

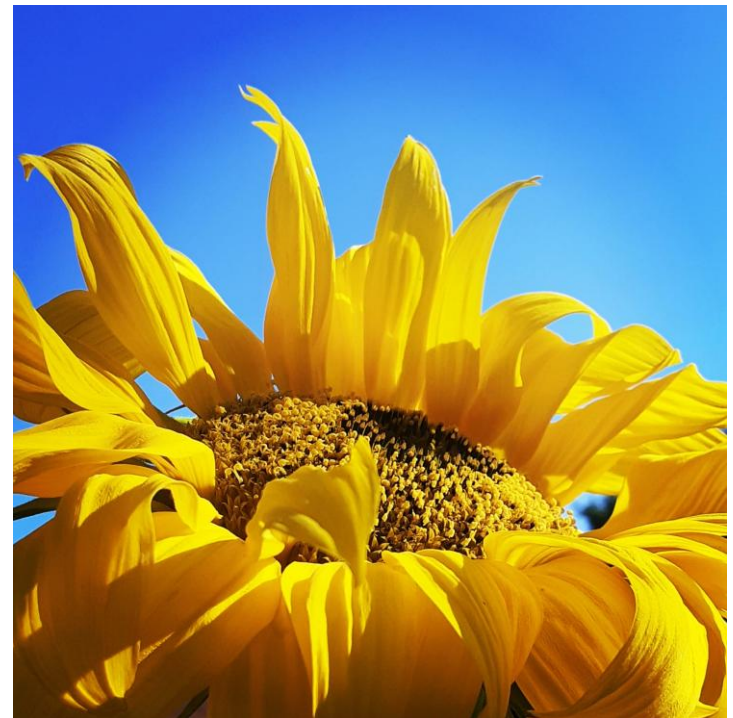
At Normanton-on-Soar Primary School we believe that every child should access the outdoors and be given opportunities to learn and develop through investigation and exploration.

Our Forest School curriculum allows children the freedom to become independent and confident learners by giving them opportunities to participate in practical activities outside the classroom environment. It teaches children to use tools, explore, investigate and take risks. In turn this builds their confidence, resilience, self-esteem, creativity and independence.

Forest School is based on the process of "awe and wonder" which supports spontaneous, child led learning. Children will, with the support and guidance of the Forest School lead, follow their own natural curiosity. The Forest School lead will scaffold this learning by supporting the child's interests. Children will be encouraged to open their eyes and experience the wonders of the world around them. A woodland environment is central in supporting this approach to learning. Our children will experience the changing of the seasons and our ever changing weather.

Our Forest Schools curriculum is values-led, inclusive for all, progressive and builds on prior learning. It seeks to overcome our barriers to learning and provides children with cultural capital, providing rich and memorable learning experiences. Through our Forest School Curriculum our children will

- Learn to be resilient
- Use tools safely, including using items found in the woodland
- Find and explore new ways of learning
- Pursue knowledge that interests them
- Build confidence in decision making and evaluating risk
- Understand the benefits of being outdoors
- Regularly experience achievement and success
- Reflect on their learning and experiences
- Develop their communication skills and vocabulary
- Improve fine and gross motor skills
- Improve concentration and problem-solving skills
- Study and identify local flora and fauna
- Work collaboratively



## Progression of Skills, Knowledge and Understanding

The Forest School programme is mapped out and planned to ensure that children have a wide range of experiences in the outdoors. High quality sessions are delivered by our Forest School Leader.

The Forest School Lead's knowledge of the specific pedagogy for outdoor learning is outstanding and supported through CPD with high quality and appropriate planning and resources which provide both challenge and support where appropriate.

Forest School is nature-based learning where children are encouraged to lead their own learning by exploration and discovery.

During the year all children attend Forest School weekly (EYFS & KSI) or fortnightly (KS2). This enables them to work together, take and manage risk and experience challenge, allowing the children's character to blossom, along with their confidence, resilience, empathy and connection with nature.

Children will be given the opportunity to experience many things including:

- looking at and experiencing the changing seasons
- sitting and enjoying nature
- bug hunts, discovering and creating habitats
- using tools – whittling, sawing, hammering
- developing our nature garden
- being creative in the outdoors
- the importance of taking care of the environment
- learn the unique characteristics of different species of trees, plants and animals

These are lifelong lessons and will be developed further during their school life throughout the curriculum.

Skills	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Safety	<p>Establish call for the group</p> <p>Establish boundaries</p> <p>Talk about agreements (tree climbing, carrying sticks)</p>	<p>Establish call for the group</p> <p>Establish boundaries</p> <p>Talk about agreements (tree climbing, carrying sticks)</p>	<p>Establish call for the group</p> <p>Establish boundaries</p> <p>Talk about agreements (tree climbing, carrying sticks)</p>	<p>Establish call for the group</p> <p>Establish boundaries</p> <p>Talk about agreements (tree climbing, carrying sticks)</p>	<p>Establish call for the group</p> <p>Establish boundaries</p> <p>Talk about agreements (tree climbing, carrying sticks)</p>	<p>Establish call for the group</p> <p>Establish boundaries</p> <p>Talk about agreements (tree climbing, carrying sticks)</p>	<p>Establish call for the group</p> <p>Establish boundaries</p> <p>Talk about agreements (tree climbing, carrying sticks)</p>
Shelter Building	<p>Introduce basic shelters</p> <p>Everyone help build group shelter</p> <p>Mini-den building for small animal</p>	<p>Build a lean to shelter, with support</p> <p>Introduce tripod shelter for animal home with support</p>	<p>Independent use of tripod structures</p> <p>Introduction to lashing and frapping techniques to make frames</p> <p>Create a lean to shelter, independently</p>	<p>Create a tarpaulin shelter in a woodland</p> <p>Is it sturdy? Is it safe?</p>	<p>Design and build shelters using tarpaulin and other materials found in a woodland.</p> <p>Is it sturdy? Is it safe? Is it waterproof?</p>	<p>As a group create a tipi shelter with camouflage</p> <p>Is it sturdy? Is it safe? Is it waterproof?</p>	<p>Build a whole group base camp</p> <p>Use skills to make it waterproof and sturdy.</p>
Map Reading	<p>Follow rules and boundaries</p> <p>Promote free exploration</p>	<p>Use simple landmarks to map journey</p> <p>Talk about human and physical features</p>	<p>Introduce journey sticks</p> <p>Recognise landmarks and human and physical features</p>	<p>Use a simple map</p> <p>Navigate your way around a simple course guiding a partner.</p> <p>Make a sensory trail and guide partner who is blindfolded</p>	<p>Build trust with a partner and work together to find treasure using a simple map</p>	<p>Plan a short treasure hunt for another pair to follow</p> <p>Improve confidence in map reading</p>	<p>Introduce a compass.</p> <p>Draw a map to help others get to the woodland.</p> <p>Add a key of human and physical features, directions</p>

Using Tools	Introduction to tools – peelers for whittling, hammers, mallets	Continuation of the use of basic tools – cutting of string, peeler for whittling, bow saw to cut discs	Continuation of the use of basic tools, larger ropes and independent cutting of string  Use of bow saw I-I to cut discs and peelers for whittling	In Key Stage 2 children will be supervised and encouraged to develop their skills with tools.  Tools will only be used when the children are physically, mentally and socially ready to do so.  Could include Loppers Secateurs Knives for whittling	In Key Stage 2 children will be supervised and encouraged to develop their skills with tools.  Tools will only be used when the children are physically, mentally and socially ready to do so.  Could include Loppers Secateurs Knives for whittling	In Key Stage 2 children will be supervised and encouraged to develop their skills with tools.  Tools will only be used when the children are physically, mentally and socially ready to do so.  Could include Loppers Secateurs Knives for whittling	In Key Stage 2 children will be supervised and encouraged to develop their skills with tools.  Tools will only be used when the children are physically, mentally and socially ready to do so.  Could include Loppers Secateurs Knives for whittling
Fire	Observe and talk about fire lighting. begin to contribute by selecting fuel  Fire safety	Be safe around a fire  Contribute to fire lighting by gathering fuel	Experience using fire strikers to spark a flame  Light a piece of cotton wool  Fire safety	Light a small fire using a fire striker	Light fire and know how to cook safely with support	Cooking on a camp fire Make and tend a fire safely with support  cook safely with support	Prepare and light a campfire with supervision  cook safely with support

Reflective time	5 mins reflective time  Understands that nature will return to their home if they do not feel threatened. If we sit still and quiet what can we see.	8 mins reflective time  Understands that nature will return to their home if they do not feel threatened. If we sit still and quiet what can we see.	10 mins reflective time  Understands that nature will return to their home if they do not feel threatened. If we sit still and quiet what can we see.	12 mins reflective time  Understands that nature will return to their home if they do not feel threatened. If we sit still and quiet what can we see.	15 mins reflective time  Understands that nature will return to their home if they do not feel threatened. If we sit still and quiet what can we see.	20 mins reflective time  Understands that nature will return to their home if they do not feel threatened. If we sit still and quiet what can we see.	20 mins reflective time  Understands that nature will return to their home if they do not feel threatened. If we sit still and quiet what can we see.
Flaura and fauna Identification	Brambles Nettles Rose Safety  Introduction of life cycles  Name three birds?  What lives at school?	Evergreen and deciduous  Life cycle of frog  Recognising cherry tree by bark  Recognise three birds insects	Name and identify 1 tree that grows at school by bark, leaf  What seeds/fruit  Talk about parts of a flower  Knows why we grow plants	Name and identify 1 tree that grows at school by bark, leaf using an ID guide  What seeds/fruit  Talk about parts of a flower  Can take care of plants and grow vegetables	Name and identify 3 trees by bark, leaf  What seeds/fruit  Talk about parts of a plants  Use an ID guide to support	Name and identify 3 trees by bark, leaf  What seeds/fruit  Talk about parts of a plant  Use an ID guide to support	Can identify a variety of trees on journey to woodland  Can you identify them in winter?  Can you identify by their leaf?  Use an ID guide to support

Progression of skills at Forest School			each session is themed to calendar / curriculum or season				each child will develop in different areas and at their own pace/ ability			
tools	potato peeler whittling	hammers	hack saw	bow saw	hand drills	knife	loppers	bill hook	axe	
fires	safety	marshmallows	flint and steel	elements creating a fire	feeding a fire	heating water	cooking			
mud play	making mud/ transporting		using mud tools		developing creative ideas		following recipes		seasonal decoration	
identification	plants	insects	birds	trees	seasons	habitats	British native animals			
craft	paper	wood	wool	paint	clay	developing creative ideas	natural dye	stones		
ropes	handling		simple tying and manipulation		clove hitch		square lash			
dens	sticks moving communicating			ropes and tarps			development of skills and team work			
wood work	sawing			joining			chopping			
climbing	progression of managing own risk				strength and agility					
loose parts	progression of strength and communication									
community	helping to carry		moving water		growing things		discussion		sharing food	
role play	risky play		dressing up		story telling		songs		den play	
connection to nature	the right clothes		free play outside		exploring senses		wellbeing		attachment to the space and a sense of belonging	taking care of the environment

Description of Activity	Happiness	Esteem	Achievement	Respect/ Responsibility	Truth/ Trust	Spirituality/ Service	Hearts/ Promise	Comments about activity and what children get from it
Quiet Time	X			X		X		Children often find this time a time of wonder. Recently told by $\frac{3}{4}$ children, this was their favourite activity. Builds respect for the environment
Sharing	X	X	X		X	X		Finding items, reporting what they have seen, heard or felt. Being Honest or imaginative? Building respect for nature
Knot tying		X	X					Useful life skill. Often children good at this may not be great in other areas of the curriculum
Leaf Art	X	X	X	X		X		Creative, brings sense of achievement. Care with what we take from nature. Encourages children to look really closely at nature. Can produce beautiful art giving a spiritual dimension
Hedgehog Spines	X	X	X			X		Fun game relying on listening skills and honesty.
Bat and Moth	X	X	X	X	X			Another listening skill game. Participants must be honest and not cheat! Causes a lot of fun and laughter
Conkers	X	X	X	X		X		Difficult game for children to play. Appreciation of the beauty of conkers and then the fun and skill of player. Use of rules and fairness when playing
Tree climbing	X	X	X	X	X	X	X	Sense of achievement and awe and wonder when climbing a tree. Also development of risk taking judgement skills and abilities to use these. i.e how high to climb and once up or part way up how to get down: Jump, climb, swing down. Also respect for each other when more than one child up a tree and respect for the tree, not to damage it
Bug Hunt	X		X	X		X		Respect for nature, collecting and putting bugs back carefully. Also not putting a number of creatures in together. Awe at the intricate design and patterns of some creatures and appreciation for all creatures, not just the cute ones! The pride felt by children who have found something interesting and developing skills to share this. Obvious cross curricular links with scientific learning

Swing	X	X	X	X				Many children's favourite activity! A rope swing, with friends to push you! Respect has to be shown to each other, some children will try to push into the tree or spin, but aren't so keen when it's done to them.
Assault Course	X	X	X	X			X	Team work in construction, achievement in building and completing course. Responsibility for others when constructing course as it must be safe for other to use. There is certainly a lot of happiness and laughter when using the course. Discussion of ideas at the start also a great part of the activity. Assessing available resources for building involves use of scientific knowledge and testing of materials and ideas. Respect for the environment if parts of trees etc are used
Flower identification	X	X	X	X			X	There is always awe and wonder when looking at flowers carefully in close up as well as from afar; i.e. a field of buttercups or poppies
Litter Pick	X	X	X	X			X	Respect for the environment, animals, plant and our local area in general. Service to the school, each other and the local community. Many of the children are bothered about how the school grounds look and ask if they can collect the litter. They also gain a sense of achievement when done and it helps to build up pride in the school.
Tree/flower Planting	X	X	X	X			X	Planning for the future of an area with the children involved is a great way of encouraging more care for the environment. They also have lots of ideas about how they would like an area to look and why. Close supervision with the planting is required as they can find it tricky, but being involved makes it less likely they will pull up the tree guards and sticks shortly afterwards. The groups I have done this with recently, go to check the small trees each week and are convinced they are growing already!
Tree/plant/Area maintenance	X	X	X	X			X	Understanding that living things need caring for to prosper is a valuable lesson. This is easier in smaller groups or the children (or grounds staff), may cut down the very plant you are trying to care for!!!!
Big Schools Birdwatch	X	?	X	X			X	This is a favourite of many of the children. I have numerous children that bring in bird books and binoculars for this yearly event. It can be as big or small as you want from just a club or class doing it to a whole school event, complete with making bird feeders, fat balls etc

Year group	Award	Skill	Wellbeing
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Use a peeler to whittle a toasting fork, show a friend how to do this safely</li> <li><input type="checkbox"/> Identify 3 mini beasts and their habitat.</li> <li><input type="checkbox"/> Collect firewood that is suitable for a fire</li> <li><input type="checkbox"/> Make natural art sculptures</li> <li><input type="checkbox"/> Make a natural obstacle course</li> <li><input type="checkbox"/> Make a bug hotel</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sit spots</li> </ul>
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Make a bird feeder</li> <li><input type="checkbox"/> Recognise 3 birds</li> <li><input type="checkbox"/> Learn about composting</li> <li><input type="checkbox"/> Name the 4 seasons and describe what changes occur</li> <li><input type="checkbox"/> Lay a camp fire and demonstrate how to stay safe around a campfire</li> <li><input type="checkbox"/> Use a saw to make name badge with support</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sit spots to bird watch for RSPB great garden bird watch</li> </ul>
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Use a flint and steel to create a spark</li> <li><input type="checkbox"/> Learn a new knot to make a picture frame</li> <li><input type="checkbox"/> Identify and talk about three trees at school</li> <li><input type="checkbox"/> Make a shelter for a small animal</li> <li><input type="checkbox"/> Use a hand drill and secateurs to make jewellery</li> <li><input type="checkbox"/> Be able to talk about the importance of taking care of our environment</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sit spots independently for 5 mins</li> </ul>
		<ul style="list-style-type: none"> <li><input type="checkbox"/> Guide someone through a sensory trail</li> <li><input type="checkbox"/> Plant and grow a selection of vegetables</li> <li><input type="checkbox"/> Identify 3 animals that are native to the uk and talk about their habitats</li> <li><input type="checkbox"/> Light a campfire with support</li> <li><input type="checkbox"/> Discuss the life cycle of a butterfly and compare to other species eg ladybird frog newt</li> <li><input type="checkbox"/> Take care of a plant providing it with what it needs to grow</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sit spots independently to observe nature for 10 mins</li> </ul>