

Forest School Learning Journey

Intention	<p>Forest School is a child-centred inspirational learning process that offers opportunities for holistic growth through regular sessions. It develops play, exploration and supported risk taking as well as developing confidence and self-esteem through learner inspired, hands-on experiences in a natural setting. Forest School offers the opportunity for children to experience success in areas not available to them in a classroom setting.</p> <p><u>Overall Aims</u></p> <ul style="list-style-type: none">• Respect and care for the natural environment, understand the impact they have on it.• Raise awareness that mental well-being is connected to being active, being outside, connecting with others and having a sense of purpose.• Experience a range of seasons and learn how to dress appropriately to embrace working outside in all weathers.• Experience through the natural environment and practical activities how being resilient and perseverance can lead to positive self-belief and success.• Work as part of a team, share skills and knowledge to support others.• Assess risk and make decisions about personal safety. <p><u>Character Trait Aims</u></p> <ul style="list-style-type: none">• Building and increasing confidence and self-esteem• Developing perseverance and resilience• Fostering feelings of safety and security• Increasing independence and problem solving, risk -taking skills• Assess risk and make decisions about personal safety.• To raise awareness that mental well-being is connected to being active, being outside, connecting with others and having a sense of purpose.• To foster a respect and sense of wonder about the natural world.• To work as part of a team (negotiate and compromise)• To develop problem-solving skills through trial, review and redo.• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.• Simple self-care techniques, including the importance of rest, time spent with friends and the benefits of hobbies and interests.• The importance of building regular exercise into daily and weekly routines and how to achieve this; walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.• Safe and unsafe exposure to the sun, and how to reduce the risk of sun damage.
Implementation	<p><u>Core beliefs</u></p> <ul style="list-style-type: none">• equal, unique and valuable• competent to explore & discover• experience appropriate risk and challenge• choose, and to initiate and drive their own learning and development• develop positive relationships with themselves and other people• develop a strong, positive relationship with their natural world <p>Forest Schools takes place between autumn term 2 and the end of the school year and is always delivered by the Forest Schools Leader on a Friday. Each year group experiences a block of between 4 and 6 weeks of Forest Schools every school year. Year R and Year 6 children take part in Forest Schools at the end of the school year. The timing of other year groups is based on assessment of need.</p>

During a block of Forest Schools, a year group is split in half with each group having a 1.5 hour session (9.15-10.45am and 1.15-2.45pm).
 A parent volunteer supports the sessions so that there are always two adults and a maximum of 15 children.
 Children wear outdoor clothing that is appropriate for the time of the year. School can provide clothing as needed.
 A Forest Schools risk assessment is completed annually and uploaded to EVOLVE.

Forest Schools blocks of work always begin with familiarisation activities. Children are reminded/ taught about safety aspects of the Forest** and are also taught that they are borrowers of the site.
 After an initial recap session, the rest of the block of work is planned based on children's interests but cover the objectives appropriate for the age group.

**Safety of specific activities is taught as needed. Golden safety rules include 'no picking, no eating and that sticks must be carried on the ground'.

**KS1
 knowledge,
 experiences
 and skills**

	Knowledge	Experience	Skills
KS1	identify the seasons in the woods and say how they have changed, lost leaves, buds etc. identify 3 different types of tree and talk about it. name two different woodland birds. talk about creatures that live in woods in our country. say how to keep my self safe outdoors.	swung in the hammock make den using tarps and pegs independently. talk about animals that come out at night. make a habitat for animals talk about some animals that hibernate. use loose parts to play in the woods and add other materials to this talk about how trees grow	tie ribbon around a string. use a potato peeler to whittle a stick. make woodland paint using natural items. use a hammer and nails make a musical instrument

	Years R&1	Year 2
Shelter building	Introduction to basic shelter building Mini den building for small animals Supported construction of tripod structures. Erect a lean to shelter, with support	Introduction to lashing and frapping to make frame Erect a lean to shelter, with limited support
Geographical Skills and Navigation	Follow rules and boundaries Promote free exploration and investigation Use positional language Use simple directional language (near and far, left and right) Describe the location of features and routes on a map Recognise landmarks and human and	Use simple directions (North, South, East and West) Use simple directional language (near and far, left and right) Describe the location of features and routes on a map Recognise landmarks and human and physical features Devise a simple map and use basic symbols on a key

	<p>physical features</p> <p>Devise a simple map</p>	
Exploration and Play	<p>Introduce to rules and boundaries</p> <p>Promotion of free exploration</p> <p>Promotion of independent learning opportunities/skills</p> <p>Show awareness of risk –brambles/nettles/water</p> <p>sensory walks/search for insects</p> <p>Travel safely over terrain</p> <p>Carry sticks safely</p> <p>Work as a team to cooperate and communicate clearly</p> <p>make a daisy chain</p> <p>den building</p> <p>tell well stories in the FS environment</p>	<p>Reinforce rules and boundaries</p> <p>Move logs safely with support</p> <p>Build a bridge</p> <p>investigate insects living in FS</p> <p>bird watching</p>

KS2
knowledge,
experiences
and skills



Subject content	Knowledge and Skills Years 3&4	Knowledge and Skills Years 5&6
Metacognitive development & child led enquiry	make my own choices with growing independence and reflect on my learning. initiate and pursue my own interests/activities independently. I can reflect on my progress and make adaptations.	plan how to approach a given task and evaluate my progress towards its completion. apply the skills and understanding I have learnt to solve problems and can transfer skills to new areas of learning
Confidence & Self-esteem	take increasing responsibility for myself and develop awareness for others. manage my emotions, be resilient and develop empathy.	talk about my own feelings and emotions in a familiar group. share and communicate ideas confidently and offer support to others.
Team work	share my skills and knowledge and show respect for others' point of view. hear about new ideas and opinions and work to resolve problems.	plan and negotiate with others appropriately and work effectively to solve problems. collaborate and use my skills and experience to contribute to and reflect on the success of a shared goal.
Risk management	show understanding of health and safety issues. follow and practice safety rules and routines. show increasing awareness for my own and others' safety.	carry out my own dynamic risk assessments for activities and using specific tools. give safety briefings to new group members, younger children and visitors.
Tool use and green woodworking	use basic tools to construct simple items from wood. Bow saw (1:1 with an adult), palm drill and scissors to make a name disc necklace. Peeler for whittling a cooking stick. Secateurs, loppers, bit and brace drill, peelers, palm drills, bow saw and tent pegs.	begin to use a range of tools appropriately for wider purposes when physically, mentally and socially ready to do so including knives for whittling. Loppers and secateurs continue to use an increasing range of tools appropriately. Making creative items from own ideas.

	Shelter building and knots	<p>help to put up a Tarpaulin shelter with adult support.</p> <p>tie a reef knot with adult support.</p> <p>construct a tripod structure, using sticks and a tarp sheet without adult support.</p> <p>use mallet and tent pegs to secure</p>	<p>start to tie a reef knot without adult sport.</p> <p>help to put up a Tarpaulin shelter without adult support.</p> <p>teach others how to construct a tripod structure, using sticks and a tarp sheet without adult support.</p>
	Fire craft	<p>demonstrate that I am familiar with fire safety rules.</p> <p>build a communal Jenga fire with support.</p> <p>light a piece of cottonwool using a flint and steel.</p> <p>toast bread and a marshmallow over the fire, with support.</p> <p>understand the basic principles of the fire triangle.</p> <p>recall and apply the fire safety rules.</p>	<p>build and tend a small fire safely</p> <p>explain the fire triangle and how the elements work together to keep a fire going and how to use this knowledge to extinguish a fire.</p> <p>build and light a campfire safely with supervision.</p> <p>know how to increase the fuel and oxygen supply to a fire to keep it going, how to keep a fire under control and how to extinguish it when it is no longer needed.</p>
	Environmental Awareness	<p>observe and know how to appreciate the natural world and the changing seasons.</p> <p>search for mini beasts and know how to treat them with respect.</p> <p>understand what improves and harms the natural environment and identify ways people can look after it.</p> <p>compare life in a pond with life on the land and understand ecosystems and food chains.</p>	<p>contribute to looking after the local flora and fauna by taking part in surveying plant and animal species.</p> <p>monitor animal species through bug hunting.</p>
Links to other subjects	Science	<p>To identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals.</p> <p>To identify and name a variety of plants and native trees found in the UK.</p> <p>To recognise the different ways that seeds are dispersed – water, wind, animal and explosion.</p>	

		Science surveys – Tree health, Biodiversity, Invertebrate identification, Big School’s Bird watch survey,	
	Forest school	Tools – bow saw, splitter, froe, Mora Knife, loppers secateurs, mallet, palm frill, tarp, fire steels, fire bowl, Kelly Kettle, kindling, tinder, firewood, tepee fire, upside down fire, Greenwood working – whittle, saw, saw log, split, palm drill Wellbeing – mindfulness, resilience, perseverance, gratitude	
	Art and design	To use a range of natural materials– mud, clay, natural paints and techniques – print making, weaving, sculpture and woodcraft. To use the work of Andy Goldsworthy and natural, found objects and materials as a starting point for land art.	
	Physical education	To understand how being outside and physically active contributes to a healthy lifestyle.	
Impact	<p>Children understand how to calculate risk and have fun whilst being safe. Incidents involving risk behaviours are rare.</p> <p>Children can apply forest school knowledge to other subjects.</p> <p>Children respect the environment- they regularly ask to undertake ‘litter picks’ on the field and playground in order to maintain the school’s beauty and look after the local wildlife.</p> <p>Children often build nests and protection barriers for local wildlife.</p>		