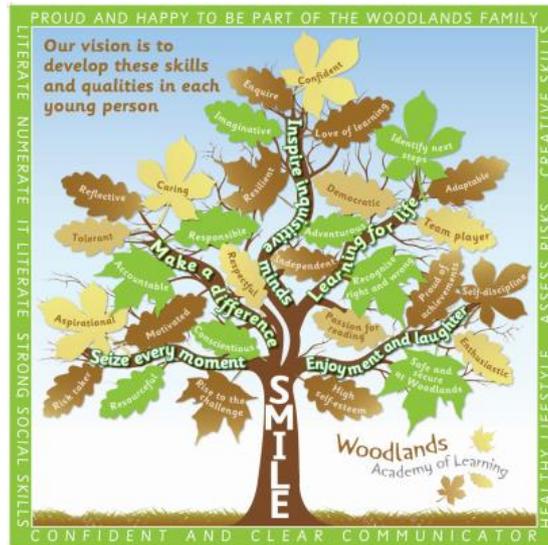




**Forest School & Outdoor  
Education  
At  
Woodlands Academy**

Created by P A Noakes



*'Look deep into nature, and then you will understand everything better'.*

Albert Einstein

*'The best classroom and the richest cupboard are only roofed by the sky'.*

Margaret McMillan

*'The more clearly we can focus our attention on the wonders and realities of the universe about us, the less taste we shall have for destruction'.*

Rachel Carson

*'Teaching children about the natural worlds should be seen as one of the most important events in their lives'.*

Thomas Berry

*'In every walk with Nature one receives far more than he seeks'.*

John Muir

## **What is Forest School?**

### **What is Forest School?**

The Forest School approach was developed from the early year's education system in Scandinavia. Forest Schools provide play based learning opportunities for children within the woodland environment. The curriculum is tailored to the children's preferred learning styles and interests and is presented through a holistic approach. The approach engages children of all ages and all abilities, finding things in which they can all succeed through small achievable steps, whilst providing opportunities for cooperation and communication. Research has shown that the Forest School approach has made a big difference to children with low self-esteem and a lack of confidence. It has also been particularly useful in meeting the needs of pupils who find the conventional way of learning indoors challenging. It is a medium through which the potential talents of pupils can be fostered, which would ordinarily remain hidden with a conventional teaching approach.

The activities are not only provided by the Forest School Leader but are also instigated by the children themselves. The approach encourages children's independence, raises levels of self-esteem, provides cooperation through a community approach and allows children to take risks and engage in potentially hazardous activities such as using tools and open fires in a safe way, by following Forest School procedures under competent leadership. Health and safety is of paramount importance and procedures, policies and risk assessments are strongly adhered to by all participants. Enabling the children to take risks within a carefully monitored environment.

The Forest School approach never sets up children to fail. By the provision of appropriately challenging and achievable tasks in a stimulating environment pupils are motivated to learn. The pupils encounter learning in real situations which encourages them to take responsibility and also reflect upon their actions. Activities provide opportunities for teamwork, thus developing and improving social interactions and cooperation.

Outdoor Education and Forest School at Woodlands works in conjunction with the knowledge and skills from a variety of subjects taught within the classroom. It strongly supports the science curriculum and enables pupils to put their scientific knowledge into context. It further extends pupils knowledge and skills, whilst providing practical opportunities for problem solving and application of learning. Woodlands Outdoor Education is also a means through which we can begin to address concerns raised by many reputable research organisations, such as childhood obesity, mental health and emotional well-being.

## **The benefits for children from Forest School and Outdoor Education.**

- The Forest School and Outdoor Education programme evolves from the needs and interests of the children.
- By using small achievable steps the children develop good self-esteem and independence.
- The Forest School approach focuses on learning styles (multiple intelligences) and maximises the emotional and social development.
- Using the woodland environment provides a context for learning with copious opportunities for problem solving, risk taking and cooperation.
- The Forest School approach provides opportunities for development across all areas of learning and the curriculum.
- The activities facilitate opportunities for independence, making choices, working as a team, resilience and developing learning styles.
- The approach encourages working as a community, cooperating with others and achieving together.
- The approach enhances the development of language and communication skills.
- The activities develop practical skills which are transferable to other environments and situations.
- The woodland provides a dynamic, stimulating, challenging and constantly changing environment which motivates children to engage and learn.
- The approach encourages self-respect, respect for others and a respect for the environment.
- Through the approach children are encouraged to understand, appreciate and help to care for the natural environment.
- The activities have health attributes gained from engaging in physical activities in the outdoor environment.
- Being in the outdoor environment has positive effects of mental health and emotional wellbeing.
- The Forest School approach provides opportunities for partnership with parents and the potential for the continuation of learning within the home. Which is fostered at Woodlands through the half termly newsletter and home learning challenges.
- Woodlands Forest School and Outdoor Education promotes conservation and nurtures responsible citizens for the future.
- The curriculum is fun and enjoyable, thus motivating pupil's to learn and extend their knowledge and skills further.

# Intent:

A high quality Forest School and Outdoor Education curriculum should aim not only to inspire and enthuse pupils, but also foster enquiring minds, develop investigation, communication and creativity. It should immerse pupils by providing copious opportunities for problem solving, self-discovery and independence. By actively supporting the other curriculum subjects our Forest School and Outdoor Education curriculum assists pupils to make abstract concepts concrete and apply their cross curricular learning to practical tasks and challenges. Through the planning of challenging and achievable activities we aim to provide our pupils with a sense of achievement, which in conjunction with developing skills and knowledge, raises pupil's levels of self-esteem and self-confidence, which in turn has a positive effect upon their mental and emotional wellbeing.

Through the physical nature of the curriculum we encourage pupils to develop healthier lifestyles and we have found that through their enthusiasm and motivation it has led to whole families seeking the physical and mental benefits of trips to the woodland and local green spaces.

Using our 'wild' yet controlled safe environments we ensure that by participating in activities pupils learn to assess risk and are encouraged to make informed decisions on how to respond to unfamiliar or unpredictable situations. The pupils are taught practical skills for example tool use, shelter building and campfire cookery. These types of practical activity have had a positive effect for our pupils which find learning in a conventional classroom difficult or challenging.

Our curriculum is based around a learning community. It not only develops independence, but also focuses on teamwork, collaborative learning, interpersonal skills and entrepreneurial behaviours. Pupils are given opportunities to evaluate their learning, discuss modifications and scrutinise their findings. Everyone's learning is shared and achievements are celebrated.

A further element added to our curriculum is a knowledge of conservation. We encourage a greater understanding and awareness of the natural environment, what impact we have on our natural world and we encourage a responsibility for nature conservation in later life.

Through our Forest School and Outdoor Education curriculum at Woodlands we nurture:

- Successful learners
- Confident individuals
- Responsible citizens
- Effective contributors.

# Implementation:

The Forest School Leader works closely with class teachers to ensure that all pupils at Woodlands receive a broad and balanced WACI curriculum that supports cross curricular learning, regardless of their year group or ability. Forest School and Outdoor Education is taught incorporating the use of continual provision including safety briefings and observations of changes in the environment. The BAD (Basic, Advanced, Deep) approach is also deployed, enabling children to be sufficiently challenged and by using Blooms Taxonomy, questioning of various types enable pupils to analyse, evaluate and engage in higher level thinking leading to a greater depth of understanding. The Forest School and Outdoor Education curriculum has a holistic approach to learning and takes into consideration the pupil's various preferred learning styles when planning activities and challenges. The cyclical nature of planning enables pupils to revisit key skills and develop their learning further by building upon prior knowledge, skills and experiences. Higher attainers are encouraged to investigate further, evaluate and explain their learning and findings to others.

The key concepts taught are as follows:

- Developing Competence in Outdoor and Adventurous Activities.
- Engage in Competitive Sports and Activities.
- Following Directions and Maps.
- Conservation

## Inclusion

SEND pupils are supported in their learning through a variety of strategies, some of these are outlined in the table below.

<b>Universal strategies and approaches (Band 0)</b>			
Independence skills – getting ready for outdoor learning. Safety briefing – rules & routines, encouraging children's risk assessing. Sharing of key vocabulary and meanings. Verbally share WALT, providing a WAGOLL if necessary. Continuous observation and feedback throughout activities. Set structure to sessions (safety brief, safety games, team games, activity and review time.) Teaching observation skills, marking changes in the environment. Provision of cooperative teamwork challenges working in small groups or pairs, fostering resilience and perseverance. Self-evaluation and appraisal of challenges undertaken. Opportunities to partner talk, group discussions and encouragement to ask questions. Positive praise and recognition for achievement, perseverance and resilience.			
Cognition and Learning	Communication and interaction	Social, emotional mental health	Sensory and Physical
Variety of teaching styles to accommodate pupils learning styles.	Introduction of key vocabulary.	Opportunities for group work / paired work and cooperation.	Encouragement to develop senses and physically experience in the outdoor environment.

Repetition of previous learning and reiterate intended WALT for the session.	Partner talk, group discussion and copious opportunities for asking questions and problem solving.	Activities, which assist the children to achieve and develop perseverance & resilience.	Develop increased stamina and coordination
<b>Reasonable Adjustments (LA and Environmental SEND) (Band 1)</b>			
Break down challenges into smaller achievable steps. Engaging in small group work within mixed ability groups. Regular emotional check ins, with positive praise and encouragement.			
Cognition and Learning	Communication and interaction	Social, emotional mental health	Sensory and Physical
Repetition of the order of events during the sessions. Identify and teach to pupil's preferred learning style.	Partner talk within a mixed ability group.	Giving positive feedback and praise. Deploy strategies for calming for anxious pupils and support self-regulation.	<b>Hearing Impairment</b> – position pupil where they can easily hear learning.  <b>Visual Impairment</b> – position pupil where they can easily see learning and check in during activities that the pupil is able to access the learning. Spotter's sheets, identification charts, challenge sheets to be enlarged.  <b>Gross Motor Impairment</b> – provide support when travelling on unfamiliar terrain, but allow for independence.  <b>Fine Motor Impairment</b> – Increased tuition and support when using tools and equipment.
<b>SEND School Based Support (Band 2-3)</b>			
Additional sensitive adult support Further modelling.			
Cognition and Learning	Communication and interaction	Social, emotional mental health	Sensory and Physical
Working in a small quieter area within a group to reduce sensory distractions.	Throughout the session continuous engaging in dialog with pupils and encouragement for them to share their ideas and ask questions.	Deploy de-escalation strategies to deal with behavioural outbursts. Regular emotional check ins and praise for good learning behaviours.	<b>Visual Impairment</b> – provision of an adult to support pupils negotiate unfamiliar terrain acting as a guide. Spotter's sheets, identification charts, challenge sheets to be enlarged.  <b>Hearing Impairment</b> – position pupils where they can clearly hear instructions and learning. Where necessary provide visual clues. Check pupils understanding.

			<p><b>Gross Motor Impairment</b> – provision of adult support and alternative routes if terrain is too challenging. Regular breaks to allow children to catch up with peers and take a rest break.</p> <p><b>Fine Motor Impairment</b> – Adult support 1:1 when using tools and equipment.</p>
<b>SEND EHCP (Band 4)</b>			
1:1 support Personalised curriculum, which meets the child's, needs and allows inclusion with class learning.			
Cognition and Learning	Communication and interaction	Social, emotional mental health	Sensory and Physical
Working in a small quieter area 1:1 to reduce sensory distractions.	Throughout the session continuous modelling of language and engaging in dialogue with pupils encouraging them to use their communication skills.	Deploy de-escalation strategies to diffuse behavioural out bursts. Praise for showing good learning behaviours.	

Every pupil at Woodlands is provided with time to engage in either Forest School or Outdoor Education.

- Nursery pupils receive a block of Forest School sessions with the opportunity to engage in a Forest School session with a parent or carer.
- Reception children receive Forest School sessions throughout the academic year, organised by a group rotation system.
- Key Stage One pupils receive differing amounts of time, however both year groups receive sessions during two different seasons so that they can compare and discuss the seasonal changes. The classes alternate weeks so that the outdoor learning links with current learning within the year group.
- Lower Key Stage Two receive two programmes during the year. The classes alternate weeks so that the outdoor learning links with current learning within the year group. Again they are held at different points in the year to facilitate discussion about seasonal changes.
- Upper Key Stage Two provision differs. Year Five receive two programmes of session's .The themes are linked to the current learning or supporting prior learning within the year group. Year Six learning is carried out during the period of transition. Pupils are provided with practical problem solving sessions where they can not only learn new skills, but also apply prior learning and knowledge in new situations.

## Core learning in skills and knowledge

<b>Aspect:</b>	<b>Developing Competence in Outdoor &amp; Adventurous Activities</b>
Nursery	<p>To feel at ease and show an enjoyment for learning in the outdoors. Remember rules and require few reminders. Is adventurous and show interest and curiosity by facial expression and the use of their senses. Begin to ask questions about things observed or experienced. Pupils are beginning to understand safety rules and routines with support. Pupils are able to safely transport sticks for use in activities.</p>
Reception	<p>Begin to feel safe and secure in the woodland environment. Begin to work within a group with the support of a familiar adult. Begin to set own personal challenges. Begin to show confidence when exploring the outdoor environment. Begin to ask questions to find out more information. Begin to answer why and how questions, giving explanations. Pupils show an understanding of safety rules and routines, including water safety and stranger danger. Pupils are beginning to learn how to transport large objects safely and how to use PPE. Pupils are beginning to understand campfire safety, including the stop drop and roll procedure.</p>
Y1	<p>Pupils are more comfortable learning in the outdoor environment and investigate and explore independently. They ask questions about their observations. Pupils are learning to look for hazards and to suggest possible actions to prevent accidents. With limited support pupils know the safety rules and routines, and can act appropriately to given situations. Pupils can recognise and comply with a safety boundary within the woodland environment. Pupils will participate in challenges and problem solving activities in the outdoors with adult support. Pupils are beginning to use simple tools such as mallets and palm drills under adult instruction. Pupils know how to correctly use the fire circle during campfire with adult support. Pupils transport materials correctly and safely, knowing when and what type of PPE to use. Pupils are beginning to develop construction skills by building small scale shelters. Pupils are beginning to develop observational skills, by beginning to compare and contrast living things.</p>
Y2	<p>Pupils enjoy learning in the outdoor environment, they investigate and explore independently and are beginning to talk about their learning with others. Pupils identify possible risks and are beginning to think of suitable preventative actions with adult support. Pupils work safely in the outdoor environment and independently know how to respond to safety signals and follow safety routines. Pupils comply with a safety boundary within the woodland environment and can explain its functions. Pupils begin to make and apply decisions in a range of contexts. Pupils know the rules of the fire circle and show safe conduct when engaging in campfire cookery. Pupils are beginning to show a basic understanding of the fire triangle and the theory of how to safely extinguish a small campfire. Pupils know how to transport materials safely and understand why PPE is important. Pupils show confidence and competence when using basic tools e.g. carvers, mallets, palm drills. They work imaginatively to use natural materials to create solutions to problems or design a piece of creative art work. Pupils are beginning to understand the terms deciduous and evergreen and name a few common plants and animals.</p>
Y3	<p>An emerging enjoyment of solving problems and engaging in challenges in the outdoors. Begin to discuss with others how to approach challenges and solve problems. Shows a clear understanding of safety rules and routines and the underlying reasons behind them. Risk management is now well understood. Pupils are aware of changing conditions and change plans if necessary with adult support.</p>

	<p>Pupils work within clearly defined boundaries and know the reasoning for boundary demarcations. A beginning awareness to identify possible hazards and with support considers solutions to reduce risk.</p> <p>Pupils are beginning to understand the basic needs for survival (water, food, shelter).</p> <p>Pupils are beginning to recognise more familiar plants and trees in the environment.</p> <p>The terms deciduous and evergreen are clearly understood and examples can be given.</p>
Y4	<p>Pupils show the ability to adapt actions in response to a change in situations, such as weather conditions.</p> <p>Pupils show the ability to plan with others to solve problems, but know advice can be sought if necessary.</p> <p>Risk management is now well understood.</p> <p>Pupils show an ability to conduct themselves safely when working in the outdoor environment and show a growing understanding of ensuring the safety of class mates with adult support.</p> <p>Using identification charts and books children can identify and name a variety of plants and animals, including their classification.</p> <p>Pupils are able to recognise some of the common birds and talk about their features.</p> <p>Pupils begin to discuss how to encourage wild life into the area.</p>
Y5	<p>Pupils show a clear understanding of safety rules and routines and an increasing understanding of the necessity for safe practice.</p> <p>There is an ability to identify possible risks and ways to manage them, asking for advice and listening carefully to expert advice if needed.</p> <p>There is an ability to change plans accordingly when faced with various circumstances e.g. change in weather conditions.</p> <p>Pupils are beginning to recognise and name familiar plants and trees using their common names.</p> <p>Pupils are able to carry out a field work, observing, classifying and surveying plants and animals within a given area.</p>
Y6	<p>Clear understanding of safety rules and routines and a sound understanding of the necessity for safe practice.</p> <p>Pupils demonstrates safe conduct when working within the Forest School site, identifying possible risks and taking the necessary steps to reduce them.</p> <p>Pupils use creativity and imagination to build small and large scale structures for practical purposes and for creative art.</p> <p>Pupils show a safe use of tools following safety instructions and demonstrations e.g. sheath knife, secateurs, and carvers.</p> <p>A positive disposition is usually seen, even in challenging circumstances.</p> <p>There is a clear understanding of fire safety, showing safe conduct in the fire circle and the ability to light a small fire with a fire steal and extinguish it safely.</p> <p>Pupils show a clear understanding of what humans need to survive and use problem solving to address scenarios where factors are absent and survival is threatened.</p> <p>Pupils are able to recognise a variety of different plants and animals by considering their characteristics.</p>

<b>Aspect:</b>	<b>Engage in Competitive Sports &amp; Activities.</b>
Nursery	<p>Begins to move in a variety of ways, gradually building up skill and stamina.</p> <p>To engage in fine motor activities independently for short periods of time before seeking adult support.</p>
Reception	<p>Negotiates uneven terrain well.</p> <p>Will attempt to climb and cross physical barriers e.g. logs and ditches.</p> <p>Are adventurous and will set own physical challenges. E.g. jumping in holes, climbing up slopes.</p> <p>Engages in fine motor activities, showing a degree of concentration.</p> <p>Uses tools correctly with adult supervision and intervention e.g. potato peeler carver. Showing an understanding of PPE.</p> <p>Beginning to work within a group with the support of a familiar adult.</p>

Y1	<p>Pupils can apply fundamental movement skills in a range of activities.</p> <p>Pupils plan how to tackle challenges and problems with others, using limited support from familiar adults.</p>
Y2	<p>Pupils begin to develop fundamental movement skills, becoming increasingly confident in competitive and cooperative activities.</p> <p>Stamina is greatly improved and there is less fatigue during sessions.</p> <p>Pupils begin to plan and tackle challenges with minimal adult support.</p> <p>Pupils begin to develop simple tactics when playing competitive games.</p> <p>Pupils work with others cooperatively as part of a team to complete activities and challenges.</p>
Y3	<p>Beginning to work as a member of a team in order to plan and undertake challenges.</p> <p>Sportsmanship is beginning to develop, showing an appreciation for an opponent's efforts.</p> <p>Tactics in team games and problem solving are beginning to emerge.</p> <p>With support children begin to evaluate their own performance in team problem solving activities and discuss how modifications and improvements can be made.</p> <p>Pupils are beginning to show a developing resilience when plans do not work and the initiative to try new ways of working with encouragement.</p>
Y4	<p>Teamwork is well developed, with some pupils showing some leadership responsibilities.</p> <p>With guidance pupils can discuss with others how to approach challenges and solve problems, beginning to listen and take into consideration others ideas and points of view.</p> <p>Pupils evaluate their performance within a group or at an individual level.</p> <p>Pupils show resilience when plans do not work and the initiative to try new ways of working independently.</p>
Y5	<p>Pupils work cooperatively with other team members when engaging in games and team challenges, beginning to listen to and consider others thoughts and ideas.</p> <p>Pupils show the ability to plan how to solve problems before attempting them.</p> <p>There is an ability to work well as part of a team and may show developing leadership qualities, with few interventions from supporting adults.</p> <p>Pupils are beginning to apply tactics in a group situation when playing competitive games.</p> <p>There is an ability to evaluate own performance and consider ideas for improving performance.</p>
Y6	<p>Pupils work cooperatively with other team members when engaging in games and team challenges, considering other ideas and points of view.</p> <p>There is the ability to be an effective team member, evaluate own performance and set targets for improving knowledge and developing further skills.</p> <p>Pupils show the application of tactics when playing competitive games.</p> <p>Some pupils show the ability to take the lead and work within a group during a challenge giving clear instructions.</p> <p>They remain positive even in challenging circumstances, rallying other team members if necessary.</p> <p>They show empathy to others and offer support without being asked.</p>

<b>Aspect:</b>	<b>Follow Directions and Maps.</b>
Nursery	<p>Pupils show confidence when moving around the school site and are beginning to know the locations of familiar places e.g. fire circle.</p> <p>They investigate surroundings and are beginning to make comments and observations.</p> <p>Pupils are beginning to talk about things that have observed.</p>
Reception	<p>Pupils shows interest and curiosity about the environment.</p> <p>They are beginning to have a strong drive to explore and investigate surroundings.</p> <p>They are beginning to ask frequent questions about things observed and experienced</p> <p>They show confidence when negotiating the woodland and are beginning to notice physical landmarks e.g. Troll Bridge, Frog Hole.</p>
Y1	<p>Pupils begin to notice and recall familiar landmarks independently.</p> <p>They understand directional language (near, far, left, right).</p>

Y2	<p>Pupils begin to understand their position in a familiar environment by the use of familiar landmarks and support from adults. e.g. finding their way back to the exit gate from the Forest School site using familiar features.</p> <p>Pupils use directional language (near, far, left, right).</p> <p>Pupils are beginning to show an understanding of the points of the compass (north, south, east, and west).</p>
Y3	<p>Pupils able to follow a sketch of a map of places that are well known.</p> <p>There is an ability use simple plans and diagrams to assist them get from one place to another.</p> <p>Orienteering skills are emerging and they are beginning to recall the names of the eight points on a compass.</p>
Y4	<p>There is an ability to use maps and diagrams to orientate around a given area.</p> <p>With support children can find magnetic north using a compass and are using the vocabulary of direction.</p> <p>Pupils are able to read basic symbols on an orienteering map and start to create their own appropriate symbols.</p>
Y5	<p>Pupils begin to follow maps independently using a mathematical knowledge of coordinates.</p> <p>Pupils can read a variety of map symbols and show an understanding of how to use a compass.</p>
Y6	<p>Pupils are able to use a map to locate various positions within a familiar area.</p> <p>They know the points of a compass and be able to find magnetic North independently.</p> <p>Pupils can follow a simple orienteering trail independently to find the location of a series of clues.</p>

<b>Aspect:</b>	<b>Conservation</b>
Nursery	<p>Pupils are beginning to understand that there are living and non-living things in the outdoor environment.</p> <p>Pupils are beginning to treat living things with care and consideration.</p>
Reception	<p>Pupils are beginning to understand the 'Leave No Trace' rule and work with support to tidy the Forest School site after sessions.</p> <p>Pupils are beginning to show care and concern for living things e.g. returning logs back to their position after finding invertebrates.</p> <p>Pupils are beginning to understand how litter can be detrimental to wild life.</p>
Y1	<p>Pupils are beginning to develop an appreciation of nature around them and treat living things with care and respect.</p> <p>Pupils understand the 'Leave No Trace' rule and work together at the end of the session to tidy the Forest School site.</p> <p>The detrimental effect of litter is well understood and children can suggest how it can be avoided.</p> <p>Care and concern for living things is well established and children show respect for the outdoor environment.</p>
Y2	<p>Pupils are beginning to understand the concept of habitat with support.</p> <p>Pupils are beginning to select ways in which we can care for a variety of different habitats.</p> <p>Pupils understand that within a habitat there are several micro habitats.</p>
Y3	<p>Pupils begin to understand the importance of invertebrates in the pollination process.</p> <p>Pupils begin to understand the processes of seed dispersal and germination, and how they can be effected by environmental factors.</p> <p>With support pupils consider the role of pesticides and insecticides, what role do they play? And what effects can there use have on the environment?</p>
Y4	<p>Pupils have a clear understanding of habitats and can name a variety of different habitats from around the world.</p> <p>With support the children understand that a forest has levels and begin to use the terminology canopy, understory.</p> <p>With support children are beginning to understand biodiversity and how it differs depending upon the given habitat.</p> <p>There is a growing understanding of food chains and simple food chains can be created and explained.</p>

	Pupils understand the term extinction and are beginning to discuss how habitats can be saved or maintained.
Y5	<p>Pupils can recognise and name a variety of naturalists.</p> <p>Pupils understand the work of naturalists and can determine the qualities needed to be a naturalist working in the field.</p> <p>Pupils begin to understand some of the terminology used in the study of nature e.g. botany, entomology, ornithology, flora and fauna.</p> <p>The term extinction is clearly understood and there is an ability to name animals that are extinct or close to extinction.</p> <p>Pupils can identify factors which have an adverse effect on the world e.g. plastics, and with support can discuss possible solutions.</p>
Y6	<p>Pupils show an understanding of the factors that can be detrimental to an environment.</p> <p>Pupils begin to discuss and evaluate possible solutions to the significant environmental problems e.g. plastics, global warming.</p> <p>Through their actions pupils show consideration, care and concern for the local environment.</p>

Irrespective of the year group, our Forest School and Outdoor Education curriculum consistently strives to build our pupils confidence, resilience and perseverance. To open their eyes to changes in the environment around them and build an appreciation for the natural world. Also to gain from the physical, mental and emotional benefits from learning in a woodland or green space.

## Curriculum Map Overview

The Forest School and Outdoor Education curriculum is fluid, it utilises events, natural opportunities and pupils interests to drive the learning forward and the direction of learning may change if a richer learning opportunity presents itself.

Off-site learning is dependent upon adhering to staff pupil ratios. In the event of disruption due to staffing, alternative activities will be provided ensuring high quality learning continues. The times of year sessions are delivered may vary.

	Autumn		Spring		Summer	
Nursery	Morning and 30 hours children. Activities including conservation – Showing care and concern for living things. (Carried out on site)		Afternoon children. Activities including conservation – Showing care and concern for living things. (Carried out on site)			
Reception	Programme 1 delivered in small groups. Including keeping safe, small and large-scale structure building, fire safety, investigating and exploring. Conservation – Leave no Trace (Carried out at Rough Wood)		Programme 2 – delivered in small groups. Including campfire cooking, natural artwork, & tool use. Conservation – Leave no Trace (Carried at Rough Wood and out on site)			
Y1	Safety, small scale shelter construction Seasonal changes & identification, basic map reading, activities linked with scientific learning – seasonal changes, materials. Conservation – showing respect for nature.  (Carried out at Rough Wood)					Campfire cooking, natural art and tool use  (Carried out on Woodlands site)
Y2	Safety, plant ID, seeds & fruits, parts of plants, germination natural art Calculating tree ages. Conservation – caring for habitats and microhabitats. (Carried out at Rough Wood)					Classification, natural art, Campfire cooking. Scientific learning growth & survival.  (Carried out on site)
Y3		Safety, plant growth & parts of a plant, identification of living things, basic map reading  (Carried out at Rough Wood)			Pollination, seed dispersal, parts of a plant. campfire cooking Conservation – the importance of pollinators	



N.B. sessions during the late spring and summer months are held on site due to the standing water attracting a large population of biting insects. Also to comply with the Metropolitan Borough Councils guidance all campfires are held on the Woodlands Academy site.

Provision is fluid and the times of the year sessions are held may alter due to other curricular activities.

### Key Subject Specific Vocabulary

Nursery	Autumn, winter, spring, summer, rule, routine, risk, hazard, boundaries, safety, kit bag, fire circle, berries, fungi, explore, discover, investigate, pine cones, sticks, twigs, moss, sycamore keys, ash keys, alder cones, journey stick, tie, knot, secure, natural materials, observe, shelter, team work.
Reception	Rule, routine, risk, hazard, boundaries, safety, moss, structure, stable, collapse. burn, smoke, sizzle, crackle, smoulder, respect position, problem solve, construction, shelter, support, attach, rope, string, knot, firm, flexible, dangerous, tinder, kindling, spark, combust, twig, moss, bracken, structure, weave, interlock, sturdy, whittle, rigger glove, carver, bark, green wood, kit bag, fire circle, explore, investigate, adventure, imagine,
Y1	Hazard, respect, environment, structure, seasonal, team work, cooperation, autumn, deciduous , ever green, construction, stable ,flexible ,rigid, comfortable ,evaluate, environment, conservation, rules , procedures, fungi, poisonous, hibernation, migration, classification, habitat, waterproof, absorbent, transparent, flexible, location, land marks, North, South, East, West, respect position, tinder, kindling, fuel, ash, embers, green wood, classification, nocturnal.
Y2	Habitat, micro habitat, invertebrates, vertebrates, organism, survival, carnivore, herbivore, omnivore, camouflage, protection, adaptation deciduous, ever green, dispersal, roots, tap root, stem, leaf, flower, petal, nutrients, germinate, ancient, veteran, canopy,
Y3	Stem ,leaf, roots, flower, petals, deciduous , evergreen, seed, fruit, dispersal, photosynthesis, chlorophyll ,movement, reproduction, sensitivity, excretion ,respiration, growth, coordinates, axis, mapping skills, location, terrain, pollination, pollen, stamen, anther, nectar, generation, transportation, bur, pesticide, insecticide, extinction.
Y4	Hazard, respect, trust , environment, conservation, rules , procedures , habitat, adapted, environment, invertebrate, vertebrate, organism, predator, prey, herbivore, carnivore, omnivore, producer, primary consumer, secondary consumer, condition, food chain, key, classification, biodiversity, canopy, under storey, shrub layer, ground layer, extinction.
Y5	Field survey, identification, classification, observation, biologist, behaviourist , entomologist, research , interdependency, adaptations, data analysis, naturalist, observation, botany, field study, ecosystem, biodiversity, flora, fauna, extinction, adaptation, entomology, ornithology, flowering, non-flowering, Seed producing ,non-seed producing, algae, mosses, ferns, fungi, angiosperms, gymnosperms, parasite
Y6	Tinder, kindling, dry wood, fire steel, accelerant, fire triangle, respect position, combustible materials, smoulder, extinguish, non-reversible reaction, blood bubble, technique, self-preservation, whittle, green wood, detrimental, secateurs, sheath knife, finger guard,

# Impact:

Assessment of children's learning in Forest School and Outdoor Education are an ongoing monitoring process of the children's progressive understanding, knowledge and skills by the Forest School Leader. This assessment informs differentiation, support and challenge required by the children. It takes into consideration pupil's knowledge and skills, and facilitates opportunities for children to apply their knowledge to practical situations thus extending their understanding, knowledge and skills further. From experience Outdoor Education at Woodlands has shown that it has had a positive impact upon children's long term memory and has been an opportunity for many children to convert abstract concepts into something concrete that they can understand and apply.

The sessions are planned around the Woodlands WACI curriculum and in Key Stage One and Two they strongly support the pupil's science learning. Forest School and Outdoor Education at Woodlands facilitates learning across many of the other curriculum areas and curriculum leaders are updated every half term on areas covered during sessions by information submitted by the Forest School Leader. The children's perspective of their learning is important and information is collected by the gathering of 'Pupil Voice' statements from EYFS pupils and for Key Stages One and Two pupils the completion of an evaluation questionnaire giving pupils the opportunity to give their views regarding their learning.

The Forest School Leader assess each child's learning journey against progressive core learning statements to provide a clear picture of attainment.

The children are constantly monitored and assessed throughout their sessions. EYFS pupils undergo a baseline assessment after attending their second session; they are then monitored throughout their sessions to ascertain progress and development. Pupils in Key Stages One and Two due to the length of their programme of sessions are monitored consistently throughout their sessions and a judgement is given at the end of their Outdoor Education sessions. This constant monitoring allows for additional support and scaffolding to be deployed to children who require additional assistance, also challenges and higher level questioning are provided for pupils working at age related expectations and greater depth to extend their knowledge and skills further.

Using assessments the Forest School Leader can calculate the percentage of children working at each stage to give a clear picture of attainment across the academy and by analysis determine the strengths and areas for further development.

## **Reporting to Parents and Carers.**

Pupil's progress in Forest School and Outdoor Education is reported to parents and carers at the end of the academic year in each pupil's end of year school report against the key aspects as shown.

ASPECT OF LEARNING	OBJECTIVES
Nursery	
Develop Competence in Outdoor & Adventurous Activities	Beginning to feel at ease and show an enjoyment for learning in the outdoors.
Engage in Competitive Sports & Activities.	Beginning to move in a variety of ways, gradually building up skill and stamina.
Follow Directions and Maps	Shows confidence when moving around school site and is beginning to know the locations of familiar places e.g. fire circle.
Understanding of Conservation	Beginning to treat living things with care and consideration.

Reception	
Developing Competence in Outdoor & Adventurous Activities	Beginning to show confidence when exploring the outdoor environment.
Engage in Competitive Sports & Activities.	Are adventurous and will set own physical challenges. E.g. jumping in holes, climbing up slopes.
Follow Directions and Maps	Shows confidence when negotiating the woodland and is beginning to notice physical features.
Understanding of Conservation	Beginning to show care and concern for living things e.g. returning logs back to their position after finding invertebrates.

Year One	
Developing Competence in	With limited support knows the safety rules and routines, and can act appropriately to given situations.

Outdoor & Adventurous Activities	
Engage in Competitive Sports & Activities.	Can plan how to tackle challenges and problems with others, using support from familiar adults.
Follow Directions and Maps	Beginning to notice and recall familiar landmarks independently.
Understanding of Conservation	Care and concern for living things is well established and they show respect for the outdoor environment.

Year Two	
Developing Competence in Outdoor & Adventurous Activities	Enjoys learning in the outdoor environment, they investigate and explore independently and are beginning to talk about their learning with others.
Engage in Competitive Sports & Activities.	Beginning to plan and tackle challenges with minimal adult support.
Follow Directions and Maps	Beginning to understand their position in a familiar environment by the use of familiar landmarks and support from adults.
Understanding of Conservation	Know that trees compete for light, water and nutrients and understand that those that obtain these will grow faster and larger than the others.

Year Three	
Developing Competence in Outdoor & Adventurous Activities	Has an emerging enjoyment of solving problems and engaging in challenges in the outdoors.
Engage in Competitive Sports & Activities.	Beginning to work as a member of a team in order to plan and undertake challenges.
Follow Directions and Maps	Can follow a sketch of a map, of places that are well known.

Understanding of Conservation	Beginning to show an understanding of the importance of invertebrates in the pollination process.
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Year Four	
Developing Competence in Outdoor & Adventurous Activities	Has the ability to plan with others to solve problems, but knows advice can be sought if necessary.
Engage in Competitive Sports & Activities.	With guidance they can discuss with others how to approach challenges and solve problems, beginning to listen and take into consideration others ideas and points of view.
Follow Directions and Maps	Can use maps and diagrams to orientate around a given area.
Understanding of Conservation	Understand the term extinction and are beginning to discuss how habitats can be saved or maintained.

Year Five	
Develop Competence in Outdoor & Adventurous Activities	Has a clear understanding of safety rules and routines and an increasing understanding of the necessity for safe practice.
Engage in Competitive Sports & Activities.	Has the ability to work well as part of a team and may show developing leadership qualities, with few interventions from supporting adults.
Follow Directions and Maps	Beginning to confidently follow maps using their mathematical knowledge of coordinates.
Understanding of Conservation	Can identify factors which have an adverse effect on the world e.g. plastics, and with support can discuss possible solutions.

Year Six	
Developing Competence in Outdoor & Adventurous Activities	Has a clear understanding of safety rules and routines and a sound understanding of the necessity for safe practice, including the use of tools and fire for cooking.

Engage in Competitive Sports & Activities.	Has the ability to be an effective team member, evaluate own performance and set own targets for improving knowledge or developing skills further.
Follow Directions and Maps	Knows the eight points of a compass and is able to find magnetic North independently.
Understanding of Conservation	Beginning to discuss and evaluate possible solutions to the significant environmental problems e.g. plastics, global warming.

### **Talk in Every Lesson**

Exploratory talk will be used in every lesson to engage with the learning objective. It will be used to strengthen and deepen children's understanding of their learning, enabling them to explore the knowledge and gain more understanding.

Presentational talk tasks are used as an opportunity to assess children's understanding of the learning objective.

- Children will be given the opportunity to think for themselves for at least one minute (wait time) and then discuss with a talk partner before sharing their response with the class for any question that is posed.
- Children will be asked to feed ideas back to the class in a variety of ways in every lesson e.g. hands-up, thumbs-up, physical movement to a designated location.
- Lessons will use partner or group talk, providing an opportunity for staff to circulate and make a note of any misunderstandings revealed. Staff will then use the responses as anonymous examples later, asking the class to tell them why it is not accurate ("I noticed a few people saying... Can anyone explain why this cannot be true?").
- Open questions will be used during every lesson and pupils will be encouraged to pose questions of their own to clarify their learning and take their learning to a deeper level.
- 'Why' questions are in every lesson and the children are encouraged to explain their ideas to the class.
- The Forest School Leader or supporting staff will provide sentence/talk stems for every question posed to support children in structuring their response. Sentence/talk stems will be adapted based on the subject (drawing upon subject-specific language and sentence structures).
- The Forest School Leader will introduce the children to the vocabulary they will require for the objective at the beginning of every lesson. This vocabulary will be repeated continually throughout the session to familiarise the children with the new language and its meaning.

- The Forest School Leader will always hold back on providing any of the correct answers to a question until a number of children have given their idea:
  - Student provides idea.
  - Forest School Leader repeats their idea to them (“So you are saying/you think...”) and then praises them for contributing and asks if any other students have an idea.

### **Supporting Research:**

**Liz O'Brien** (Forest Research) & **Richard Murray** (New Economics Foundation) - research into Forest School to see how it linked to the Learning Outside the Classroom Manifesto produced by the Government in 2006: **Forest School: A Marvellous Opportunity to Learn**

**Lorna Jenner** (freelance Environmental Education Consultant) & **Ffion Hughes** (Education Officer of the Forestry Commission Wales) – their study measured the beneficial effects of Forest School with a group of children from Pentre school in North Wales – **Forest School Research Ysgol Pentre**

**Rowena Kenny** (2010) – Bath Spa University – A critical review of research and literature exploring the relationship of the child with the natural world.

**Liz O'Brien & Richard Murray** (2007) Forest School and its impacts on young children: Case studies in Britain

**Borradaile, L.** (2006) ‘Forest School Scotland: An Evaluation’, [www.forestry.gov.uk](http://www.forestry.gov.uk).

**Frances Harris** (2017) Outdoor learning spaces: The case of Forest School.

**McCree, M** (2018) The Hare and the Tortoise go to Forest School: Taking the Scenic Route to Academic Attainment via Emotional Wellbeing Outdoors. Early Child Development and Care Volume 188, 2018 – issue 7

**Knight, S** (2011) Forest School for All. SAGE Publications.