**Plumbland CE School Forest School Curriculum**

At Plumbland CE School we believe everybody should have regular access to a woodland or natural environment which provides them with inspirational and challenging outdoor learning opportunities. Forest School offers a learner centred approach, where children can learn through self-directed play and exploration. Participants who come to the woods will be given the opportunity to develop their curiosity, confidence, self-esteem, creativity, empathy, communication skills, knowledge of the natural environment and ability to assess risk.

The children visit Forest School from Year 2 upwards and spend 2 half terms each year in the forest earning lots of stickers and 1 forest school badge each half term.

Over the years the children will be given the opportunity to engage in a range of activities.

They will cover the following areas with a progression of depth/skill throughout the years

*Keeping Safe*

*Campfire*

*Wood Skills*

*Forest Food/Cooking*

*Play*

*Games*

*Nature/Wildlife*

*Teamwork*

*Wildlife*

*Art*

*Adventure/Exploration*

*Looking after the Environment*

Our activities will depend on the ability and experience of participants, the time of year and the interests of the children. There will be a different focus each week to stimulate thought and imaginative play with different activities made available and children will be also be given time to direct their own play and to reflect on their time in the forest and suggest activities for next time.

Examples of Forest School activities include:

Exploring the stream - Building dens and other structures - Fires and cooking – Team games and imaginative play - Wildlife studies - Natural crafts - Using tools, such as knives and saws - Scavenger hunts and adventure - Seasonal celebrations – Mud kitchen – hide and seek – making music – campfire games – treasure hunts – putting up hammocks and shelters.

Assessment

Throughout their time in the woods the children are being observed and assessed, questioned and guided in activities. This informs planning for future sessions and highlights areas to revisit. The children are also encouraged to self-assess and reflect on their time in forest school, particular strengths/weaknesses and things they enjoy or don’t enjoy. The children’s ideas are integral to the stickers and badges that they earn each term and will vary depending on the year group. A short report on their time in the woods is given at the end of the year.

Forest School Curriculum (suggested– will vary with child input)

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|  | Y2 | Y3/4 | Y5/6 |
| Keeping Safe | Listen to and follow Forest school rules. Stay in safe areas. Look after themselves and each other. | Listen to and follow Forest school rules.  Show ability to assess risk and keep themselves and each other safe. | Listen to and follow Forest school rules.  Have confidence to take risks in a safe way, show ability to explain forest school rules to others |
| Campfire | Collecting and identifying dry firewood and adding to fire safely.  Understanding campfire safety. | Using Flint and steel to make a spark.  Understanding how to build a campfire.  With support of an adult, starting a campfire and keeping it going. | Independently able to source dry firewood, light and fire and keep it going. |
| Wood skills | Use forest school tools safely and effectively.  Peeler (bark)  Hammer, Mallet  Bow Saw – with an adult  Make items from wood – wand, stirrer, wooden discs | Use forest school tools safely and effectively.  Peeler, knives, Hammer, Mallet  Bow saw  Make items from wood – marshmallow toasting stick, hollow out elder wood, walking stick. Cross, picture frame, mini tipi etc | Use forest school tools safely and effectively.  Peeler, knives, Hammer, Mallet  Bow saw, Bill hook,  Make items from wood – wind chimes, wooden structures, lashing with string. Whittle a stick. Make a simple toy. |
| Forest Food/cooking | Toast a marshmallow  Forage for Brambles | Help to prepare food and cook on the campfire. Forage for forest foods – wood sorrel, nettles, berries, hazelnuts. | As a group - Prepare and cook a meal on a campfire. |
| Play | Using inspiration from the woods, make up a game or activity to play on own or with others | Using inspiration from the woods, make up a game or activity to play on own or with others | Using inspiration from the woods, make up a game or activity to play on own or with others |
| Games | Take part in simple group games. Hey Mr Crocodile, Hide and seek etc | Play Big Games together, Eagle Eye, listening games, Devise variations on games. | Play and invent big games to play as a group. Big Hide and seek. Capture the flag etc |
| Nature | Identify basic trees, plants, birds in summer  Bug Hunting | Identify and learn more about the flora and fauna in the forest.  Stream Dipping. Bug Hotels | Have a go at identifying trees in winter – more in depth knowledge of flora and fauna in woods and stream. |
| Teamwork | Work together on tasks such as building small dens, helping each other up the stream and climbing over obstacles | Show ability to complete simple tasks as a team.  Putting up shelters, covering the path in bark etc. | Show ability to complete challenging tasks as a team, playing on each other’s strengths and reflecting on it. |
| Art | Take part in art and craft activities using the forest as inspiration. | Take part in forest school art activities with increasing independence. | Using an element of forest or nature as inspiration. Design and create own art piece |
| Adventure/Exploration | Under suitable supervision, go on an expedition in the woods, climbing, crawling, balancing. | Explore forest school with increasing independence, learn how to assess the risk of an area and explore safely. | Show ability to have adventures and explore the woods safely and independently. Reflect on skills used and fun had. |
| Looking after environment | Understand the importance of the forest and the wildlife in it and how to look after it.  Learn about rules of forest school. | Understand the importance of the forest and the wildlife in it and how to look after it.  Contribute to the forest in a beneficial way. | Understand the importance of the forest and the wildlife in it and how to look after it.  Plan an activity to help the forest or the wider environment. |