



Progression Document - Forest School



West Rise Curriculum

At West Rise, we grow Forest Schoolers who...

Know how to embrace the natural world

Are able to develop skills and confidence from being in nature that will benefit them throughout school life and beyond

Understand that all living things are important and should be respected

West Rise Aims and Purpose		
Intent	Aims	Character Traits
<p>Forest School is a child-centred inspirational learning process that offers opportunities for holistic growth through regular sessions. It supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting. It offers the opportunity for children to experience success in areas not available to them in a classroom setting.</p>	<ul style="list-style-type: none"> • Respect and care for the natural environment and understand the impact they have on it. • Raise awareness that mental well-being is connected to being active, being outside, connecting with others and having a sense of purpose. • Experience a range of seasons and learn how to dress appropriately to embrace working outside in all weathers. • Experience through the natural environment and practical activities how being resilient and perseverance can lead to positive self-belief and success. • Work as part of a team, share skills and knowledge to support others. • To foster a respect and sense of wonder about the natural world. • Assess risk and make decisions about personal safety. • Use natural resources for a range of creative activities. 	<ul style="list-style-type: none"> • Sharing gratitude for the natural world and all the gifts it offers • Building and increasing confidence and self-esteem • Developing perseverance and resilience • Embracing opportunities for fun, enjoyment and free-spiritedness • Fostering feelings of safety and security • Increasing independence and problem solving, risk -taking skills • Fostering kindness and respect for others, both human and non-human living things

Forest School Association

Forest School Principles and Core Beliefs	
Forest School Principles	Core Beliefs Forest School Targets
<p>Principle 1. Forest School is a long-term process of frequent and regular sessions in a woodland or natural environment, rather than a one-off visit. Planning, adaptation, observations and reviewing are integral elements of Forest School.</p> <ul style="list-style-type: none"> • A Forest School programme has a structure which is based on the observations and collaborative work between learners and practitioners. This structure should clearly demonstrate progression of learning. • The initial sessions of any programme establish physical and behavioural boundaries as well as making initial observations on which to base future programme development. <p>Principle 2: Forest School takes place in a woodland or natural environment to support the development of a relationship between the learner and the natural world.</p> <ul style="list-style-type: none"> • Whilst woodland is the ideal environment for Forest School, many other sites, some with only a few trees, are able to support good Forest School practice. • The woodland is ideally suited to match the needs of the programme and the learners, providing them with the space and environment in which to explore and discover. • A Forest School programme constantly monitors its ecological impact and works within a sustainable site management plan agreed between the landowner/ manager, the forest school practitioner and the learners. • Forest School aims to foster a relationship with nature through regular personal experiences in order to develop long-term, environmentally sustainable attitudes and practices in staff, learners and the wider community. • Forest School uses natural resources for inspiration, to enable ideas and to encourage intrinsic motivation. <p>Principle 3: Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners</p> <ul style="list-style-type: none"> • Where appropriate, the Forest School leader will aim to link experiences at Forest School to home, work and /or school education • Forest School programmes aim to develop, where appropriate, the physical, social, cognitive, linguistic, emotional and spiritual aspects of the learner. <p>Principle 4: Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.</p> <ul style="list-style-type: none"> • Forest School opportunities are designed to build on an individual's innate motivation, positive attitudes and/or interests. • Forest School uses tools and fires only where deemed appropriate to the learners, and dependent on completion of a baseline risk assessment. • Any Forest School experience follows a Risk-Benefit process managed jointly by the practitioner and learner that is tailored to the developmental stage of the learner. <p>5. Forest School is run by qualified Forest School practitioners who continuously maintain and develop their professional practice.</p> <ul style="list-style-type: none"> • Forest School is led by qualified Forest School practitioners, who are required to hold a minimum of an accredited Level 3 Forest School qualification. • There is a high ratio of practitioner/adults to learners. • Practitioners and adults regularly helping at Forest School are subject to relevant checks into their suitability to have prolonged contact with children, young people and vulnerable people. 	<p>Underpinning the principles are some positive core beliefs.</p> <p>These can be summarised as, learners are all:</p> <ul style="list-style-type: none"> • equal, unique and valuable • competent to explore & discover • entitled to experience appropriate risk and challenge • entitled to choose, and to initiate and drive their own learning and development • entitled to experience regular success • entitled to develop positive relationships with themselves and other people • entitled to develop a strong, positive relationship with their natural world

- Practitioners need to hold an up-to-date first aid qualification, which includes paediatric (if appropriate) and outdoor elements.
 - Forest School is backed by relevant working documents, which contain all the policies and procedures required for running Forest School and which establish the roles and responsibilities of staff and volunteers.
 - The Forest School leader is a reflective practitioner and sees themselves, therefore, as a learner too.
6. Forest School uses a range of learner-centred processes to create a community for development and learning
- A learner-centred pedagogical approach is employed by Forest School that is responsive to the needs and interests of learners.
 - The Practitioner models the pedagogy, which they promote during their programmes through careful planning, appropriate dialogue and relationship building.
 - Play and choice are an integral part of the Forest School learning process, and play is recognised as vital to learning and development at Forest School.
 - Forest School provides a stimulus for all learning preferences and dispositions.
 - Reflective practice is a feature of each session to ensure learners and practitioners can understand their achievements, develop emotional intelligence and plan for the future.
 - Practitioner observation is an important element of Forest School pedagogy. Observations feed into 'scaffolding' and tailoring experiences to learning and development at Forest School.

Progression - Knowledge and Skills

Subject Content	Knowledge and Skills			
	Year 3 Knowledge & Skills	Year 4 Knowledge & Skills	Year 5 Knowledge & Skills	Year 6 Knowledge & Skills
Metacognitive development & child-led enquiry	<ul style="list-style-type: none"> • I can make my own choices with growing independence and reflect on my learning. 	<ul style="list-style-type: none"> • I can initiate and pursue my own interests/activities independently. I can reflect on my progress and make adaptations. 	<ul style="list-style-type: none"> • I can plan how to approach a given task and evaluate my progress towards its completion. 	<ul style="list-style-type: none"> • I can apply the skills and understanding I have learnt to solve problems and can transfer skills to new areas of learning.

Subject Content	Knowledge and Skills			
	Year 3 Knowledge & Skills	Year 4 Knowledge & Skills	Year 5 Knowledge & Skills	Year 6 Knowledge & Skills
Confidence & Self-esteem	<ul style="list-style-type: none"> • I can take increasing responsibility for myself and develop awareness for others. 	<ul style="list-style-type: none"> • I can manage my emotions using the coloured Zones of Regulation system, be more resilient and develop empathy. 	<ul style="list-style-type: none"> • I can talk about my own feelings and emotions in a familiar group. 	<ul style="list-style-type: none"> • I can share and communicate ideas confidently and offer support to others.

Subject Content	Knowledge and Skills			
Teamwork	Year 3 Knowledge & Skills	Year 4 Knowledge & Skills	Year 5 Knowledge & Skills	Year 6 Knowledge & Skills
	<ul style="list-style-type: none"> I can share my skills and knowledge and show respect for others' point of view. 	<ul style="list-style-type: none"> I can treat conflict as an opportunity to hear about new ideas and opinions and work to resolve problems. 	<ul style="list-style-type: none"> I can plan and negotiate with others appropriately and work effectively to solve problems. 	<ul style="list-style-type: none"> I can collaborate and use my skills and experience to contribute to and reflect on the success of a shared goal.

Subject Content	Knowledge and Skills			
Risk Management	Year 3 Knowledge & Skills	Year 4 Knowledge & Skills	Year 5 Knowledge & Skills	Year 6 Knowledge & Skills
	<ul style="list-style-type: none"> I can show understanding of health and safety issues. I can follow and practice safety rules and routines. 	<ul style="list-style-type: none"> I can show increasing awareness for my own and others' safety. 	<ul style="list-style-type: none"> I can carry out my own dynamic risk assessments for activities and using specific tools. 	<ul style="list-style-type: none"> I can give safety briefings to new group members, younger children and visitors.

Subject Content	Knowledge and Skills			
Tool Use & Green Woodworking	Year 3 Knowledge & Skills	Year 4 Knowledge & Skills	Year 5 Knowledge & Skills	Year 6 Knowledge & Skills
	<ul style="list-style-type: none"> I can use basic tools to construct simple items from wood. Bow saw (1:1 with an adult), palm drill and scissors to make a name disc necklace. Peeler for whittling a cooking stick. Mallets for tent pegs & Hapa Zome. Loppers for cutting slim willow branches. 	<ul style="list-style-type: none"> I can continue to use basic tools to construct items. Secateurs, loppers, bit and brace drill, peelers, palm drills, bow saw and tent pegs. Secateurs for cutting Elder beads. Loppers and tent pegs for making charcoal pencils. Bow saw to cut wood and knives and mallet to split wood to make a die. 	<ul style="list-style-type: none"> I can begin to use a range of tools appropriately for wider purposes when I am physically, mentally and socially ready to do so including knives for whittling. Knives to whittle a spear. Loppers and secateurs to cut and trim willow. 	<ul style="list-style-type: none"> I can continue to use an increasing range of tools appropriately for wider purposes to cut, split, and whittle green wood to create a range of items. Making a wooden mallet, sawing and splitting firewood, making creative items from own ideas.

Subject Content	Knowledge and Skills			
Shelter building and knots	Year 3 Knowledge & Skills	Year 4 Knowledge & Skills	Year 5 Knowledge & Skills	Year 6 Knowledge & Skills
	<ul style="list-style-type: none"> I can tie a granny knot. I can help to put up a Tarpaulin shelter in wet weather with adult support. 	<ul style="list-style-type: none"> I can tie a reef knot. I can construct a tripod structure, using sticks and a tarp sheet without adult support. 	<ul style="list-style-type: none"> I can tie a reef knot and a timber hitch. I can help to put up a Tarpaulin shelter in wet weather without adult support. 	<ul style="list-style-type: none"> I can tie a reef knot and a timber hitch. I can help to put up a Tarpaulin shelter in wet weather without adult support.

	<ul style="list-style-type: none"> I can use mallet and tent pegs to secure guy ropes. 			
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Subject Content	Knowledge and Skills			
Fire craft	Year 3 Knowledge & Skills	Year 4 Knowledge & Skills	Year 5 Knowledge & Skills	Year 6 Knowledge & Skills
	<ul style="list-style-type: none"> I can demonstrate that I am familiar with the 4 fire safety rules. I can build a communal tipi fire with support. I can light a piece of charcloth using a flint and steel. I can toast bread and a marshmallow over the fire, with support, using a cooking stick. 	<ul style="list-style-type: none"> I understand the basic principles of the fire triangle. I can recall and apply the 4 fire safety rules. I can lay and light a communal upside down fire. I can prepare food to cook over the fire with support. 	<ul style="list-style-type: none"> I can build and tend a small fire safely and boil water using a Kelly Kettle to make a hot chocolate. I can explain the fire triangle and how the elements work together to keep a fire going and how to use this knowledge to extinguish a fire. I can prepare and cook food on a fire with support. 	<ul style="list-style-type: none"> I can build and light a campfire safely with supervision. I can experiment with natural tinder and explain which are most effective and why. I know how to increase the fuel and oxygen supply to a fire to keep it going, how to keep a fire under control and how to extinguish it when it is no longer needed.

Subject Content	Knowledge and Skills			
Environmental Awareness	Year 3 Knowledge & Skills	Year 4 Knowledge & Skills	Year 5 Knowledge & Skills	Year 6 Knowledge & Skills
	<ul style="list-style-type: none"> I can observe and know how to appreciate the natural world and the changing seasons. I can search for mini beasts and pond life and know how to treat them with respect. 	<ul style="list-style-type: none"> I can understand what improves and harms the natural environment and identify ways people can look after it. I can compare life in a pond with life on the land and understand ecosystems and food chains. 	<ul style="list-style-type: none"> I can learn about an important naturalist - John Muir and take part in the John Muir Discovery Award. I will learn, connect, explore and participate in conservation locally and share what I have learnt with the school community. 	<ul style="list-style-type: none"> I can contribute to looking after the local flora and fauna by taking part in Citizen science - surveying plant and animal species, litter picking and tree planting. I can monitor animal species through pond dipping and bug hunting.

Progression - Vocabulary

Subject Content	Vocabulary			
	Year 3	Year 4	Year 5	Year 6
Science	Bird - coot, mute swan, widgeon, shoveller, herring gul, heron, cormorant, tufted duck, Canada Geese, grebe, reed bunting, reed warbler, starling, swift, swallow, house martin, hirundine, murmuration Trees - Elder, Hawthorn, Ash, Pine, Sycamore, Willow, saplings, mulching, seed dispersal Water insects - water beetles, freshwater shrimp, pond skaters, leech, water snail, water scorpion, water boatman, nymphs, whirligig beetles, Insects - dragonfly, damselfly, money spider, woodlice, millipedes, centipedes, harvestman, earthworm, aphids, slugs, ladybird, honey bee, wasp, bumble bee, butterfly, Environment - boundary, lake, dyke, marsh, wetland, reed, sedge, rushes, horizon, The South Downs, foraging prevailing wind, Beaufort Scale Science - Mammal, invertebrate, herbivore, carnivore, omnivore, predator, insect, prey, reptiles, amphibians, arachnids, habitats, life cycle, food chain, pollination, seed dispersal			
	Tools - bow saw, splitter, froe, Mora Knife, loppers secateurs, mallet, bit & brace drill, palm frill, tarp, Dutch oven Fire - fire steels, fire bowl, Kelly Kettle, kindling, tinder, firewood, charcloth, tepee fire, upside down fire, grade (the wood) Greenwood working - whittle, saw, saw log, split, palm drill ,bit & brace Wellbeing - mindfulness, resilience, perseverance, gratitude			
Forest School	Tools - bow saw, splitter, froe, Mora Knife, loppers secateurs, mallet, bit & brace drill, palm frill, tarp, Dutch oven Fire - fire steels, fire bowl, Kelly Kettle, kindling, tinder, firewood, charcloth, tepee fire, upside down fire, grade (the wood) Greenwood working - whittle, saw, saw log, split, palm drill ,bit & brace Wellbeing - mindfulness, resilience, perseverance, gratitude			
	Tools - bow saw, splitter, froe, Mora Knife, loppers secateurs, mallet, bit & brace drill, palm frill, tarp, Dutch oven Fire - fire steels, fire bowl, Kelly Kettle, kindling, tinder, firewood, charcloth, tepee fire, upside down fire, grade (the wood) Greenwood working - whittle, saw, saw log, split, palm drill ,bit & brace Wellbeing - mindfulness, resilience, perseverance, gratitude			

Progression - Curriculum Links

Subject Content	Curriculum Links			
	Year 3	Year 4	Year 5	Year 6
Art and Design	To use a range of natural materials- mud, clay, natural paints and techniques - print making, weaving, sculpture and woodcraft. To use the work of Andy Goldsworthy and natural, found objects and materials as a starting point for land art.			
	John Muir Award - as part of the Discovery Award, children have to produce a Power Point presentation to share the conservation element of the award.			
Computing	John Muir Award - as part of the Discovery Award, children have to produce a Power Point presentation to share the conservation element of the award.			
	John Muir Award - as part of the Discovery Award, children have to produce a Power Point presentation to share the conservation element of the award.			
Design Technology	Food technology To prepare and cook a variety of food using a range of cooking techniques over a campfire. To forage for seasonal fruit, flowers and berries to use for food/ drink and understand where and when they grow.			
	Tool work To use a bow saw to saw greenwood. To use a froe or a wood splitter to split wood. To use a peeler or knife to whittle. To use a palm drill or bit and brace drill to drill a hole.			

	Year 3	Year 4	Year 5	Year 6
English	<p>To ask relevant questions to extend their understanding and knowledge</p> <p>To speak audibly and fluently with an increasing command of Standard English (Sit Spot feedback & gratitude circle)</p>			
Geography	<p>To know and use the 8 points of a compass</p> <p>To be able to name and identify the geographical features relating to the marsh.</p> <p>To know and use the Beaufort Scale to ascertain wind speed and direction in order to light a fire safely.</p> <p>To be able to name and identify the following features: marsh, lake, dyke, The South Downs, reed bed, horizon wetland.</p>			
History	<p>To learn skills from and empathise with people living in the Bronze Age with different values and customs (Native Americans).</p>			
Latin				
Mathematics	<ul style="list-style-type: none"> To measure and record lengths and height of trees and work out the age of a tree (tree survey). To use maths in green woodworking to measure, identify angles 			
Music				
Physical Education	<p>To understand how being outside and physically active contributes to a healthy lifestyle.</p>			
Religious Education				
Science	<ul style="list-style-type: none"> Citizen Science surveys - Tree health, Biodiversity, Invertebrate identification, Big School's Bird watch survey, water quality surveys To identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals. To identify and name a variety of plants and native trees found in the UK. To recognise the different ways that seeds are dispersed - water, wind, animal and explosion. 			
S.P.H.E.R.E.	<ul style="list-style-type: none"> Assess risk and make decisions about personal safety. To raise awareness that mental well-being is connected to being active, being outside, connecting with others and having a sense of purpose. To foster a respect and sense of wonder about the natural world. To work as part of a team (negotiate and compromise) To develop problem-solving skills through trial, review and redo. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 			

West Rise - Forest School Overview

Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p style="text-align: center;">Y4 4 weeks -Marsh and Park</p>	<p style="text-align: center;">Y5 4 weeks -Marsh and Park</p>	<p style="text-align: center;">Y6 4 weeks -Marsh and Park</p>	<p style="text-align: center;">Y4 4 weeks -Marsh and Park</p>	<p style="text-align: center;">Y5 4 weeks -Marsh and Park</p>	<p style="text-align: center;">Y4 & Y3 Beach School 1 week each</p>
<p style="text-align: center;">Y3 4 weeks -Marsh and Park</p>	<p style="text-align: center;">Y6 4 weeks -Marsh and Park</p>	<p style="text-align: center;">Y4 4 weeks -Marsh and Park</p>	<p style="text-align: center;">Y3 4 weeks -Marsh and Park</p>	<p style="text-align: center;">Y6 4 weeks -Marsh and Park</p>	<p style="text-align: center;">Y5 & Y6 Beach School 1 week each</p>

West Rise - Forest School Overview

	Term 1	Term 3 & 4	Term 6
Year 3	Introduction to forest school activities - upside down fire building & lighting, campfire cooking on a stick, sit spot, bow saw and bit & brace drill tool work, foraging for tinder, nature games and crafts. (Studio Garden & Marsh)	Introduction to bug hunting, pond dipping, bird watching, fire building and lighting, campfire cooking on a stick, foraging for food, sit spot, introduction to whittling with a peeler and splitting tool work, litter picking and tree climbing. (Marsh & Park)	Beach School - beach clean, rock pooling, paddling, pebble art, sit spot, stone skimming, beach combing and shell ID, flotsam and jetsam crafts, stone balancing.
Year 4	Introduction to tipi fires building & lighting, shelter building, tool work - introduce whittling with a knife, sit spot, tree climbing, foraging for food, develop campfire cooking, litter picking, nature games and crafts. (Marsh and Park)	Big School's Bird Watch survey, upside down and tipi fire management, sit spot, tree climbing, foraging for food, develop campfire cooking, litter picking, nature games and crafts. (Marsh and Park)	Beach School - beach clean, rock pooling, paddling, pebble art, sit spot, stone skimming, beach combing and shell ID, flotsam and jetsam crafts, stone balancing.

West Rise - Forest School Overview

	Term 2 & 3	Term 5	Term 6
Year 5	<p>Introduction to - Kelly Kettle fire building, lighting and management, developing campfire cooking, pond dipping and nature crafts and games.</p> <p>Tree tending- mulching & weed clearance of saplings (Park & Marsh)</p>	<p>John Muir Discovery Award (Discover, Explore, Conserve and Share a wild place)</p> <p>Bug hunting, tool work - sawing, splitting, whittling & drilling, water survey, litter picking, presentations. (Marsh & Park)</p>	<p>Beach School - beach clean, rock pooling, paddling, pebble art, sit spot, stone skimming, beach combing and shell ID, flotsam and jetsam crafts, stone balancing.</p>
Year 6	<p>Develop independence to manage a range of fires: tipi, upside down & Kelly Kettles, independent campfire cooking, den building and knots, nature games.</p> <p>Tree tending- mulching & weed clearance (Park & Marsh)</p>	<p>Management of a range of fires for different purpose with minimal supervision, foraging for food and resources for crafts- nettle cordage, cooking on campfire a range of food, tool skills (sawing, splitting, whittling & drilling) to make objects of their choice, independent shelter building & nots.</p>	<p>Beach School - beach clean, rock pooling, paddling, pebble art, sit spot, stone skimming, beach combing and shell ID, flotsam and jetsam crafts, stone balancing.</p>

Y3 Forest School – Term 1 - Medium Term Planning 2021/2022

	Food	Making	Free Flow	Free flow	Free flow	Fire building	Free flow
Week 1	Toasted French bread and jam Hot drinks	Mini Bronze Age round houses	Litter picking	Clay Creatures - blobsters	Foraging for pine cones and sticks	Lay and light an upside down fire	Feed the animals – chickens & sheep (lettuce) Mud pit digging
Week 2	Popcorn Hot drinks	Green woodworking – saw and drill a name disc	Clay boggarts	Mud kitchen and digging a mud pit	Foraging for pine cones and sticks	Lay and light an upside down fire	Litter picking Feed the animals – chickens & sheep (lettuce)
Week 3	Smores Hot drinks	Elder beads	Spear throwing Archery	Explore/ hide and seek	Game - Quoits Game - Fish and Otter	Lay and light an upside down fire	Park Den building Tree climbing Litter picking Scavenger Hunt Matching pairs disc Foraging for kindling
Week 4	Smores Hot drinks	Elder beads	Spear throwing Archery	Explore/ hide and seek	Game - Quoits Game - Fish and Otter	Lay and light an upside down fire	Park Den building Tree climbing Litter picking Scavenger Hunt Matching pairs disc Foraging for kindling

Y4 Forest School – Term 1 - Medium Term Planning 2021/2022

	Food	Making	Game	Free flow	Free flow	Fire Building	Park
Week 1	Foraged blackberry jam on toasted French bread Hot drinks	Green woodworking – whittling to make a cooking stick & charcoal	Fish & Otter Noughts & crosses	Bug hunting	Erected a tipi shelter Adventuring	Lay and light a tipi fire	Tree climbing Litter picking Magazine & reed weaving Den building 'Find This' game
Week 2	Popcorn Hot drinks	Natural paint tattoos – charcoal, elderberry & clay	Woodlouse game	Charcoal sketching	Erected a tipi shelter Adventuring	Lay and light a tipi fire	Litter picking Duck and Fox game Tree ID scavenger hunt
Week 3	Hot dogs & puff pastry Hot drinks	Bird feeders – pine cone	Samurai Duck Quoits	Pond dipping	Erected a tipi shelter Adventuring	Lay and light a tipi fire	Litter picking Tree climbing Tree Trumps 'All the Trees in the Park' Deer & Wolf
Week 4	Bronze Age Honey Bread Hot drinks	Elder beads	Rambo Duck Go Find It!	Bird Watching	Erected a tipi shelter Adventuring	Lay and light a tipi fire	Den building Litter picking Tree climbing Killer Frisbee game Leaf and bark rubbings

Y5 Forest School – Term 2 - Medium Term Planning 2021/2022

	Food	Making	Game	Free flow	Free flow	Fire Building	Free Flow
Week 1	Toffee apples Hot drinks	Apple seed bird feeders	Forest School hockey	Explore / Hide and Seek	Pond dipping	Lay and light a tipi fire	Park Tree climbing Litter picking Den building Eagle eyes game Autumn Colour Bingo
Week 2	Smores Hot drinks	Tree care- clear weeds from around the base of each sapling	Dig the wood chips and wheelbarrow to saplings	Rake the mulch into the base of the saplings	Litter picking	Lay and light a Kelly Kettle fire	Bunny Burrows game
Week 3	Smores Hot drinks	Tree care- clear weeds from around the base of each sapling	Dig the wood chips and wheelbarrow to saplings	Rake the mulch into the base of the saplings	Litter picking	Lay and light a Kelly Kettle fire	All the Trees in the Park game
Week 4	French bread toast and honey Hot drinks	Elder beads Apple Bird feeders	Forest School hockey	Bird Watching	Adventuring	Lay and light a tipi fire	Javelin throwing

Y6 Forest School – Term 2 - Medium Term Planning 2021/2022

	Food	Making	Game	Free flow	Free flow	Fire Building	Park
Week 1	Hot drinks	Tree care: clear weeds from around the base of each sapling – trim with shears.	Bunny Burrows	Dig the wood chips and wheelbarrow to saplings. Rake the mulch into the base of the saplings.	Toast a marshmallow over the fire for a Smore.	Lay and light a Kelly Kettle fire	
Week 2	Hot drinks	Sit Spot mindfulness and feedback.	Forest School hockey	Bird watching	Cook Puff pastry on a stick for hot dogs	Lay and light a communal tepee fire	Litter picking, tree climbing, shelter building, timber hitch and reef knots, dream catchers
Week 3	Hot drinks	Sit Spot mindfulness and feedback.	Spear throwing	Adventure sticks and free play	Cook Puff pastry on a stick for hot dogs	Lay and light a communal tepee fire	Litter picking, tree climbing, shelter building, timber hitch and reef knots, Saw and drill a wooden disc to make medals for the Gold Book.
Week 4	Hot drinks	Tree care: clear weeds from around the base of each sapling – trim with shears.	Deer and Wolf	Dig the wood chips and wheelbarrow to saplings. Rake the mulch into the base of the saplings.	Toast a marshmallow over the fire for a Smore.	Lay and light a Kelly Kettle fire.	

Y4 Forest School – Term 3 - Medium Term Planning 2021/2022

	Food	Making	Game	Free flow	Free flow	Fire Building	Park
Week 1	Hot drinks	Tree care: clear weeds from around the base of each sapling – trim with shears.	Bunny Burrows	Dig the wood chips and wheelbarrow to saplings. Rake the mulch into the base of the saplings.	Toast a marshmallow over the fire for a Smore.	Lay and light a Kelly Kettle fire	
Week 2	Hot drinks	Sit Spot mindfulness and feedback.	Archery	Bird watching – Big School's Bird Watch	Prep and cook tortillas pizzas on the fire.	Lay and light an upside down fire.	Litter picking, green woodworking – spinning tops, Fly Robin Fly game, tree climbing.
Week 3	Hot drinks	Sit Spot mindfulness and feedback.	Kite flying	Adventure sticks and free play	Prep and cook tortillas pizzas on the fire.	Lay and light an upside down fire.	Litter picking, scavenger hunt, make bird feeders, tree climbing.
Week 4	Hot drinks	Tree care: clear weeds from around the base of each sapling – trim with shears.	Deer and Wolf	Dig the wood chips and wheelbarrow to saplings. Rake the mulch into the base of the saplings.	Toast a marshmallow over the fire for a Smore.	Lay and light a Kelly Kettle fire.	

Y3 Forest School – Term 4 - Medium Term Planning 2021/2022

	Food	Making	Game	Free flow	Free flow	Fire Building	Park
Week 1	Hot drinks Cook cinnamon apples on a stick	Sit Spot mindfulness and feedback. Splitting with a knife – make a die/ keyring	All the Birds on the Marsh	Pond dipping	Bug hunting Adventure sticks and free play	Lay and light a tipi fire.	Litter picking, Deer and Wolf game, tree climbing, Viking knitting, kite flying.
Week 2	Hot drinks	Tree care: clear weeds from around the base of each sapling – trim with shears	Bunny Burrows	Dig the wood chips and wheelbarrow to saplings. Rake the mulch into the base of the saplings.	Toast a marshmallow over the fire for a Smore.	Lay and light a Kelly Kettle fire	
Week 3	Hot drinks Cook cinnamon apples on a stick	Sit Spot mindfulness and feedback. Whittling a cooking stick with a peeler.	All the Birds on the Marsh	Bug hunting	Pond dipping Adventure sticks and free play	Lay and light a tipi fire.	Litter picking, Deer and Wolf game, tree climbing, spider web weaving, den building.
Week 4	Hot drinks	Tree care: clear weeds from around the base of each sapling – trim with shears.	Deer and Wolf	Dig the wood chips and wheelbarrow to saplings. Rake the mulch into the base of the saplings.	Toast a marshmallow over the fire for a Smore.	Lay and light a Kelly Kettle fire.	

All Years Beach School – Term 6 - Medium Term Planning 2021/2022

Activity	Description of activity
Beach clean	Whole class litter pick – identify and sort recyclables from rubbish. Look at types of rubbish and most common – discuss impact for sea creatures, birds, animals and humans .Look out for Hag stones and shells with holes. Sort drift wood and interesting flotsam and jetsom for crafts.
Sit Spot	Spend time on arrival to ground self into the new environment. Spend 4 minutes laying or sitting and tune into the senses to notice nature in the new space. Feedback one thing they noticed.
Positive Affirmation Stones	Search the beach for a smooth pebble – use Sharpies to draw a design and write a positive phrase on the stone. Discuss the impact of leaving their pebble for someone else to find. Leave them on the journey on the walk back to school.
Hag stone and shell jewellery	Using some of the shells with holes and Hag stones from the beach clean or find own, thread up to make keyrings, and/ or jewellery.
Stone balancing towers	Mindfulness - Search for flat pebbles and shells and take your time to balance the tallest tower possible.
Skimming stones	Find flat stones too skim as far as possible in the sea.
Paddling	Roll up your trousers and paddle in the sea.
Pebble Silhouettes	Collect a large number of commonly found coloured stones in a bucket (grey). Ask a person to lie on the shingle and create an outline of their body with your chosen coloured stones. Then once they have stood up, fill in the outline with the same coloured pebbles to create a lasting shadow or silhouette.
Shell ID	Take a shell ID sheet and book and go beachcombing to find a variety of different shells to identify.
Flotsam and Jetsom mobiles	Using some of the clean flotsam and Jetsom collected during the beach clean, make a mobile or piece of 3D art.
Bury your friend with stones	Find a friend to bury in the stones.
‘Go Find It’ scavenger hunt game	Use the ‘Go Find It!’ cards, play a scavenger hunt.
Rock pooling	In low tide, use a net, bucket and ID chart to collect, observe and identify sea creatures.

Y5 Forest School – Term 4 - Medium Term Planning 2021/2022

	Food	Making	Free flow	Free flow	Free flow	Fire Building	Free Flow
Week 1	Hot drinks Savoury tortillas	Green wood working – make a boat	Points of the compass – wheel of gather	Explore / Hide and Seek	Pond dipping OPAL water survey	Lay and light an upside down fire	Park Tree climbing Litter picking Shelter building Fish & Otter
Week 2	Smores Hot drinks	Tree care- clear weeds from around the base of each sapling	Dig the wood chips and wheelbarrow to saplings	Rake the mulch into the base of the saplings	Litter picking	Lay and light a Kelly Kettle fire	Duck and fox game
Week 3	Hot drinks Savoury tortillas	Green wood working – make a boat	Points of the compass – wheel of gather	Explore / Hide and Seek	Pond dipping OPAL water survey	Lay and light a tipi fire	Tree climbing Litter picking Shelter building Fish & Otter Tree ID Tree Trumps
Week 4	Hot drinks Nettle pakoras	Foraging for nettles – make nettle cordage	Whittle a willow keyring with a knife	Dig clay – make pots or seed bombs Explore / Hide and Seek	Bug hunting – OPAL mini beasts survey	Lay and light a tipi fire	Tree climbing Litter picking Shelter building Fish & Otter Tree ID Tree Trumps

Y6 Forest School – Term 5 - Medium Term Planning 2021/2022

	Food	Making	Game	Free flow	Free flow	Fire Building	Park
Week 1	Hot drinks	Tree care: clear weeds from around the base of each sapling – trim with shears.	Samurai Duck	Dig the wood chips and wheelbarrow to saplings. Rake the mulch into the base of the saplings.	Toast a marshmallow over the fire for a Smore.	Lay and light a Kelly Kettle fire	
Week 2	Hot drinks Popcorn	Sit Spot mindfulness and feedback.	Adventure sticks and free play	Forage for silver birch leaves – make a hand balm	Bug hunting	Mini fire challenge in groups	Litter picking, tree climbing, shelter building, Rambo Duck, green woodworking
Week 3	Hot drinks Popcorn	Sit Spot mindfulness and feedback.	Adventure sticks and free play	Forage for silver birch leaves – make a hand balm	Bug hunting	Mini fire challenge in groups	Litter picking, tree climbing, shelter building, Samurai Duck, green woodworking
Week 4	Hot drinks Elderflower fritters	Sit Spot mindfulness and feedback.	Adventure sticks and free play	Forage for elderflowers & make elderflower cordial	Pond dipping	Lay and light a communal tepee fire	Litter picking, tree climbing, shelter building, Rambo Duck, green woodworking