



Tonwell St Mary's School Curriculum Overview of Intent for Forest School

Overall aims:

A key part of our school's vision and values is for children to 'choose a lifestyle with healthy bodies and minds'. We aim for Forest School (FS) experiences to enable children to develop both physically and spiritually, whilst instilling a love, understanding and respect for nature. Activities also develop children's resilience, independence and interpersonal skills.

Our unique context:

Due to the unique context of our school with mixed-age classes and rolling programmes of study and the fact that Forest School is not a statutory aspect of the curriculum, we have organised our curriculum for Forest School in the following ways:
 Forest School activities are used to support and enrich statutory content from other curriculum areas, in particular science and geography. In addition to this, the school uses the Wild Passport, which was developed by outdoor education experts and provides progression of skills and knowledge objectives from foundation woodland skills through to higher level competencies. It is split into five specific skill sections; Woodcraft, Shelter, Fire, Nature and Rope - objectives are revisited by classes each year to build confidence and understanding of skills and knowledge. Each class has a minimum of one hour timetabled in Forest School each week.

	Autumn Term		Spring Term		Summer Term	
EYFS	What is FS and how can we use it safely to learn? (FS rules/expectations, scavenger hunts, games e.g. hide and seek, story time, singing time)	What are the signs of autumn? Why do small animals build nests? (Shelter beginner lessons 1:1-1:3)	What are the signs of winter? How can we develop our skills using string and rope? (Rope beginner lessons 1:1-1:5)	What are the signs of spring?	What can we plant and grow in our allotment (strawberries/root veg)? What trees and animals can we find in our FS? (Nature 1:1-1:5)	What are the signs of summer?
	rule, safety, signal, scavenge, find	seasons, summer, autumn, spring, winter, nest, shelter	seasons, summer, autumn, spring, winter, string, rope, tie	seasons, summer, autumn, spring, winter	silver birch, holly, mini beast, tree, plant, seed, allotment	seasons, summer, autumn, spring, winter
	Refer to the Wild Passport for specific objectives ELG: The Natural World - Explore the natural world around them, making observations and drawing pictures of animals and plants; - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.					
Links to EYFS	The Forest School is used creatively as an environment to support and enrich learning from all areas of learning.					
KS1 & Y3	What are the rules for FS and how can we use it safely to learn?	What changes in autumn (including weather)? What are the features of a good shelter? (Shelter beginner 1:2-1:5)	What changes in winter (including weather)? Why are rope skills important? (Rope beginner 1:1-1:5 and advanced beginner 2:1-2:3)	What changes in spring (including weather)? What is woodcraft? (Woodcraft beginner 1:1-1:2)	How can we make and extinguish fire safely? (Fire 1:1-1:2)	What changes in summer (including weather)? (Nature beginner 1:1-1:5 advanced beginner 2:3-2:5)
	rules, safety, signal, first aid, eye injury, sting, cut, trip, fall	nest, den, warmth, twigs, den, leaves, temperature	string, rope, bracelet, overhand knot, half hitch, wrap, frost, frozen, snow	peel, bark, branch, bud, natural	fire circle, safe distance, extinguish, dry sticks	silver birch, holly, identify, living/dead, triangular, spiky, difference
KS1 objectives	Refer to the Wild Passport for specific objectives Science – Plants/Seasonal Changes Geography – Physical geography/Geographical Skills and Fieldwork (4 point compass points and school grounds)					



KS2 objectives	How can we observe, record and sketch what's in the FS?	How can we make shelter to survive? (Shelter advanced beginner 2:1-2:5 and intermediate 3:1-3:5)	How can we use rope effectively? (Rope advanced beginner 2:1-2:5 and intermediate 3:1-3:5)	What is woodcraft and how can we use it? (Woodcraft beginner 1:1-1:5 and advanced beginner 2:1-2:5)	What can we plant and grow in our allotment (peas/tomatoes/root veg)? How can we make and extinguish our own fire safely? (Fire beginner 1:1-1:5)	How can I identify living things in the FS? How do they grow and survive? (Nature advanced beginner 2:1-2:5 and Intermediate 3:1-3:5 + identify Hornbeam, Rowan, Acer, Cherry trees)
	sketch map, scale,	ridge line, storm shelter, tarpaulin, lean to, tipi, central, pole	timber hitch, sheer lashing, reef knot, squaring, coil, twig loom, lashing	loppers, froe, secateurs, fore hand grip, flattening, flexible, carve	fire steel, sparks, spacing, plug	rowan, sycamore, acer, cherry, hornbeam, hazel, pioneer tree, serrated, environmental, edible, a hide, fungi,
KS2 objectives	Refer to the Wild Passport for specific objectives Science - Y3/4 Plants/KS2 Living things and their habitats Geography - 8 point compass points, observations and sketch maps of school site (trees/plants)					

