

Forest School Curriculum Map

Primary Phase: Summer Term 1 2021

Intent	Implement	Impact
<ul style="list-style-type: none">▪ regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a natural environment with trees.▪ complements the wider context of outdoor education including British values and SMSC education.▪ learner-centred approach that supports emotional and sensory regulation leading to deeper learning▪ all KS 2 – 4 pupils have opportunity to participate on 3 day residential outdoor and adventurous experience• the whole curriculum can be delivered outdoors, throughout the seasons, promoting engagement, exploration, creativity and problem solving• Nature - Understanding the complexities of the plant and animal species that inhabit the world.• Materials - Understanding the properties of all matter, living and non-living.	<ul style="list-style-type: none">▪ At least weekly sessions linked to class ILP and learning themes▪ cycle of planning, observation, adaptation and review▪ range of learner-centred processes to create a community for being, development and learning.▪ promote holistic development, fostering resilient, confident, independent and creative learners.▪ take supported risks appropriate to the environment and to themselves run by qualified practitioner (Mr Charlie Howick)	<ul style="list-style-type: none">• pupils are competent to explore & discover• take appropriate risk and challenge• initiate and drive their own learning and development• develop positive relationships with themselves and other people• develop a strong, positive relationship with their natural world

Class	Forest School Series of Learning (Linked to termly Cornerstones Imaginative Learning Project/ class learning themes)
Mouse Y4 & 5 (Semi-formal learner pathway)	Dinosaur Planet <ul style="list-style-type: none"> • Discuss where can we find dinosaurs now? • Use the digging pit to become archaeologists and dig up dinosaur remains. Use specialist tools to be delicate and not damage any fossils found. • Use brushes and water to wash down fossils and identify where the bones went on the dinosaur and find out what dinosaur was there. • Look at how big dinosaurs were. • Create dinosaur footprints and walk like a dinosaur creating big dinosaur footprints throughout forest school.
Butterfly Y2 & 3 (Semi-formal learner pathway)	Scented Garden <ul style="list-style-type: none"> • Explore the forest school and discover the different scents of nature. • Discuss what different things smell like and describe those smells. Explore flowers, dirt, grass etc. • Develop range of descriptive words for each smell, texture, colour. Discuss how the smell may change with the season, from newly flowering in the spring to decaying in the autumn. • Create forest school cocktails. Mix a range of items in a bowl mixing together to try and create a different smell. Discuss the range of natural items used and the smells made. Work as a team to make the best smell and the worst smell. • Plant some herbs in the forest school and watch them grow. • See how the animals are attracted to the smelly herbs and explore why this is.
Badger Y3 – Y6 (Pre-formal learner pathway)	Why does a Zebra have stripes? <ul style="list-style-type: none"> • Can you see any stripes? • Explore the forest school and see what stripes you can see. • Look at different animals, leaves and flowers and try and find different colourful stripes. • Discuss why they might have these stripes on them. Draw your own version
Dragonfly Y4 – Y6 & Owls Y4- Y6 (Semi-formal learner pathway)	Wriggle and Crawl - explore the invertebrates that live within a forest <p>Search a range of areas for different insects and complete a bug hunt to find out what there is and where they are in forest school.</p> <p>Explore different sizes, shapes, colours, and the reasons they are this way.</p> <p>Learn about the different habitats of the invertebrate and how we can make and replicate them.</p> <p>Create a new habitat for a chosen invertebrate and work as a group to create an environment for them, monitoring how many are accessing it over the rest of the term and afterwards.</p> <p>Look at the different shapes and sizes of the range of invertebrates in forest school. Highlight what is different about them all e.g. some have tails, some have 14 legs.</p> <p>Complete a challenge to choose an invertebrate and act out how they move. Set a distance to reach, work with a partner to create the right number of arms and legs for your animal.</p>

Class	Forest School Cross Curriculum Learning (linked to Cornerstones Imaginative Learning Project)
<p>Buzzard Y8-9 (Semi-formal learner pathway)</p>	<p>Normans Look into the weaponry and protection of a Norman soldier. Design your own sword and shield thinking about what would have been needed to best protect the Norman soldier. On your shield decorate with a house crest, thinking about your family background and design your crest around your personal history. How would the Norman people of lived? What would they have used for shelter and were they nomadic? Try replicating a Norman shelter, or even a shelter challenge to quickly put up a shelter good enough to sleep in bad weather and dismantle fast, just like a Norman soldier would have had to do when travelling to war.</p>
<p>Woodpecker Y7 & 8 (Semi-formal learner pathway)</p>	<p>Scented Garden Explore the forest school and discover the different scents of nature. Discuss what different things smell like and describe those smells. Explore flowers, dirt, grass etc. Develop range of descriptive words for each smell, texture, colour. Discuss how the smell may change with the season, from newly flowering in the spring to decaying in the autumn. Create forest school cocktails. Mix a range of items in a bowl mixing together to try and create a different smell. Discuss in the group the range of things each person used and what smell they got. Work as a team to make the best smell and the worst smell. Plant some herbs in the forest school and watch them grow. See how the animals are attracted to the smelly herbs and explore why this is.</p>
<p>Hawk Y6 & 7 (Formal learner pathway)</p>	<p>Road trip to America – Percy Jackson What were the weaponry of a Greek god/soldier. Discuss shield designs and their meanings. Design their own family crest linking back to their family background and paint on to a shield. Create a forest school Olympics. Think to what sports can be created from natural objects. Such as a tyre throw, or wooden weightlifting.</p>
<p>Kingfisher Y8 -10 (Formal learner pathway)</p>	<p>I.D Discuss the importance of identification of different plant life and animals within forest school and nature. Use nature spotting sheets to discover new animals and think about where different animals will live, or where different plant life will flourish. Discuss the importance of having a range of plant life, within the natural environment to provide a range of food sources and habitats which are able for animals, birds and invertebrates whom all shall access plant life differently. Development of the forest school and improve their area. Improve and take pride in their forest school area. Undertaking maintenance jobs and building new structures. Using tools and natural materials to create areas within forest school that them and others can use. Maintaining the forest school area as a natural environment, such as picking up litter to improve the area and make it a better ecosystem.</p>
<p>Kestrel Y7 -10 (Formal learner pathway)</p>	<p>Percy Jackson What were the weaponry of a Greek god/soldier. Discuss shield designs and their meanings. Design their own family crest linking back to their family background and paint on to a shield. Create a forest school Olympics. Think to what sports can be created from natural objects. Such as a tyre throw, or wooden weightlifting. Development of the forest school and improve their area. Improve and take pride in their forest school area. Undertaking maintenance jobs and building new structures. Using tools and natural materials to create areas within forest school that them and others can use. Maintaining the forest school area as a natural environment, such as picking up litter to improve the area and make it a better ecosystem.</p>

<p>Magpie Y8 -10 (Formal learner pathway)</p>	<p>Child at war Mapping, tracking and coding. Use codes to create treasure hunts around forest school and unlocking clues to reach a 'treasure'. Learn mapping skills, using grid references to map out the forest school and wider outdoor area. Create a route for others to follow, with instructions to follow. Discuss the use of morse code in the war and create your own to include in a treasure hunt. Create a shelter area, like that of an Anderson shelter. Can they make a shelter good enough to fit all their peers in and be protected from the elements.</p>
<p>Robin Y10 (Formal learner pathway)</p>	<p>Good night Mr Tom, War and emotions Code breaking in war time. Discuss the use of codes between different sides and their importance. Create our own codes to create a treasure hunt around the forest school. Have your peers undertake your treasure hunt to see if the code is breakable and they are able achieve the end goal. Get students to review their code and alter as required and retry if improved. Create a shelter area, like that of an Anderson shelter. Can they make a shelter good enough to fit all their peers in and be protected from the elements. Sit in the shelter with a peer and write a letter to a loved one as if in the Blitz's.</p>
<p>Falcon Y11 (Formal learner pathway)</p>	<p>Development of the forest school and improve their area. Improve and take pride in their forest school area. Undertaking maintenance jobs and building new structures. Using tools and natural materials to create areas within forest school that them and others can use. Maintaining the forest school area as a natural environment, such as picking up litter to improve the area and make it a better ecosystem.</p>