Learn more. Do more. Choose to be more.

This scheme of work has been devised by the teachers at Newton Burgoland Primary School

NBPS FOREST SCHOOLS

INTENT

Our aim is that children gain a range of knowledge and skills about the outdoors and environment. Through learning in forest school the curriculum ill be supplemented where possible in areas such as physical development and exploring the world (EYFS) Science, Art & Design and Design Technology.

Implementation

All forest school sessions are child led.
Pupils in class1 and 2 access forest schools every week – weather and staffing permitting.
Pupils in Keystage 2 have the opportunity at least 6 times per year to build upon their skills. Year 6 pupils have an opportunity in the summer term to consolidate their learning during transition days. This is blocked in the early autumn term and the summer term.
Forest School is taught in blocks throughout the year, so that children can achieve depth in their learning. Teachers have identified the key knowledge and skills of each blocked topic and consideration has been given to ensure progression across topics throughout each year group across the school. Connections are made across the curriculum.
Our key knowledge concepts are: seasons (linked to science), tool use (linked to DT), imagination and story telling, physical development
Our key skills concepts are: tool use (peelers, saws, loppers), fire safety, construction.
Our connecting themes are: place, space and scale; environment; change and impact; connections; cultural awareness and diversity

Enrichment	Supporting Children:
Where applicable links to Forest School will be made through educational Visits. They are organised to enhance children's topical learning and extend their knowledge and skills further.	All children are entitled to an appropriate education, one that is bespoke to their needs, promotes ambitious standards and the fulfilment of potential. This will enable them to: • achieve their best • become confident individuals living fulfilling lives Forest lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. Teachers make reasonable adjustments, to prevent disadvantage and discrimination and to promote equality of opportunity for all pupils. In addition support is provided through: • Pre-teaching vocabulary – e.g. names of plants, seasonal changes. • Provision of subject specific word mats – leaf/insect identification charts • Adult modelling

How we develop learning habits	Impact
Our aim is to ensure that children are equipped with appropriate skills and knowledge that will enable them to be ready for the curriculum at Key Stage 3 and for life as an adult in the wider world. We want the children to have thoroughly enjoyed learning in forest school, therefore encouraging them to undertake new life experiences now and in the future.	As children progress throughout the school, they develop a deep knowledge, understanding an appreciation of the environment and forest, as well as linked areas of the curriculum i.e. DT, Art and science Geographical understanding, as well as children's spiritual, moral, social and cultural development is supported throughout the curriculum

Progression of skills in forest schools

	Keystage 1	Lower Keystage 2	Upper key stage 2
Learning habits	Collaboration and teamwork Resilience and perseverance	Collaboration and teamwork Resilience and perseverance Problem solving	Collaboration and teamwork Resilience and perseverance Problem solving
Environment	Begin to think about what makes up the environment and why it is important Join in with discussion on how to care for the environment	Show an understanding of how to care for nature and the world around them Develop a connection to nature	Develop a connection to nature Take care of the environment Understand biodiversity and sustainability and how to improve these within the forest school and wider area
Shelter Building	Introduction of basic shelter building with support (some indoor and outdoor equipment) Mini-den building for small animals Erect a lean to shelter, with support	Create a tarpaulin shelter in a woodland Work successfully as a group, having considered and evaluated each members' contributions Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose	Shelter building challenge – working in teams the children plan, build and review their shelters (recap the different ways to build shelters) Work successfully as a group, having considered and evaluated each members' contributions Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose
Exploring/ Risk Taking	Introduction to rules and boundaries Promotion of free exploration Promotion of independent learning opportunities/skills Travel safely over the terrain Carry sticks safely Work in a team to co-operate and communicate clearly *Hunt for insects Make a daisy chain Build a den*	Take part in outdoor challenges on own and in a team work in a team during wide games and scavenger hunts Climb trees Use a rope swing Use a hammock	Orienteering with an OS map Use tools to make a bow and arrow
Using Tools	Introduction to tools (peelers for whittling, hammers, mallets, trowels and forks) Use of bow saw 1-1 to cut discs	In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages	
Knots	Introduction to basic knots Tying shoe laces Lashing and frapping techniques to make frames	Lashing and frapping frames and dual structures	Shelter hitches and knots More sophisticated use of knots for attaching to structures and trees
Using Fire for Cooking	Observe and talk about fire lighting procedures, begin to contribute by selecting fuel Safety procedures – fire safety Fire safety and the fire triangle	Experience using fire strikers to spark a flame Light a piece of cotton wool (fairy pillow) Cook with supervision and support.	Experience using fire strikers to spark a flame Light a piece of cotton wool (fairy pillow) Cook with supervision

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EYFS & KS1 long term plan

Autumn Term	Spring Term	Sumer Term
• Rules and expectations in the forest • Introducing team games • Basic knots for shelters • Bug hunting • Caring for the environment • Seasons – observing changes, leaves falling etc. • Planting spring bulbs • Bug hunts • Creating habitats for insects to overwinter • Litter picking • Free exploration • Lashing and basic knots for shelters •	• Lashing and basic knots for shelters • Den/shelter building • Creating habitats for animals • Litter picking • Making fairy houses • Tree climbing • Free exploration • Seasons	• Bug hunts • Litter picking • Safe fire use and cooking • Using tools – peelers for whittling, sawa • Tree climbing • Free exploration • Making daisy chains • Seasons

Links with EYFS

Physical development

Children will learn how to move over uneven terrain. They will play games such as 1 2 3 where are you which encourage them to move around the forest. They climb trees safely and work together to carry large sticks. They also use tools.

Expressive arts and design

In the forest we often have craft activities as optional extras for the children to access. Children create natural art and use clay to create tree faces.

Exploring the world

Children have ample exploration time in the session and are able to fully explore the forest area. They learn about changes in the seasons and how this affects the forest. They learn names of plants and common animals. They also learn how to look after the environment.

KS1

Science – plants – children learn about the parts of a plant. Spring bulbs are planted in the autumn and children are encouraged to watch the plants as they grow. They also observe in spring the trees and plants coming out of dormancy.

Science – habitats – children learn all about habitats as part of their year 2 unit. They are able to bring this knowledge into the forest, shar4e with lower year groups and put into practise their knowledge by building mini dens and habitats for animals.

Science – seasons – Throughout the year children observe how the seasons change. We do this by talking about the4 clothing we wear as well as observations on the plant life.

Art and Design - In the forest we often have craft activities as optional extras for the children to access. Children create natural art and use clay to create tree faces. In class 1, we look at the Artist Andy Goldsworthy who creates natural art and take this knowledge into the forest to create our own.

Design and Technology – tool use – In the summer term children have the opportunity to use tools safely with an adult. This is linked to the woodwork area in our outdoor area. They also use joining techniques such as lashing and other simple knots such as a clove hitch to aid their imaginative active learning. E.g. creating a fishing rod or a picture frame.

KS2

During our residential pupils have the opportunity to apply some of their skills.