



# Subject Area: Forest School

Every child who takes part in forest school is stimulated by the outdoors and the resources that are naturally found and typically experience. Over time they develop and increase their self-belief, confidence, learning capacity, enthusiasm, communication, problem-solving skills and emotional well-being. Children are encouraged to keep their own journal based on what they would like to record.

## Forest School:

- Drives self-esteem, self-belief and nurtures their creativity
- Creates and develops collaboration and friendships in relationships with peers
- Promotes caring and sharing of each other and their environment, respect for themselves, their peers and their resources
- Develops and supports language and communication skills, improves social skills, including listening and responding to each other
- Develops and supports numeracy with real hands on experiences
- Teaching and learning opportunities cross-curriculum (connecting activities & experiences to learning topics i.e. connecting observations and activities)
- Develops the connection between theory and “the real world” – can help to make learning more engaging and relevant to young people.
- Teaching and learning in a high quality natural environment (an inspirational classroom without walls)
- Promotes independence and independent thinking which develop skills and independence in a widening range of environments
- Develops and promotes a positive attitude towards team working
- Enables and maximises the development and learning of new skills - stimulates, inspires and improves motivation
- Enhances fine and gross motor skills, encouraging movement and negotiating of uneven grounds
- Supports the children who may lack confidence and allows them to shine in this natural environment

Knowledge/skills progression	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Caring for our environment	<p>Different things are found in different environments</p> <p>We must take care of our environments inside and outside</p> <p>To know that unnatural things such as plastic do not belong in the natural environment</p> <p>Plant bulbs and watch them grow over time – photograph</p>	<p>Different things are found in different environments</p> <p>The plants and animals are welcoming us into their environment</p> <p>We must be safe and take care for our environment</p> <p>To know that unnatural things such as plastic do not belong in the natural environment</p> <p>Name stinging nettles, daisies, buttercups, oak trees</p> <p>Discuss the benefits of learning outside</p>	<p>What is natural and what is not. We have a responsibility to leave the environment as we find it.</p> <p>The plants and animals are welcoming us into their environment</p> <p>We must be safe and take care for our environment</p> <p>To know that unnatural things such as plastic do not belong in the natural environment</p> <p>Name a growing variety of plants and trees</p>	<p>Our responsibility to the natural environment</p> <p>We must be safe and duty to take care for our environment</p> <p>Bird watching - start to name common birds</p>	<p>Our responsibility to the natural environment</p> <p>We must be safe and duty to take care for our environment</p> <p>Pond dipping – identify pondlife – discuss habitats</p> <p>Name trees found in the woodland. Keep a journal of the cycle of pollination and to harvest of the fruit trees</p>	<p>Our responsibility to care for and improve the natural environment</p> <p>We must be safe and keep others safe in the environment</p> <p>Pondlife- identify pondlife and the know the importance of maintaining stable habits</p>	<p>Our responsibility to care for and improve the natural environment</p> <p>We must be safe and keep others safe in the environment</p>

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Shelter Building	<p>Introduction to basic den building with support (some indoor and outdoor equipment)</p> <p>Mini-den building for insects – insect hotel</p>	<p>Basic den building with support (some indoor and outdoor equipment)</p> <p>Mini-den building for small animals</p> <p>structures (mini-den building)</p> <p>Tripod construction</p> <p>Erect a lean to shelter, with support</p>	<p>Independent tripod structures - animal den building</p> <p>Introduction to lashing and frapping techniques to make frames</p> <p>Create a lean to shelter, independently or with limited support</p>	<p>Create a tarpaulin shelter in the woodland</p> <p>Work successfully as a group, having considered and evaluated each members' contributions</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose</p> <p>Deconstruct shelters to return woodland environment as found</p>	<p>Design and build varying sized shelters using tarpaulin and materials found in a woodland</p> <p>Work successfully as a group, having considered and evaluated each members' contributions</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose</p> <p>Deconstruct shelters to return woodland environment as found</p>	<p>Create a tipi shelter with camouflage</p> <p>Work successfully as a group, having considered and evaluated each members' contributions</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose</p> <p>Deconstruct shelters to return woodland environment as found</p>	<p>Shelter building challenge - working in teams the children plan, build and evaluate their shelters (recap the different ways to build shelters) using a set criteria eg 2 rooms/maximum number of sticks</p> <p>Work successfully as a group, having considered and evaluated each members' contributions</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose</p> <p>Deconstruct shelters to return woodland environment as found</p>
Geographical Skills and Navigation	Follow rules and boundaries	Use directional language (near and far; left and right)	Use simple compass directions (North,	Demonstrate understanding of	Recognise features and symbols on the map	Use the eight points of a compass and	Use the eight points of a compass, four and six-figure grid

Knowledge/skills progression	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>Use prepositional language</p> <p>Up, over, under, beside, behind etc</p> <p>Promote free exploration</p>	<p>Describe the location of features and routes on a map</p> <p>Recognise landmarks and human and physical features</p> <p>Devise a simple map and use basic symbols in a key</p>	<p>South, East and West)</p> <p>Use directional language (near and far; left and right)</p> <p>Describe the location of features and routes on a map</p> <p>Recognise landmarks and human and physical features</p> <p>Devise a simple map and use basic symbols in a key</p>	<p>the concept of a basic map</p> <p>Navigate your way around a simple orienteering course</p> <p>Understand the term orientate a map</p> <p>Complete a simple orienteering activity in pairs / groups</p> <p>Record information accurately</p> <p>Follow rules when completing a orienteering activity</p> <p>Use a compass to identify NSEW</p>	<p>Understand how to orientate the map</p> <p>Demonstrate understanding of a orienteering course</p> <p>Apply skills of orienteering including route choice and symbol recognition</p> <p>Build trust with a partner and work together when orienteering independently using a compass</p> <p>Use the eight points of the compass</p>	<p>four figure grid references</p> <p>Develop expertise in the orienteering skills of orientating a map, following a course, and recognition of relevant map symbols</p> <p>Demonstrate an understanding of the relationship between pacing and distance</p> <p>Plan a short loop course for another pair to follow</p> <p>Improve confidence in map reading and the transfer of information from map to ground</p> <p>Apply skills of orienteering including route choice and symbol recognition</p> <p>Plan the most efficient route so that the course is</p>	<p>references, symbols and key (including the use of Ordnance Survey Maps)</p> <p>Further develop navigational skills by planning ahead, identifying problems and making decisions</p> <p>Learn to balance speed and accuracy</p> <p>Set, read and follow a bearing</p> <p>Practice and develop pacing skills</p> <p>Be able to take a bearing from a map and use that bearing to find a control point</p> <p>Combine map reading and compass skills</p> <p>Successfully undertake an orienteering competition using an unfamiliar map in a new location</p> <p>Demonstrate effective use of</p>

Knowledge/skills progression	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
						completed in the quickest time	orientating a map, using a compass, setting, reading and following bearings, and scale to navigate around a score (scatter) orienteering course
Play / Exploring	<p>Introduction to rules and boundaries</p> <p>Rules near open water</p> <p>Promotion of free exploration</p> <p>Promotion of independent learning opportunities/skills</p> <p>Seasonal walks</p> <p>Search for wildlife</p>	<p>Re-enforce rules and boundaries</p> <p>Rules near open water</p> <p>Travel safely over the terrain in Forest School</p> <p>Carry sticks safely</p> <p>Work as a team to co-operate and communicate clearly</p> <p>Discover what's in a pond</p> <p>Search for insects</p> <p>Make a daisy chain</p>	<p>Re-enforce rules and boundaries of forest schools</p> <p>Move logs safely - initially with support</p> <p>Build a bridge</p> <p>Become a nature detective - become an expert in chosen interest</p> <p>Share findings with learning partner or small group</p> <p>Discuss the benefits of learning outside</p>	<p>Children explain rules to others</p> <p>Take part in outdoor challenges on own and in a team</p> <p>Climb a tree</p> <p>Make something out of wood</p> <p>Discuss the benefits of learning outside</p>	<p>Play woodland versions of games</p> <p>Work in a team during games and scavenger hunts</p> <p>Make a woodland sculpture</p> <p>Cook outdoors</p> <p>Discuss the benefits of learning outside</p>	<p>Make up own game and teach it to someone</p> <p>explain why wearing appropriate clothing is important</p> <p>Discuss the benefits of learning outside</p>	<p>Design and create a wooden object by whittling</p> <p>Create a treasure hunt</p> <p>describe flexibility, strength, control and balance when participating in outdoor activities.</p> <p>explain the beneficial effects of different OAA activities on the body.</p>

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Using Tools Knots	Introduction to tools (hammers, mallets, trowels and forks), saws  Threading/ weaving	Continuation of the use of basic tools (peelers for whittling, hammers, mallets, trowels and forks), saws  Introduction to basic clove hitch knots	Continuation of the use of basic tools, larger ropes and independent cutting of string  Use of bow saw 1-1 to cut discs and peelers for whittling  More sophisticated use of knots for attaching to structures and trees  Example - Overhand knot and half hitch  Lashing and frapping techniques to make frames  Clove hitch knots  Constrictor hitch knot	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  saws , knives for whittling, garden forks, spades, hammers  Lashing and frapping frames and dual structures  Clove hitch knot  Constrictor hitch knot  Round turn and half hitch knots	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  saws , knives for whittling, garden forks, spades, hammers, loppers  Clove hitch knot  Constrictor hitch knot  Round turn and half hitch knots  Timber Hitch knot	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  saws , knives for whittling, garden forks, spades, hammers, loppers, secateurs  Independent use of lashing and frapping techniques  Clove hitch knot  Constrictor hitch knot  Round turn and half hitch knots  Timber Hitch knot  Taut line hitch knot  Evaluate the effectiveness of knots	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  saws , knives for whittling, garden forks, spades, hammers, loppers, secateurs  Clove hitch knot  Constrictor hitch knot  Round turn and half hitch knots  Timber Hitch knot  Taut line hitch knot  Evaluate the effectiveness of knots

Useful knot tying links including videos

Scouts Simple Knots <https://members.scouts.org.uk/factsheets/FS315082.pdf>

Reflection on Ropes by Creative Star <https://creativestarning.co.uk/playresources/reflections-on-ropes/>

Tied in Knots by OWL Scotland [https://www.owlscotland.org/images/uploads/resources/files/postcard2Tied\\_in\\_Knots.pdf](https://www.owlscotland.org/images/uploads/resources/files/postcard2Tied_in_Knots.pdf)

'Knot Guide' App on Apple and Google Play (from your mobile phone)

How to tie 10 Essential Knots by the Scouting Guide <https://scoutingmagazine.org/2017/04/tie-essential-scouting-knots/>

Using Fire for Cooking	Observe and talk about fire lighting procedures, begin to contribute by selecting fuel  Being safe around fire	Be safe around a fire  Contribute to fire lighting by gathering fuel	Experience using fire strikers to spark a flame  Toast a marshmallow on a stick  Fire safety	Light a fairy fire and keep it going  Cook a piece of toast and butter it	Cook a hot dog on an open fire with support	Cooking on a camp fire Jacket potatoes  Make and tend a fire safely  Be able to explain the rules and boundaries about lighting fires	Prepare and light a campfire with supervision  Cook a meal of corn on the cob & jacket potato
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