

Progression Overview

Year 1 - Summer Term

Year 3 - Spring Term

Year 5 - Autumn Term

Areas of learning: Teamwork, Outdoor Art, Ecology, Bush Craft, Tools and Fire

Objectives	Key knowledge		Core Vocabulary	POP tasks	Curriculum Links/Drivers
Teamwork	Y1.	Team games - Adult led team games involving challenges linked to other curriculum areas (maths, art, science, PE)	Team, Group Working together Participate(ion) Contribute(ion) Cooperate(ion) Involved	Basic: Will participate in team building activities Advancing: Will innovate to improve team performance Deep: Will organise and show leadership during activities	Possibilities - Armed Forces, Project Management, Sports coach Culture - Communication Well Being - Fresh air, mental and physical exercise Community - Caring for the environment Love of Learning - Working closely with peers, solving problems
	Y3.	Leadership challenges - Team challenges and tasks requiring co-ordination and leadership. Opportunities for children to lead on construction and creative challenges.	Committed, Initiative, Guidance, Motivate(ion), Responsible(ility) Goal, Target, Aim,	Basic: Will volunteer suggestions when asked Advancing: Will lead on tasks if appointed Deep: Will volunteer an effective lead where required	Inspirational People: Gareth Southgate (Football), Eddie Jones (Rugby)
	Y5.	Problem solving activities - Opportunities for organising and briefing teams, managing resources and safety.	Collaborate(ion), Coordinate(ion), Project, Solution Process, Heuristic Resolve(ution) Compromise	Basic: Will take an active role in achieving a team goal Advancing: Will add pro-active contribution towards the team effort Deep: Will co-ordinate resources and ideas to achieve an agreed goal	PSHE – During Forest School sessions, children will learn to nurture a deeper bond with nature and consider the joy it brings. Through sensory experiences they will learn to respect and care about their environment. By working together, every child will have an individual and positive learning experience.

Forest School Curriculum

Objectives	Key knowledge		Core Vocabulary	POP tasks	Curriculum Links
Outdoor Art	Y1.	<p>Scavenging and creating natural art - Recognising potential in the environment for creating art. Could include picture making, model building, story-telling or music.</p>	<p>Balance Pattern Shadow, shade, shading Composition Collage Tactile</p>	<p>Basic: Will participate in artistic challenges Advancing: Will suggest ideas for group artistic challenges or work on independent ideas Deep: Will co-ordinate group creativity or independently develop new ideas</p>	<p>Possibilities - Artist, gardener, Landscape designer Culture - Traditional art and design Well Being - Fresh air, creativity Community - Open and accessible art Love of Learning - Sharing creativity, discovering new resources and skills</p> <p>Inspirational People: Andy Goldsworthy (Artist), Antony Gormley (Sculptor)</p> <p>ART – Children will use a variety of knots and lashes to create decorative and practical objects. They will learn a range of artistic techniques, from bark rubbing and mud modelling, to Japanese printing.</p> <p>LITERACY - Children are encouraged to immerse themselves in a woodland fantasy, and many activities are accompanied by story-telling and imaginative contexts.</p>
	Y3.	<p>Primary art resources - Understand how to safely and ecologically harvest resources, using appropriate tools and equipment to create art (e.g. Japanese <i>Hapa-zome</i>)</p>	<p>Highlight Form Contour Technique Textures Symmetrical</p>	<p>Basic: Will participate in challenges learning to use tools and equipment safely Advancing: Will adopt safe and effective practises to create own work Deep: Will adopt safe and effective practises to innovate and develop new ideas</p>	
	Y5.	<p>Secondary art resources - Manufacture secondary resources using appropriate tools and techniques to create art (e.g. making charcoal)</p>	<p>Craftsmanship Dexterity Pigments Abstract Geometric Naturalism Carbonaceous Organic matter</p>	<p>Basic: Will participate in challenges learning to use tools and techniques safely Advancing: Will adopt safe and effective practises to create own materials for creating art Deep: Will adopt safe and effective practises to innovate and develop new techniques for creating art</p>	

Forest School Curriculum

Objectives	Key knowledge	Core Vocabulary	POP tasks	Curriculum Links
<p>Ecology</p>	<p>Y1. Alien and native objects - Adult led instruction and investigations into ecology and environments</p>	<p>Carnivore/Herbivore/Omnivore Habitat, Biodiversity Alien/Native Ecology/Ecosystem Emigration/immigration Parasite/Scavenger Industrialization</p>	<p>Basic: Shows understanding of core vocabulary and concepts Advancing: Will adopt core vocabulary and concepts during sessions Deep: Shows signs of developing ecological thought in practise</p>	<p>Possibilities - Scientist, Farmer, Teacher Culture - Natural heritage Well Being - Fresh air, Understanding the natural world Community - Care for the environment Love of Learning - Discovering new things, Giving back to nature Inspirational People: Greta Thunberg (Environmental Activist) SCIENCE – Children will look at different habitats within the school grounds. They will consider all aspects of ecology and how Forest School affects flora and fauna. LITERACY - Children will use descriptive vocabulary to describe woodland objects and plants. Each session, they will use speaking, listening and imagination as well as new and often technical vocabulary. Children will talk and share ideas about how they can help to look after our planet.</p>
	<p>Y3. Macro and micro audits - Scientific approaches to categorising flora and fauna within our own environment</p>	<p>Food chain/Nutrients Micro/Macro Flora/Fauna Photosynthesis Pollution</p>	<p>Basic: Shows understanding of scientific approached Advancing: Will accurately record findings Deep: Will develop own theories based on scientific results</p>	
	<p>Y5. Protecting species and habitats - Adopting safe and ecological practises in an outdoor environment</p>	<p>Deforestation/Desertification Fossil fuel/Global warming Environmental impact Renewable Resource Soil erosion/Water cycle Sustainability</p>	<p>Basic: Shows an understanding of ecology in Forest School Advancing: Will consider ecological impact of their actions in Forest School Deep: Will create own working practises which have a positive impact on the ecology of Forest School</p>	

Forest School Curriculum

Objectives	Key knowledge		Core Vocabulary	POP tasks	Curriculum Links
Bush Craft	Y1.	Knots and simple shelters - Practical understanding of basic knots and shelter building techniques	Tarpaulin, A-Frame, Binding, Sisal, Twine Covering, Shelter, Canopy, Deciduous, Coniferous, Forest Floor	Basic: Will attempt to use knots and techniques as taught Advancing: Will use a variety of taught and own techniques to achieve an intended result Deep: Will further develop taught techniques for practical purposes and pass on knowledge to others	Possibilities - Armed Forces, Construction worker, Gardner Culture - Natural heritage Well Being - Fresh air, Creativity Community - Care for the environment Love of Learning - learning new skills, Being creative Inspirational People: Bear Grylls (TV survival expert) MATHS and DT – Children will measure, sort and differentiate using mathematical language. They will design and manufacture tools for achieving tasks.
	Y3.	Lashes and construction - Applied use of knots and lashes to solve practical challenges	Construction, Structure, Tripod, Splice, Foundation, Support, Understory Underbrush,	Basic: Will attempt to use lashes and techniques with safety in mind Advancing: Will use a variety of taught and own techniques to achieve an intended result Deep: Will implement taught techniques for practical purposes and work effectively with others	
	Y5.	Making tools - Creating tools and resources from natural objects for use in practical situations	Bough, Stump, Cookie, Bark, Sapwood, Heartwood, Pith	Basic: Will follow safe working practises and show an understanding of taught concepts Advancing: Will follow safe working practises and attempt to create resources as taught Deep: Will follow safe working practises and effectively innovate their own resources as required	

Forest School Curriculum

Objectives	Key knowledge	Core Vocabulary	POP tasks	Curriculum Links
	<p>Y1. Loppers and mallets and safety knives - Use of tools as a discrete taught activity with a focus on safety. Applied usage under strict adult supervision</p>	<p>Pruning, Notching, Spur, Clipping Bark Stripping</p>	<p>Basic: Will show an understanding of ALL safety rules and attempt to use tools as taught Advancing: Will show an understanding of ALL safety rules and show competence with using tools as taught Deep: Will show an understanding of ALL safety rules and show confident and effective use of tools as taught</p>	<p>Possibilities - Armed Forces, Construction worker, Gardner Culture - Natural heritage Well Being - Fresh air, Creativity Community - Care for the environment Love of Learning - learning new skills, Being creative Inspirational People: Bear Grylls (TV survival expert)</p>
<u>Tools</u>	<p>Y3. Loppers, mallets and safety knives PLUS saws and drills - Revision and use of new tools as a discrete taught activity with a focus on safety. Limited usage for specific activities under adult supervision</p>	<p>Brace, Bit, Rotary, Anti/clockwise, Downward Blade teeth, Greenwood, Deadwood</p>	<p>Basic: Will show an understanding of ALL safety rules and attempt to use tools as taught Advancing: Will show an understanding of ALL safety rules and show competence with using tools as taught Deep: Will show an understanding of ALL safety rules and show confident and effective use of tools as taught</p>	
	<p>Y5. Loppers, mallets, safety knives, saws and drills PLUS Bill hooks - Revision and use of new tools as a discrete taught activity with a focus on safety. Tools available for use as required under adult supervision</p>	<p>Chopping, Felling, Lopping, Coppice, Cleave, Shear</p>	<p>Basic: Will show an understanding of ALL safety rules and attempt to use tools independently and as taught Advancing: Will show an understanding of ALL safety rules and show competence with using tools independently and as taught Deep: Will show an understanding of ALL safety rules and show confident and effective use of tools independently as taught</p>	

Forest School Curriculum

Objectives	Key knowledge		Core Vocabulary	POP tasks	Curriculum Links
<u>Fire</u>	Y1.	<p>Adult led fire lighting and safety - Taught sessions to demonstrate safe and controlled lighting / management of a fire. Focus on open and contained fires using toasted marshmallows and boiling water respectively</p>	<p>Fire-circle, Kindling, Heat, Oxygen, Spark, Flame, Flicker, Smoke</p>	<p>Basic: Will show an understanding of ALL safety rules and follow group guidance for being around open fire Advancing: Will show an understanding of ALL safety rules and able to suggest guidance for managing an open fire Deep: Will show an understanding of ALL safety rules and understand the principles and elements of living flame (the fire triangle)</p>	<p>Possibilities - Armed Forces, Fire Fighter, Chef Culture - Natural heritage Well Being - Back to nature Community - Responsibility Love of Learning - Learning new skills and responsibilities</p> <p>Inspirational People: Bear Grylls (TV survival expert), various TV chefs</p> <p>SCIENCE and PSHE – Children will take a practical approach to learning about combustion and the Oxygen/Fuel/Heat triangle required for creating fire. They will learn safe working practises including personal safety and food hygiene. They will develop a respect for fire and its potential for creating danger.</p>
	Y3.	<p>Group fire lighting - Small group practical sessions to practise safe and controlled lighting / management of open and contained fires. Focus on safely cooking food and boiling water</p>	<p>Tinder Blaze, Incinerate, Ignition Combustion, Extinguish</p>	<p>Basic: Will show an understanding of ALL safety rules regarding fire and food safety. Can demonstrate their understanding of cooking on an open fire. Advancing: Will show an understanding of ALL safety rules regarding fire and food safety. Can participate in cooking on an open fire. Deep: Will show an understanding of ALL safety rules regarding fire and food safety. Can participate in lighting, managing and cooking on an open fire.</p>	
	Y5.	<p>Group fire management, making charcoal - Independent practical sessions to practise safe and controlled lighting / management of open fires to make charcoal</p>	<p>Smoulder, Charcoal, Cinders, Embers, Carbonaceous material, Organic matter, Air draw</p>	<p>Basic: Will show an understanding of ALL safety rules regarding fire. Can demonstrate their understanding of the process for making charcoal. Advancing: Will show an understanding of ALL safety rules regarding fire. Can participate in safely using equipment to make charcoal. Deep: Will show an understanding of ALL safety rules regarding fire. Can fashion tools as required and managing the process of creating charcoal.</p>	

Forest School Curriculum

BY YEAR GROUP

Summer Term - Year 1

Objectives	Key knowledge	Core Vocabulary	POP tasks	Curriculum Links/Drivers
<p><u>Teamwork</u></p>	<p>Team games - Adult led team games involving challenges linked to other curriculum areas (maths, art, science, PE)</p>	<p>Team, Group Working together Participate<u>(ion)</u> Contribute<u>(ion)</u> Cooperate<u>(ion)</u> Involved</p>	<p>Basic: Will participate in team building activities Advancing: Will innovate to improve team performance Deep: Will organise and show leadership during activities</p>	<p>Possibilities - Armed Forces, Project Management, Sports coach Culture - Communication Well Being - Fresh air, mental and physical exercise Community - Caring for the environment Love of Learning - Working closely with peers, solving problems</p> <p>Inspirational People: Gareth Southgate (Football), Eddie Jones (Rugby) PSHE – During Forest School sessions, children will learn to nurture a deeper bond with nature and consider the joy it brings. Through sensory experiences they will learn to respect and care about their environment. By working together, every child will have an individual and positive learning experience.</p>
<p><u>Outdoor Art</u></p>	<p>Scavenging and creating natural art - Recognising potential in the environment for creating art. Could include picture making, model building, story-telling or music.</p>	<p>Balance Pattern Shadow, shade, shading Composition Collage Tactile</p>	<p>Basic: Will participate in artistic challenges Advancing: Will suggest ideas for group artistic challenges or work on independent ideas Deep: Will co-ordinate group creativity or independently develop new ideas</p>	<p>Possibilities - Artist, gardener, Landscape designer Culture - Traditional art and design Well Being - Fresh air, creativity Community - Open and accessible art Love of Learning - Sharing creativity, discovering new resources and skills</p> <p>Inspirational People: Andy Goldsworthy (Artist), Antony Gormley (Sculptor)</p> <p>ART – Children will use a variety of knots and lashes to create decorative and practical objects. They will learn a range of artistic techniques, from bark rubbing and mud modelling, to Japanese printing.</p> <p>LITERACY - Children are encouraged to immerse themselves in a woodland fantasy, and many activities are accompanied by story-telling and imaginative contexts.</p>

Forest School Curriculum

Objectives	Key knowledge	Core Vocabulary	POP tasks	Curriculum Links/Drivers
<p><u>Ecology</u></p>	<p>Alien and native objects - Adult led instruction and investigations into ecology and environments</p>	<p>Carnivore/Herbivore/Omnivore Habitat, Biodiversity Alien/Native Ecology/Ecosystem Emigration/immigration Parasite/Scavenger Industrialization</p>	<p>Basic: Shows understanding of core vocabulary and concepts Advancing: Will adopt core vocabulary and concepts during sessions Deep: Shows signs of developing ecological thought in practise</p>	<p>Possibilities - Scientist, Farmer, Teacher Culture - Natural heritage Well Being - Fresh air, Understanding the natural world Community - Care for the environment Love of Learning - Discovering new things, Giving back to nature</p> <p>Inspirational People: Greta Thunberg (Environmental Activist)</p> <p>SCIENCE – Children will look at different habitats within the school grounds. They will consider all aspects of ecology and how Forest School affects flora and fauna.</p> <p>LITERACY - Children will use descriptive vocabulary to describe woodland objects and plants. Each session, they will use speaking, listening and imagination as well as new and often technical vocabulary. Children will talk and share ideas about how they can help to look after our planet.</p>
<p><u>Bush Craft</u></p>	<p>Knots and simple shelters - Practical understanding of basic knots and shelter building techniques</p>	<p>Tarpaulin, A-Frame, Binding, Sisal, Twine Covering, Shelter, Canopy, Deciduous, Coniferous, Forest Floor</p>	<p>Basic: Will attempt to use knots and techniques as taught Advancing: Will use a variety of taught and own techniques to achieve an intended result Deep: Will further develop taught techniques for practical purposes and pass on knowledge to others</p>	<p>Possibilities - Armed Forces, Construction worker, Gardner Culture - Natural heritage Well Being - Fresh air, Creativity Community - Care for the environment Love of Learning - learning new skills, Being creative</p> <p>Inspirational People: Bear Grylls (TV survival expert)</p> <p>MATHS and DT– Children will measure, sort and differentiate using mathematical language. They will design and manufacture tools for achieving tasks.</p>

Forest School Curriculum

Objectives	Key knowledge	Core Vocabulary	POP tasks	Curriculum Links/Drivers
<p><u>Tools</u></p>	<p>Loppers and mallets and safety knives - Use of tools as a discrete taught activity with a focus on safety. Applied usage under strict adult supervision</p>	<p>Pruning, Notching, Spur, Clipping Bark Stripping</p>	<p>Basic: Will show an understanding of ALL safety rules and attempt to use tools as taught Advancing: Will show an understanding of ALL safety rules and show competence with using tools as taught Deep: Will show an understanding of ALL safety rules and show confident and effective use of tools as taught</p>	<p>Possibilities - Armed Forces, Construction worker, Gardner Culture - Natural heritage Well Being - Fresh air, Creativity Community - Care for the environment Love of Learning - learning new skills, Being creative Inspirational People: Bear Grylls (TV survival expert) DT – The Forest Schools curriculum gives children an opportunity to safely cut and shape natural objects using a range of tools to achieve a desired result.</p>
<p><u>Fire</u></p>	<p>Adult led fire lighting and safety - Taught sessions to demonstrate safe and controlled lighting / management of a fire. Focus on open and contained fires using toasted marshmallows and boiling water respectively</p>	<p>Fire-circle, Kindling, Heat, Oxygen, Spark, Flame, Flicker, Smoke</p>	<p>Basic: Will show an understanding of ALL safety rules and follow group guidance for being around open fire Advancing: Will show an understanding of ALL safety rules and able to suggest guidance for managing an open fire Deep: Will show an understanding of ALL safety rules and understand the principles and elements of living flame (the fire triangle)</p>	<p>Possibilities - Armed Forces, Fire Fighter, Chef Culture - Natural heritage Well Being - Back to nature Community - Responsibility Love of Learning - Learning new skills and responsibilities Inspirational People: Bear Grylls (TV survival expert), various TV chefs SCIENCE and PSHE – Children will take a practical approach to learning about combustion and the Oxygen/Fuel/Heat triangle required for creating fire. They will learn safe working practises including personal safety and food hygiene. They will develop a respect for fire and its potential for creating danger.</p>

Spring Term - Year 3

Objectives	Key knowledge	Core Vocabulary	POP tasks	Curriculum Links/Drivers
<p><u>Teamwork</u></p>	<p>Leadership challenges - Team challenges and tasks requiring co-ordination and leadership. Opportunities for children to lead on construction and creative challenges.</p>	<p>Committed, Initiative, Guidance, Motivat<u>e</u>(ion), Responsib<u>l</u>(ility), Goal, Target, Aim,</p>	<p>Basic: Will volunteer suggestions when asked Advancing: Will lead on tasks if appointed Deep: Will volunteer an effective lead where required</p>	<p>Possibilities - Armed Forces, Project Management, Sports coach Culture - Communication Well Being - Fresh air, mental and physical exercise Community - Caring for the environment Love of Learning - Working closely with peers, solving problems</p> <p>Inspirational People: Gareth Southgate (Football), Eddie Jones (Rugby) PSHE – During Forest School sessions, children will learn to nurture a deeper bond with nature and consider the joy it brings. Through sensory experiences they will learn to respect and care about their environment. By working together, every child will have an individual and positive learning experience.</p>
<p><u>Outdoor Art</u></p>	<p>Primary art resources - Understand how to safely and ecologically harvest resources, using appropriate tools and equipment to create art (e.g. Japanese <i>Hapa-zome</i>)</p>	<p>Highlight Form Contour Technique Textures Symmetrical</p>	<p>Basic: Will participate in challenges learning to use tools and equipment safely Advancing: Will adopt safe and effective practises to create own work Deep: Will adopt safe and effective practises to innovate and develop new ideas</p>	<p>Possibilities - Artist, gardener, Landscape designer Culture - Traditional art and design Well Being - Fresh air, creativity Community - Open and accessible art Love of Learning - Sharing creativity, discovering new resources and skills</p> <p>Inspirational People: Andy Goldsworthy (Artist), Antony Gormley (Sculptor)</p> <p>ART – Children will use a variety of knots and lashes to create decorative and practical objects. They will learn a range of artistic techniques, from bark rubbing and mud modelling, to Japanese printing.</p> <p>LITERACY - Children are encouraged to immerse themselves in a woodland fantasy, and many activities are accompanied by story-telling and imaginative contexts.</p>

Forest School Curriculum

Objectives	Key knowledge	Core Vocabulary	POP tasks	Curriculum Links/Drivers
<p><u>Ecology</u></p>	<p>Macro and micro audits - Scientific approaches to categorising flora and fauna within our own environment</p>	<p>Food chain/Nutrients Micro/Macro Flora/Fauna Photosynthesis Pollution</p>	<p>Basic: Shows understanding of scientific approached Advancing: Will accurately record findings Deep: Will develop own theories based on scientific results</p>	<p>Possibilities - Scientist, Farmer, Teacher Culture - Natural heritage Well Being - Fresh air, Understanding the natural world Community - Care for the environment Love of Learning - Discovering new things, Giving back to nature</p> <p>Inspirational People: Greta Thunberg (Environmental Activist)</p> <p>SCIENCE – Children will look at different habitats within the school grounds. They will consider all aspects of ecology and how Forest School affects flora and fauna.</p> <p>LITERACY - Children will use descriptive vocabulary to describe woodland objects and plants. Each session, they will use speaking, listening and imagination as well as new and often technical vocabulary. Children will talk and share ideas about how they can help to look after our planet.</p>
<p><u>Bush Craft</u></p>	<p>Lashes and construction - Applied use of knots and lashes to solve practical challenges</p>	<p>Construction, Structure, Tripod, Splice, Foundation, Support, Understory Underbrush,</p>	<p>Basic: Will attempt to use lashes and techniques with safety in mind Advancing: Will use a variety of taught and own techniques to achieve an intended result Deep: Will implement taught techniques for practical purposes and work effectively with others</p>	<p>Possibilities - Armed Forces, Construction worker, Gardner Culture - Natural heritage Well Being - Fresh air, Creativity Community - Care for the environment Love of Learning - learning new skills, Being creative</p> <p>Inspirational People: Bear Grylls (TV survival expert)</p> <p>MATHS and DT– Children will measure, sort and differentiate using mathematical language. They will design and manufacture tools for achieving tasks.</p>

Forest School Curriculum

Objectives	Key knowledge	Core Vocabulary	POP tasks	Curriculum Links/Drivers
<p><u>Tools</u></p>	<p>Loppers, mallets and safety knives PLUS saws and drills - Revision and use of new tools as a discrete taught activity with a focus on safety. Limited usage for specific activities under adult supervision</p>	<p>Brace, Bit, Rotary, Anti/clockwise, Downward Blade teeth, Greenwood, Deadwood</p>	<p>Basic: Will show an understanding of ALL safety rules and attempt to use tools as taught Advancing: Will show an understanding of ALL safety rules and show competence with using tools as taught Deep: Will show an understanding of ALL safety rules and show confident and effective use of tools as taught</p>	<p>Possibilities - Armed Forces, Construction worker, Gardner Culture - Natural heritage Well Being - Fresh air, Creativity Community - Care for the environment Love of Learning - learning new skills, Being creative Inspirational People: Bear Grylls (TV survival expert) DT – The Forest Schools curriculum gives children an opportunity to safely cut and shape natural objects using a range of tools to achieve a desired result.</p>
<p><u>Fire</u></p>	<p>Group fire lighting - Small group practical sessions to practise safe and controlled lighting / management of open and contained fires. Focus on safely cooking food and boiling water</p>	<p>Tinder Blaze, Incinerate, Ignition Combustion, Extinguish</p>	<p>Basic: Will show an understanding of ALL safety rules regarding fire and food safety. Can demonstrate their understanding of cooking on an open fire. Advancing: Will show an understanding of ALL safety rules regarding fire and food safety. Can participate in cooking on an open fire. Deep: Will show an understanding of ALL safety rules regarding fire and food safety. Can participate in lighting, managing and cooking on an open fire.</p>	<p>Possibilities - Armed Forces, Fire Fighter, Chef Culture - Natural heritage Well Being - Back to nature Community - Responsibility Love of Learning - Learning new skills and responsibilities Inspirational People: Bear Grylls (TV survival expert), various TV chefs SCIENCE and PSHE – Children will take a practical approach to learning about combustion and the Oxygen/Fuel/Heat triangle required for creating fire. They will learn safe working practises including personal safety and food hygiene. They will develop a respect for fire and its potential for creating danger.</p>

Autumn Term - Year 5

Objectives	Key knowledge	Core Vocabulary	POP tasks	Curriculum Links/Drivers
<p><u>Teamwork</u></p>	<p>Problem solving activities - Opportunities for organising and briefing teams, managing resources and safety.</p>	<p>Collaborate(ion) , Coordinate(ion), Project, Solution Process, Heuristic Resolve(ution) Compromise</p>	<p>Basic: Will take an active role in achieving a team goal Advancing: Will add pro-active contribution towards the team effort Deep: Will co-ordinate resources and ideas to achieve an agreed goal</p>	<p>Possibilities - Armed Forces, Project Management, Sports coach Culture - Communication Well Being - Fresh air, mental and physical exercise Community - Caring for the environment Love of Learning - Working closely with peers, solving problems</p> <p>Inspirational People: Gareth Southgate (Football), Eddie Jones (Rugby)</p> <p>PSHE – During Forest School sessions, children will learn to nurture a deeper bond with nature and consider the joy it brings. Through sensory experiences they will learn to respect and care about their environment. By working together, every child will have an individual and positive learning experience.</p>
<p><u>Outdoor Art</u></p>	<p>Secondary art resources - Manufacture secondary resources using appropriate tools and techniques to create art (e.g. making charcoal)</p>	<p>Craftsmanship Dexterity Pigments Abstract Geometric Naturalism Carbonaceous Organic matter</p>	<p>Basic: Will participate in challenges learning to use tools and techniques safely Advancing: Will adopt safe and effective practises to create own materials for creating art Deep: Will adopt safe and effective practises to innovate and develop new techniques for creating art</p>	<p>Possibilities - Artist, gardener, Landscape designer Culture - Traditional art and design Well Being - Fresh air, creativity Community - Open and accessible art Love of Learning - Sharing creativity, discovering new resources and skills</p> <p>Inspirational People: Andy Goldsworthy (Artist), Antony Gormley (Sculptor)</p> <p>ART – Children will use a variety of knots and lashes to create decorative and practical objects. They will learn a range of artistic techniques, from bark rubbing and mud modelling, to Japanese printing.</p> <p>LITERACY - Children are encouraged to immerse themselves in a woodland fantasy, and many activities are accompanied by story-telling and imaginative contexts.</p>

Forest School Curriculum

Objectives	Key knowledge	Core Vocabulary	POP tasks	Curriculum Links/Drivers
<p><u>Ecology</u></p>	<p>Protecting species and habitats - Adopting safe and ecological practises in an outdoor environment</p>	<p>Deforestation/Desertification Fossil fuel/Global warming Environmental impact Renewable Resource Soil erosion/Water cycle Sustainability</p>	<p>Basic: Shows an understanding of ecology in Forest School Advancing: Will consider ecological impact of their actions in Forest School Deep: Will create own working practises which have a positive impact on the ecology of Forest School</p>	<p>Possibilities - Scientist, Farmer, Teacher Culture - Natural heritage Well Being - Fresh air, Understanding the natural world Community - Care for the environment Love of Learning - Discovering new things, Giving back to nature</p> <p>Inspirational People: Greta Thunberg (Environmental Activist)</p> <p>SCIENCE – Children will look at different habitats within the school grounds. They will consider all aspects of ecology and how Forest School affects flora and fauna.</p> <p>LITERACY - Children will use descriptive vocabulary to describe woodland objects and plants. Each session, they will use speaking, listening and imagination as well as new and often technical vocabulary. Children will talk and share ideas about how they can help to look after our planet.</p>
<p><u>Bush Craft</u></p>	<p>Making tools - Creating tools and resources from natural objects for use in practical situations</p>	<p>Bough, Stump, Cookie, Bark, Sapwood, Heartwood, Pith</p>	<p>Basic: Will follow safe working practises and show an understanding of taught concepts Advancing: Will follow safe working practises and attempt to create resources as taught Deep: Will follow safe working practises and effectively innovate their own resources as required</p>	<p>Possibilities - Armed Forces, Construction worker, Gardner Culture - Natural heritage Well Being - Fresh air, Creativity Community - Care for the environment Love of Learning - learning new skills, Being creative</p> <p>Inspirational People: Bear Grylls (TV survival expert)</p> <p>MATHS and DT– Children will measure, sort and differentiate using mathematical language. They will design and manufacture tools for achieving tasks.</p>

Forest School Curriculum

Objectives	Key knowledge	Core Vocabulary	POP tasks	Curriculum Links/Drivers
<p><u>Tools</u></p>	<p>Loppers, mallets, safety knives, saws and drills PLUS Bill hooks - Revision and use of new tools as a discrete taught activity with a focus on safety. Tools available for use as required under adult supervision</p>	<p>Chopping, Felling, Lopping, Coppice, Cleave, Shear</p>	<p>Basic: Will show an understanding of ALL safety rules and attempt to use tools independently and as taught Advancing: Will show an understanding of ALL safety rules and show competence with using tools independently and as taught Deep: Will show an understanding of ALL safety rules and show confident and effective use of tools independently as taught</p>	<p>Possibilities - Armed Forces, Construction worker, Gardner Culture - Natural heritage Well Being - Fresh air, Creativity Community - Care for the environment Love of Learning - learning new skills, Being creative Inspirational People: Bear Grylls (TV survival expert) DT – The Forest Schools curriculum gives children an opportunity to safely cut and shape natural objects using a range of tools to achieve a desired result.</p>
<p><u>Fire</u></p>	<p>Group fire management, making charcoal - Independent practical sessions to practise safe and controlled lighting / management of open fires to make charcoal</p>	<p>Smoulder, Charcoal, Cinders, Embers, Carbonaceous material, Organic matter, Air draw</p>	<p>Basic: Will show an understanding of ALL safety rules regarding fire. Can demonstrate their understanding of the process for making charcoal. Advancing: Will show an understanding of ALL safety rules regarding fire. Can participate in safely using equipment to make charcoal. Deep: Will show an understanding of ALL safety rules regarding fire. Can fashion tools as required and managing the process of creating charcoal.</p>	<p>Possibilities - Armed Forces, Fire Fighter, Chef Culture - Natural heritage Well Being - Back to nature Community - Responsibility Love of Learning - Learning new skills and responsibilities Inspirational People: Bear Grylls (TV survival expert), various TV chefs SCIENCE and PSHE – Children will take a practical approach to learning about combustion and the Oxygen/Fuel/Heat triangle required for creating fire. They will learn safe working practises including personal safety and food hygiene. They will develop a respect for fire and its potential for creating danger.</p>