

Forest school contributes to a broad and balanced curriculum by supporting the following National Curriculum areas

Key Stage 1

Reading

Pupils should be taught to: ☐ develop pleasure in reading, motivation to read, vocabulary and understanding by: ☐ listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently ☐ being encouraged to link what they read or hear read to their own experiences

participate in discussion about what is read to them, taking turns and listening to what others say

Forest School activities-stories around the fire; discussion around bird migration leading to activities e.g. "Follow the Swallow" leading to nest building and collecting "worms" and Stick Man leading to making their own stick people.

Mathematics

Pupils should be taught to: ☐ count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number

Forest School-counting in games e.g. hide and seek sometimes counting on if the children hiding aren't ready. Counting down from a given number instead of counting up.

Pupils should be taught to: ☐ compare, describe and solve practical problems for: ☐ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]

Forest School-comparing lengths of sticks with each other with children's heights. Ordering sticks for the fire.

Pupils should be taught to: ☐ recognise and name common 2-D and 3-D shapes, including: ☐ 2-D shapes [for example, rectangles (including squares), circles and triangles] ☐ 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

Forest School-spontaneous observation in the environment. Making 2-d shapes with sticks.

Pupils should be taught to: ☐ describe position, direction and movement, including whole, half, quarter and three-quarter turns

Forest School-language of direction and movement including clockwise and anticlockwise used in relation to use of tools especially palm drills.

Science

The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural world around them. They should be encouraged to be curious and ask questions about what they notice. They should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests. They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science should be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos.

Plants:

Year 1

Pupils should be taught to: ☐ identify and name a variety of common wild and garden plants, including deciduous and evergreen trees ☐ identify and describe the basic structure of a variety of common flowering plants, including trees.

Forest School-children taught to identify nettles and brambles so they are not stung or scratched. They observe/identify evergreen and deciduous trees and how they change/look in the different seasons. In season the learn to identify bluebells and primroses and are aware of the variety of fungi which grow on the site.

Year 2

Pupils should be taught to: ☐ explore and compare the differences between things that are living, dead, and things that have never been alive ☐ identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other ☐ identify and name a variety of plants and animals in their habitats, including microhabitats ☐ describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Forest School-ongoing

Animals & humans

Pupils should be taught to: ☐ identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammal

Forest school-variety of birds including robins and pigeons observed as well as squirrels, pond creatures including newts, pond skaters and water boatmen and a variety of insects and mini beasts. Natural scavenger hunts

Everyday materials

Pupils should be taught to: distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties

Pupils should be taught to: identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Forest School-ongoing discussions and specifically discussed when building shelters

Seasonal changes

Pupils should be taught to: observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies

Forest School-ongoing discussion often at the start of sessions when children encouraged to look at changes. Children also comment spontaneously when they arrive.

Art Key Stage 1

The national curriculum for art and design aims to ensure that all pupils: produce creative work, exploring their ideas and recording their experiences become proficient in drawing, painting, sculpture and other art, craft and design techniques

Forest School-mud hand prints, stick people, wood disc names, wood disc decorations, pictures with natural material, mud sculptures, whittled and decorated sticks. Use of clay to make tree faces.

DT-Key Stage 1

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens

Forest School-use of tools e.g. palm drills, bow saws, peelers and flint and steels. Making of self-chosen and adult initiated objects.

Kay Stage 2

Science National Curriculum

Pupils should be taught to:

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers

- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Notes and guidance (non-statutory)

Pupils should be introduced to the relationship between structure and function: the idea that every part has a job to do. They should explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction.

Note: pupils can be introduced to the idea that plants can make their own food, but at this stage they do not need to understand how this happens.

Pupils might work scientifically by: discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed.

Forest School-ongoing discussions, looking at self-seeded trees, discussion on green and dry woods and what makes them different, observation of sap bubbling/boiling if “green” sticks are put on the fire. Ongoing discussions about role of parts of tree e.g. leaf, trunk etc. Basic introduction to idea that plants make their own food. In season-observation of different methods of seed dispersal e.g. looking at winged seeds from Ash tree.

DT National Curriculum

Key stage 2 Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].

When designing and making, pupils should be taught to:

Design ☒ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose.

Make ☒ select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ☒ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Forest School-Making whittled knives and sticks, using hammers to make natural leaf print pictures, natural weaving, dream catchers, natural jewellery

Evaluate ☒ investigate and analyse a range of existing products ☒ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ☒

Technical knowledge ☞ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ☞

Forest School-shelter building, tallest free-standing tower challenge

Art & Design National Curriculum

Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Forest School-use of natural materials-mud, sticks, leaves, wood etc. Making and use of charcoal.

Design & Technology

Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of the great expressions of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

Key stage 1 ☞ use the basic principles of a healthy and varied diet to prepare dishes ☞ understand where food comes from.

Key stage 2 ☞ understand and apply the principles of a healthy and varied diet ☞ prepare and cook a variety of predominantly savoury dishes using a range of cooking technique

Forest School-use of range of cooking techniques to cook-marshmallows, popcorn, waffles, soup, damper bread, pitta pizzas, sausages, pancakes, toffee apples, toast. Also use of what grows in area to make sticky weed juice and dandelion jam.
Pupils also taught what grows in FS area that is poisonous and therefore not suitable for eating.