducing Tools</b> Developing tool use – mallet, gimlet. FSL supervised.</p> 	<p><b>Introducing Tools</b> Developing tool use – gimlet, secateurs, mallet. FSL supervised.</p> 	<p><b>Introducing Tools</b> Developing tool use – hand saw. FSL supervised.</p> 	<p><b>Introducing Tools</b> Developing confidence in safe use of tools including - saw. FSL supervised.</p> 	<p><b>Introducing Tools</b> Increased confidence in safe use of a variety of tools – including bush knife.</p> 

<p><b>Campfire Cooking</b> Introduction to campfire safety – cooking on a stick. FSL to build, light and extinguish.</p> 	<p><b>Campfire Cooking</b> Developing campfire safety – using a storm kettle to boil water. FSL to build, light and extinguish</p> 	<p><b>Campfire Cooking</b> Introducing safe building and lighting skills, cooking on a grill. FSL to demonstrate and include children in building, lighting and extinguishing.</p> 	<p><b>Campfire Cooking</b> Developing safe building and lighting skills, cooking with a popcorn maker. FSL to demonstrate and include children in building, lighting and extinguishing.</p> 	<p><b>Campfire Cooking</b> Developing increasing confidence and independence in safe building, lighting and extinguishing. Cooking in a pan.</p> 	<p><b>Campfire Cooking</b> Children given increasing independence to manage all aspects of campfire building, lighting and extinguishing. Independent preparation of ingredients for cooking.</p> 
<p><b>Recognising Flora and Fauna</b> Identification – seasonal scavenger hunts.</p> 	<p><b>Recognising Flora and Fauna</b> Identification of minibeasts – magnifying glasses and pooters</p>  	<p><b>Recognising Flora and Fauna</b> Identification – introducing tree and bird identification guides.</p>  	<p><b>Recognising Flora and Fauna</b> Identification – developing independent use of identification guides for plants and animals.</p> 	<p><b>Recognising Flora and Fauna</b> Identification – introduction of formal field guides. Children encouraged to cross reference.</p> 	<p><b>Recognising Flora and Fauna</b> Identification – children to independently access field guides as required.</p> 