

LANGTOFT PRIMARY SCHOOL

FOREST SCHOOL

OUR INTENT FOR FOREST SCHOOL

The ethos of our Forest School is based on a respect for children and their capacity to initiate, investigate and maintain curiosity in the world around them. It believes in a child's right to play; the right to access the outdoors (and in particular a woodland environment); the right to experience risk in a controlled way in the natural world along with the right to develop their emotional intelligence through social interaction, building a resilience to enable creative engagement with their peers and their potential.

Forest School is an inspirational process that offers all learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees. Children who struggle learning indoors are often able to develop new ways of learning and coping with the world. Forest School is based on the process of learning – more on the 'how' than the 'what'. Forest School practice embraces collaborative, unplanned, unexpected and ultimately unlimited learning.

Children are encouraged to direct their own learning - this is often inspired by the Forest School leader either through stimulating play in the outdoors or through 'scaffolding' a child's learning, but mostly through simply observing how children are in the outdoors. The most important thing is to encourage the natural curiosity present in children and to enable them to open their eyes and experience the wonders of the world around them.

The woodland environment is central in supporting this approach to learning: the changing of the seasons, the contemplation of an ancient tree, the dynamic nature of an outdoor environment - an infinite source of smells, textures, sounds and tastes and a range of visual stimuli all contribute to the Forest School learning experience.

Our Forest School encourages children to:

- Develop personal and social skills with **Consideration** for others' ideas and opinions
- Work through practical problems and challenges ~ **Resilience**
- Use tools to create, build or manage
- Discover how they learn best ~ **Independence**
- Pursue knowledge that interests them ~ **Ambition**
- Learn how to manage failures ~ **Resilience**
- Build **Confidence** in decision making and evaluating risk
- Develop practical skills
- Understand the benefits of a balanced and healthy lifestyle

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- Explore connections between humans, wildlife and the earth
- Develop a deep **Respect** for the environment
- Regularly experience achievement and success
- Reflect on learning and experiences
- Develop their language and communication skills ~ **Cooperation**
- Improve physical motor skills
- Become more motivated
- Improve their concentration skills

IMPLEMENTATION

Our activities for Forest School are diverse and numerous, we are trying to create independent learners who are inspired to try out their own ideas, explore their own interests and to attempt new ideas. All of our activities are linked to the children's learning in their topics to help create an immersive and inspiring learning experience.

Some activities might include:

- Shelter/den building
- Fire lighting and cooking on an open fire
- Tool use
- Studying wildlife
- Playing team and group games
- Sensory activities
- Rope and string work, tying knots
- Art and sculpture work
- Woodland and traditional craft
- Woodland management
- Developing stories and drama, and meeting imaginary characters

Before each session the Forest School leader must carry out a risk assessment of the Forest School site. The Forest School leader must identify and remove/reduce any risks that are found during the risk assessment.

To ensure high standards of teaching and learning in the forest classroom, we implement a curriculum that is progressive throughout the whole school. Forest School teaching follows a whole school long term plan which focuses on outdoor skills and links to their learning in other subjects. At Langtoft Primary School, we ensure that Forest School has importance within the timetable.

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IMPACT

Forest School lessons should make learning more relevant to their lives in the community and wider world. We encourage children to be responsible for and respect the local community and environment giving them a sense of belonging and ownership of the place in which they live. We explore the uses of the local area, integrating subjects so that meaningful activities can be planned and delivered effectively and regularly.

We measure the impact of our curriculum through the following methods:

- Images and videos of the children's practical learning.
- Interviewing the pupils about their learning (pupil voice).

The success of forest school allows the children to:

- Grow in **Confidence** as a result of the freedom, time and space they are given in their learning and develop **Resilience**. This allows them to demonstrate **Independence** at each individual child's rate.
- Activities such as sharing tools and participating in play help teach the children to work together **Cooperatively** as a group, which strengthens their bonds and social skills.
- The sensory experiences provided by Forest School helps prompt language development. Improving communication skills has a positive effect on a child's self esteem and is a crucial part of their development and helps promote **Consideration** of others.
- High levels of interest lead to high levels of attention. Spending time in the woodland is exciting for a child. It tends to fascinate them which develops a strong will to participate and concentrate over long periods of time.
- The increase in outdoor activity has a positive physical impact. Not only does the development of physical stamina improve but also gross and fine motor skills.
- Children develop an interest in the great outdoors and **Respect** for the environment. Encouraging children to develop a relationship with the natural world will help in protecting the environment for generations to come.
- Forest School isn't just beneficial to children it is also beneficial to teachers. Observing their class in a different setting allows them to gain a new perspective and understanding of their class.
- When children really engage with Forest School they will take their experiences home to share with friends and family. This will often encourage families to visit their local woodlands more frequently.
- Taking children outside of the classroom removes the pressures of academia and allows them to play to their strengths and be **Ambitious**. This is beneficial to children who struggle in the classroom because there is more of an opportunity for them to learn at their own pace.

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**LANGTOFT PRIMARY SCHOOL
PROGRESSION OF SKILLS**

BUILDING, PROBLEM SOLVING AND TEAMWORK

Subject Content	EYFS/Y1	Y2	Y3	Y4	Y5	Y6
Tying knots	I can tie a simple knot. (overhand knot) To make simple mobiles, tie a necklace together	I can tie a simple knot. (overhand knot and half stitch) To make more complex mobiles, tie knots when making a den, make necklaces to tie things onto string, make wings	I can use a cow hitch (knot) To make swings, in den building, to make woodland mobiles	I can use a cow hitch and teacher someone else to do one. I can think when a cow hitch might be used	I can lash sticks together To make a raft, tripod or weaving a picture or frame I can tie suitable knots for different purposes (shelter hitches and knots) To make dens with poles and humpy shelters attaching string between trees	I can use a range of simple knots and lashes Making dens, frames, weaving frames, swings, tripods for campfire, simple tables I can make a quadrant for geographical surveying activities using lashes and knots
			Use knots to make a simple bow to play archery games			
Playing games together	I can communicate clearly in team games. Play some woodland games pre set up	I can communicate clearly in team games and teach others the rules of a game clearly and confidently	I can cooperate and communicate clearly in strategy team games I can play and make up my own woodland versions of common games		I can make up my own woodland strategy games based on games I already know and teach others how to play these games. I can expand these games and add more complex scoring systems and think how to adapt for older or younger children	
Problem solving activities	I can take part in simple problem solving activities	I can take part in differentiated problem solving activities, reasoning how I solve a problem. I can evaluate my problem solving	I take part in outdoor activities and challenges on my own and in a team		I can take part in problem solving activities and work as a team to problem solve. I can select my own resources to set up a problem solving activity for another group and create context and objective for the group to solve or achieve. I can talk about how the problem can be adapted.	
Survival skills	I know what humans need to survive.		I can explain what humans need to survive and talk about the consequences for not having these things and recognise what we could use in the outdoor area to provide these things.		I can work with others to research and obtain survival essentials.	

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<p>Den building</p>	<p>I can work in a team, with support, to build a simple lean to shelter and mini animal home.</p> <p>Begin to introduce tripod structure.</p> <p>I can question what worked well.</p>	<p>I can work in a team, with support, to build a simple lean to shelter using preselected materials.</p> <p>Independent tripod structures for dens.</p> <p>Begin to use paracord to tie a knot around a tree to secure tarpaulins when building shelters. Questioning how could they improve their structures.</p>	<p>I can work in a group to independently construct a lean to shelters. Create shelters from tarps and independent knot tying. Compare and evaluate the shelters in relation to their sturdiness, durability and weatherproofing.</p>	<p>I can design and build varying shelters using tarpaulins and materials. I can work successfully as a group, having considered and evaluated each members' contribution. I can compare and evaluate the shelters in relation to their sturdiness, durability and weatherproofing, assessing if it is fit for purpose</p>	<p>I can create a tipi shelter with camouflage and set up a camp. I can work successfully as a group, having considered and evaluated each members' contribution. I can compare and evaluate the shelters in relation to their sturdiness, durability and weatherproofing, assessing if it is fit for purpose</p>	<p>I can complete a shelter building challenge, working in a team to plan, build and review the shelter. I can work successfully as a group, having considered and evaluated each members' contribution. I can compare and evaluate the shelters in relation to their sturdiness, durability and weatherproofing, assessing if it is fit for purpose</p>
<p>Foraging and collecting</p>	<p>I can do a simple scavenger hunt.</p>	<p>I can make simple scavenger hunt for others to do, thinking about the season</p>	<p>I can make a scavenger hunt for others, finding specific items e.g. certain tree leaves, plants etc</p>	<p>I can lead a team and work in a team during wide games. I can create scavenger hunts to specific items, planning it for a certain audience</p>	<p>I can collect, store and purify water.</p> <p>I understand the rules for safe foraging.</p> <p>I can find and identify safe wild food around the woodland and field.</p>	
<p>Creating and making things</p>	<p>I can build a tower with sticks</p> <p>I can move logs by problem solving - rolling and pushing and pulling</p> <p>I can make a log pile house</p>	<p>I can build a safe tower out of sticks, thinking about structure of my stacking</p> <p>I can safely moved and stack logs or make a log pile</p>	<p>I can make a tripod structure and explain how it works</p> <p>I can work in a team to construct a birds nest thinking about the natural materials they are using</p>	<p>I can work in a team during wide games and create scavenger hunts. I can work in a team to construct a birds nest thinking about the natural materials they are using. I can start to join and weave materials and relate my building to real birds nests</p>	<p>I can research, design and make an outdoor orchestra, sundials and water traps.</p> <p>I can make constructions for different purposes e.g. animal bridges, towers, and evaluate my designs relating to the success criteria it needs to have</p>	
<p>Obstacle course building</p>	<p>I can create an obstacle course in the woodland using the resources</p>	<p>I can create an obstacle course in the woodland using the resources</p>	<p>I can build trust with my peers through games e.g. blindfold</p>			

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	available and travel over it using my gross motor skills, going over areas again I find hard until I complete them and achieve success	available and travel over it. I can consider how we can make it harder and the safety of my course and make changes	I can design and create a nightline activity for another group	
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MAKING CAMPFIRES

Subject Content	EYFS/Y1	Y2	Y3	Y4	Y5	Y6
Fire safety and cooking	<p>I can be safe around a fire, know the rules and can take part safely in cooking activities with support</p> <p>Using Fire for Cooking Observe and talk about fire lighting procedures, begin to contribute by selecting and gathering fuel. Toasting marshmallows with full/little support. Observe popcorn popping</p>	<p>Safety procedures – fire safety. Experience using flint and steel to spark a flame. Independent toasting of marshmallows and bread. Support with cooking popcorn.</p>	<p>Safety procedures – fire safety. Light a piece of cotton wool (fairy pillow) with flint and steel. Toasting bread and marshmallows. Other food may be cooked</p>	<p>Safety procedures – fire safety. Light a fairy fire and keep it going. Toast/cook food on a fire. Support with keeping the campfire going.</p>	<p>Safety procedures – fire safety. Light a fire, selecting resources needed and keep it going. Toast/cook food on a fire. Support with keeping the campfire going.</p>	<p>Make and tend a fire safely Prepare and light a campfire with charcloth and hay. Campfire sieve challenge.</p>

USING TOOLS

Subject Content	EYFS/Y1	Y2	Y3	Y4	Y5	Y6
Whittling and carving, saw, drills, hammers and nails	<p>Introduction to tools: peelers hammers mallets trowels forks</p> <p>Fully supported by an adult.</p>	<p>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</p>	<p>In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the</p>	<p>In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the</p>	<p>In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the</p>	<p>In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the</p>

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	Continuation of the use of basic tools (cutting of string, peeler for whittling) Bow saw to cut discs (1:1)		children are In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are 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. This is to include but not limited to: Bow saw Whittling knives Folding saw Secateurs Loppers Hammers	children are In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are 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. This is to include but not limited to: Bow saw Whittling knives Folding saw Secateurs Loppers Hammers	children are In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are 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. This is to include but not limited to: Bow saw Whittling knives Folding saw Secateurs Loppers Hammers	children are In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are 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. This is to include but not limited to: Bow saw Whittling knives Folding saw Secateurs Loppers Hammers
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OUTDOOR ENVIRONMENTAL ART

Subject Content	EYFS/Y1	Y2	Y3	Y4	Y5	Y6
Sketching outside	I can record objects, treasures and plants I find in the outdoor area	I can sketch minibeasts, plants and leaves that I identify in the outdoor area	I can sketch birds and colour them in adding detail	I can sketch trees and plants more accurately adding details	I can frame a scene using a viewfinder and sketch scenes in the outdoor area. I can use different media in my pictures	I can use a variety of media (selecting my own resources and framing my own scenes using artistic licence, to capture landscape scenes in the outdoor area
Outdoor natural art	I can use natural materials to create	I can create a natural picture frame and discuss the properties of	I can make clay mud animals using natural materials		I can plan, make and create a woodland decoration using string, tools and natural materials.	

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	<p>artwork that I can talk about</p> <p>I can create seasonal pictures using canvases and rubbing plants to create colour</p>	<p>the natural materials I have used</p> <p>I can make a stick person using whittling and wool winding</p>	<p>I can design and create a tree person out of clay and natural materials</p> <p>I can choose shapes in nature and use them to inspire my artwork</p>	<p>I can use natural shapes and structures to inspire my artwork</p> <p>I can print and make repeating patterns using natural materials</p>	
Weaving	<p>I can weave using sticks and wool in a pre-made triangle weaving frame</p>	<p>I can join sticks together to make a triangular frame and merge two triangles together</p> <p>I can join and bend sticks to make a 2D shape</p>	<p>I can lash sticks together using elastic bands to make a weaving frame</p> <p>I can lash sticks to make simple 3D shapes</p>	<p>I can lash sticks together using string or wool to make a weaving frame. I can do simple weaving on my frame</p>	<p>I can lash sticks together using string or wool to make a weaving frame and weave using natural materials. I can vary the textures of the materials I use and talk about the aesthetic appearance. I can make large scale weaving between two trees and weave in natural materials</p>

GEOGRAPHICAL SKILLS

Subject Content	EYFS/Y1	Y2	Y3	Y4	Y5	Y6
		<p>I can name and identify some trees in our grounds by using a simple ID guide. I know simple compass directions. I can create a 3D map using an aerial photograph.</p>	<p>I can group objects according to my own criteria. I am beginning to know the 8 points on a compass. I can create a 3D map using an aerial photograph.</p>	<p>I can group objects according to my own criteria. I know the 8 compass points. I can create a 3D map using an aerial photograph.</p>	<p>I can research and test different ways to find north.</p>	<p>I know how to age a tree using trigonometry. I can survey an area and record statistics.</p>

LANGTOFT PRIMARY SCHOOL CURRICULUM LINKS

Subject Content							
	EYFS	Y1	Y2	Y3	Y4	Y5	Y6

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Art & Design		Aboriginal art					
Computing							
D&T							
English							
Geography							
History							Forest laws from the past
Maths							
Music							Grass/leaf whistling Drums
RE							
PE							
Science						Friction	

FOREST SCHOOL OVERVIEW						
	TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
EYFS						
YEAR 1		*Link to Australia topic*				

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YEAR 2						
YEAR 3						
YEAR 4	*Link to Ancient Greece topic*					
YEAR 5		*Link to space/forces topic* Introduction to knots.				
YEAR 6	*Link to Crime and Punishment topic*					



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