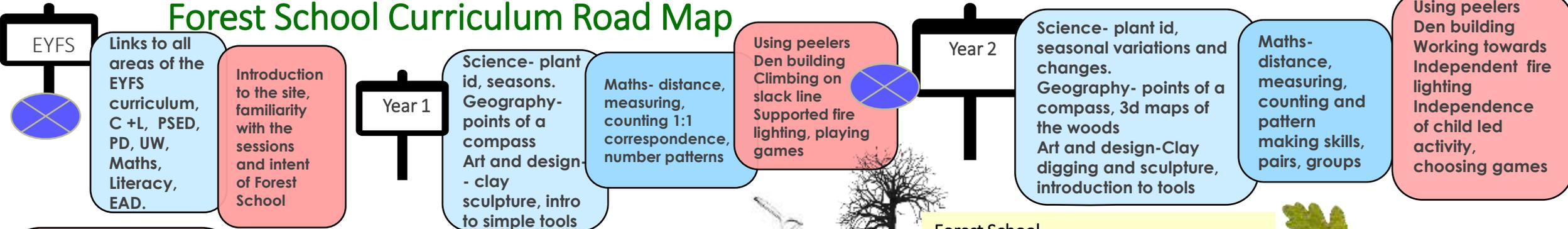


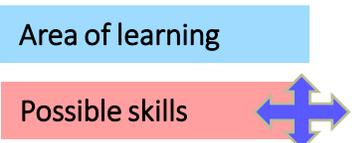
Forest School Curriculum Road Map



Using secateurs for charcoal making, peeler and penknives to make elder pens
Den building, using string for knots, setting up and taking down hammocks
Slack line and tree climbing, swing making
Wood collecting, sawing, axing and fire lighting, Foraging and cooking, leading games

Forest School
Forest School has many curriculum links, but it's fundamental intent is to deliver 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. After every session a reflection, verbal, written or drawn is an important tool in working towards individuals next steps and planning the progression of sessions and skills.

Forest School
These curriculum areas of learning and skills develop at an individual level and sessions will follow the children's individual interests and ideas throughout the seasons, holistically and are site and weather dependent. They link to the cultural capital and locality of each school's Forest School site.

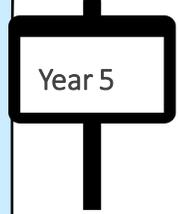


Science- plant id, water cycle and conservation seasonal variations and changes.
English- 3D story maps
Geography- compass and directions on maps, 3d maps of the woods
Art and design- weaving, knots, clay sculpture, painting with berry paint, independent use of tools



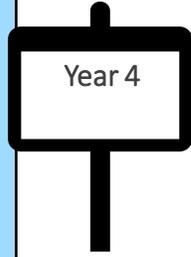
Using secateurs for charcoal making, peeler and penknives to make elder pens, Den building, using string for knots, setting up and taking down hammocks
Slack line and tree climbing
Wood collecting, sawing and fire lighting
Foraging and cooking with seasonal plants, leading games

Science- plant id, water cycle and conservation seasonal variations and changes.
English- 3D story maps
Geography- compass and directions on maps, 3d maps of the woods
Art and design- weaving, knots, clay sculpture, painting with berry paint, independence with tools developing



Using secateurs for charcoal making, peeler to make elder pens
Den building, using string for knots
Slack line and tree climbing
Wood collecting, building and fire lighting, adapting games

Science- plant id, water cycle and conservation seasonal variations and changes.
Geography- compass and maps, 3d maps of the woods
Art and design- weaving, simple knots, clay digging, sculpting and heating, starting to use tools independently



Using secateurs for charcoal making
Den building, using string for knots
Slack line and tree climbing
Wood collecting, building and fire lighting with increased independence, playing games

Science- plant id, water cycle and conservation seasonal variations and changes.
Geography- compass and maps, 3d maps of the woods
Art and design- weaving, simple knots, clay digging and sculpture and heating, using tools with support



Using peelers
Den building
Working towards
Independent fire lighting
Independence of child led activity, choosing games

Maths- distance, measuring, counting and pattern making skills, pairs, groups

Science- plant id, seasonal variations and changes.
Geography- points of a compass, 3d maps of the woods
Art and design- Clay digging and sculpture, introduction to tools

Using peelers
Den building
Climbing on slack line
Supported fire lighting, playing games

Maths- distance, measuring, counting 1:1 correspondence, number patterns

Science- plant id, seasons.
Geography- points of a compass
Art and design- clay sculpture, intro to simple tools

Introduction to the site, familiarity with the sessions and intent of Forest School

Links to all areas of the EYFS curriculum, C +L, PSED, PD, UW, Maths, Literacy, EAD.

Forest School's 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. The pedagogy of Forest School is that it aims to reach and support the individual needs of each child, by connecting them with a holistic and inclusive learning environment and allowing them to lead their play and development. It is important to see the skills development as non-linear and child led, depending on their interests and needs.  After every session a reflection; verbal, written, photographic or drawn is used as a tool in working towards individuals' next steps and planning the progression of sessions and skills.



• Intent:

- **building participants' self-esteem, confidence, independence and creativity**

• Implementation:

- The way the sessions are planned and delivered, are based on:
- a) class and individual interests and needs of children in the group including SEND individuals and groups 
- b) season and woodland environment with loose parts/ continuous provision of site
- c) any curriculum links/ learning journey themes from class teacher/ curriculum maps 

• Impact:

- The Impact can be seen through the skills gained, tools used, art and craft activities, observations and knowledge of the fruit, plants trees in relation to the seasons and the skills involved in learning how to play Forest School games 

• Evaluation:

- Each session the children self evaluate and reflect about the session as a group, this informs the impact and future session planning. This may be verbal, photographic, written or drawn 
- At the end of their year of sessions participants complete and impact evaluation to reflect and progress the sessions from

Impact and evaluation



The Impact of Forest School for the children is the knowledge the children have gained from the Forest School experience.

They measured themselves against some newly planting saplings and looked at the tops of the trees to notice how they are changing.



Maple Class explored the stream, the swings and made rhythms by tapping sticks together in the woods.



Name	Date
Forest School	
I can talk about my views and experiences about being in nature at Forest School. #naturepremium	
	

FOREST SCHOOL EVALUATION



IMPACTS:

YOU - Has forest school affected how you feel about yourself and your well-being- If so how?

NATURE - Has forest school affected how you feel about nature – if so how?

LEARNING – What skills did you learn or develop this year at Forest School?

ACTIVITIES:

What activities did you enjoy most or would like to do more of?

What activities did you not enjoy so much?

WOODLAND:

What did you like about the woodland space and Forest School environments?

What could be improved about the woodland?





Early Years Curriculum Progression

Across the pioneer federation our middle leaders work with teachers to develop their subject and pedagogical knowledge to enhance the teaching of the curriculum.

Within Early years we are passionate about developing other teachers and middle leader's knowledge of the EYFS curriculum. We actively encourage teachers to spend time within EYFS and review our provision as part of their subject leadership, sharing ideas and effective early years practice.

The table below shows how the Early Years curriculum areas, link with the national curriculum subjects and explain some suggested provision or focus ideas which will support development of pupil knowledge and skills.

Early Years Area of Learning		National Curriculum Subject Links	What could this look like in an EYFS Setting?
Personal, Social and Emotional Development	Self- Regulation	PSHE Curriculum	Roleplay Areas Playing games, turn taking Stories, Playing and working in pairs or groups Self-care needs – getting dressed, healthy eating
	Managing Self	Forest School	
	Building Relationships		
Communication and Language	Listening Attention and Understanding	All subject areas	Attending Assembly, focusing on instructions, listening games. Listening to music, songs stories, and friends. Exploring a range of genres of texts, word play, songs, rhymes, Acting out stories, roleplay
	Speaking	All subject areas	
Physical Development	Fine Motor Skills	Forest School	Threading, peg boards, write dancing, Writing letters and making marks with a variety of materials. Yoga, trim trails, balance beams. Jumping on and off things, climbing, bikes, scooters. PE Sessions – Ball skills, throwing, catching, rolling, pushing, pulling.
	Gross Motor Skills		
Expressive Art and Design	Being Imaginative and expressive	Forest School	Role play, creation stations – lots of different materials Forest School Musical instruments, singing songs, Junk modelling Mud Kitchens, Sand and water play
	Creating with Materials		