

CROWCOMBE & STOGUMBER CofE PRIMARY SCHOOLS



Learning Outside the Classroom [LOtC] Progression within the Forest School Ethos



At our Crowcombe & Stogumber, we grow children who...

- Know how to embrace & respect the natural world
- Appreciate the links between physical & mental wellbeing and being outdoors
- Are able to develop skills and confidence from being in nature that will benefit them throughout school life and beyond
- Understand that humans are part of the web of life and that to care for the environment now is to care for ourselves for the future

Our Aims and Purpose lie within the Forest School Ethos

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 perseverant can lead to positive self-belief and success. • To develop 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



Together, let us Love, Encourage, Achieve & Flourish



‘And let us consider how we may spur one another on towards love and good deeds, not giving up meeting together, as some are in the habit of doing, but encouraging one another – and all the more as you see the day approaching’ Hebrews 10:24-25

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>Principle 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. • 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. 	<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

Principle 6: Forest School uses a range of learner-centred processes to create a community for development and learning

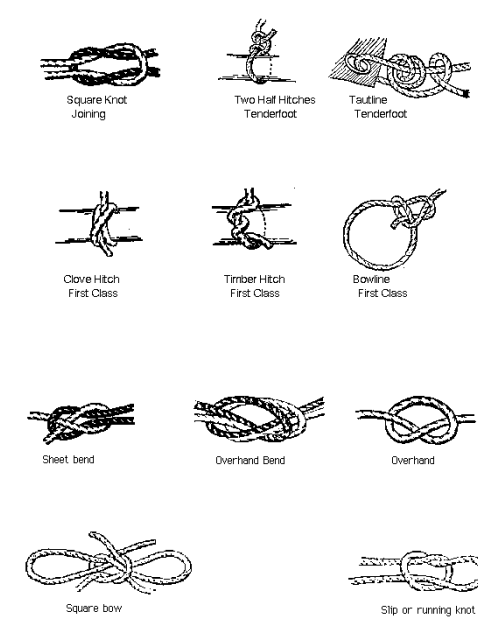
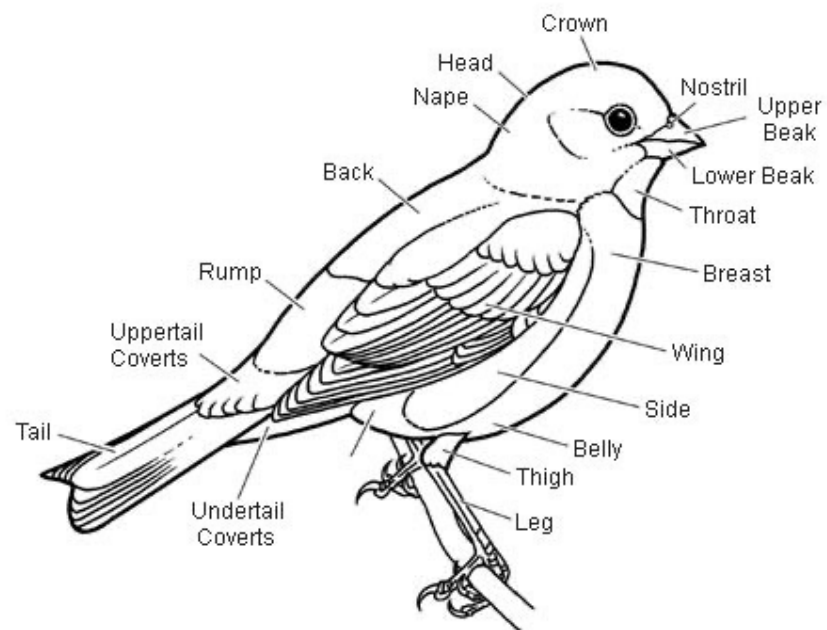
- A learner-centred pedagogical approach is employed by Forest School that is responsive to the needs and interests of learners.
- The Practitioner models the pedagogy, which they promote during their programmes through careful planning, appropriate dialogue and relationship building.
- Play and choice 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.

LOtC & Forest School Progression Of Knowledge & Skills

Subject Content	Knowledge and Skills			
	Rec	Year 1 & 2	Years 3 & 4	Years 5 & 6
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.
Relationships	<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.
Risk Management	<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 when using specific tools. 	<ul style="list-style-type: none"> I can give safety briefings to new group members, younger children and visitors.
Environmental Awareness	<ul style="list-style-type: none"> I can observe and recognise how the natural world and the seasons change. 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 recognise the seasons and articulate changes linked to them. I can understand what improves and harms the natural environment and identify ways people can look after it. I can compare how life in a pond has different adaptations to life on the land. 	<ul style="list-style-type: none"> I can compare life in a pond with life on the land and understand some of the ecosystems and food webs within them. 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.
Tool Use & Green Woodworking	<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. Mallets for tent pegs & Hapa Zome (Bishy Bashy). 	<ul style="list-style-type: none"> I can continue to use basic tools, with support, to construct items. Secateurs, bit and brace drill, peelers, palm drills, bow saw and tent pegs. Loppers and tent pegs for making charcoal pencils with elder (1:2) Bow saw to cut wood (1:1) 	<ul style="list-style-type: none"> I can begin to use a range of tools appropriately & under supervision for wider purposes when I am physically, mentally and socially ready to do so, including knives for whittling (low ratios) <p>E.g.</p> <ul style="list-style-type: none"> Secateurs for cutting Elder beads. Knives to whittle a marshmallow skewer. Loppers and secateurs to cut and trim thin branches and withies. Knife and mallet to split wood to make a die. 	<ul style="list-style-type: none"> I can use an increasing range of tools appropriately and with greater independence for wider purposes and to cut, split, and whittle green wood to create a range of items <p>E.g.</p> <ul style="list-style-type: none"> Making a wooden mallet, sawing and splitting firewood, making creative items from own ideas (ratios specific to child & activity)
Shelter building and knots	<ul style="list-style-type: none"> I can adapt the inside of a tarpaulin shelter to my group's needs. I can build 'Jenga' bug homes. I can choose appropriate materials for a variety of 'clients' e.g. worm, woodlouse, mouse. 	<ul style="list-style-type: none"> I can tie a granny knot. I can construct a stable tripod structure, using sticks & I can secure cordage to trees with a no-knot. I can help to put up a tarp shelter with adult support. 	<ul style="list-style-type: none"> I can use overhand, reef knots. I can use square & diagonal lashings to secure two pieces of wood & I can frap to tighten. With guidance, I can put up a tarpaulin shelter (making tent pegs) & fold it away as a group without adult support. 	<ul style="list-style-type: none"> I can select bindings, including clove hitch, half hitch & timber hitch, and square knots & slipknots, appropriately. I can coil cordage neatly! I can put up a tarp, between trees or on a tripod, in wet weather without adult support.
Firecraft	<ul style="list-style-type: none"> I can demonstrate that I can follow the fire safety rules I can safely toast a marshmallow over the fire, with support, using a cooking stick. I can help make elderflower cordial. With support, I can hygienically prepare food to cook over the fire. 	<ul style="list-style-type: none"> I understand the basic principles of the fire triangle. I can sensitively collect & sort materials for a fire (standing dead wood, dry twigs) & for making charcoal sticks. I can add fuel safely to a Kelly Kettle. I can toast bread over a fire using a cooking stick. 	<ul style="list-style-type: none"> I can build a 5 minute fire with support. I can light a piece of charcloth/cotton wool using a flint and steel or fire steel. I can explain the fire triangle, how the elements work together to keep a fire going and how to use this knowledge to extinguish a fire safely. I can prepare and cook food on a fire with support. 	<ul style="list-style-type: none"> I can build, light & extinguish a small fire safely. I can experiment with natural tinders 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.

Progression Of Vocabulary

Subject Content	Vocabulary
<p>Science</p>	<p>Vocabulary related to species & processes will be encountered through seasonally planned & serendipitous exposure.</p> <p>Trees & Shrubs – Elder, Hawthorn, Ash, Pine, Sycamore, Field Maple, Willow, Oak, Rowan, Beech, Lime, Poplar, Horse Chestnut, Sweet Chestnut, Wild Cherry, Ornamental Cherry, Alder, Birch, Blackthorn, Elm, Holly, Bramble, Dog Rose, Ivy, Gorse, Soap Berry, suckers, withies, prune, seedling, sapling, mulching, seed dispersal, pollen, husk, bud, flower, conker</p> <p>Annuals & Perennials - Nettle, Daffodil, Crocus, Lesser Celandine, Greater & Lesser Stitchworts, Lords & Ladies, Lesser & Greater Plantain, Dock, Wild Garlic, Navelwort, Wood Sorrel, Dandelion, Chickweed, Cleavers (stickyweed), Bluebell, Cow Parsley, Hogweed, Dog Violet, Cowslip, Ragwort, Purple Knapweed, Primrose, Dog’s Mercury, Foxglove, Orchid, Red & White Campions, Herb Robert, Mistletoe, Ox-Eye Daisy, Snowdrop, Old Man’s Beard (Traveller’s Joy Clematis), Wood Anemone, Poppy, Flag Iris, Pond Weed, Pond Lily,</p> <p>Bird – Herring gull, Heron, Starling, Swift, Swallow, House Martin, Robin, Blue Tit, (Jenny) Wren, Blackbird, Rook, Crow, Jackdaw, Wood pigeon, Collared Dove, Chaffinch, Song Thrush, Magpie, Green woodpecker, Great Spotted Woodpecker, Treecreeper, Cuckoo, Tawny Owl, Barn Owl, Little Owl, beak, head, back, throat, breast, shoulder, wings, tail, legs, nest, eggs, shell,</p> <p>Mammals, Reptiles & Amphibians - Newt, Dormouse, Field Mouse, Harvest House, Vole, Water Vole, Fox, Badger, Bat (Pipistrelle, Noctule, Serotine), Grey Squirrel, Red squirrel, Otter, Beaver, Roe Deer, Red Deer, Adder, Grass Snake, Common Lizard, Common Frog, Common Toad, slow Worm,</p> <p>Aquatic – Water Beetles, Freshwater Shrimp, Pond Skaters, Leech, Water Snail (Ramshorn & Mud Snail), Water Scorpion, Water Boatman, Dragonfly, Damselfly & Mayfly Nymphs, Whirligig Beetles, Caddisfly</p> <p>Insects – Dragonfly (Brown Hawker & Common Darter), Damselfly (Common Blue), Money Spider, Woodlouse, Millipede, Centipede, Harvestman, Earthworm, Aphids, Slug, Ladybird, Honey Bee, Ashy Mining Bee, Wasp, Hornet, Bumblebee (Dumbledore), Butterfly (Red Admiral, Small White, Gatekeeper, Peacock, Orange Tip, Brimstone, Painted Lady, Comma) Moths (% & 6 Spot Burnets, Cinnabar, Chimney Sweep, Hawkmoth), Froghopper (Cuckoo Spit)</p> <p>Environment – Naturalist, Hedgeline, Stream, Boundary, Lake, Marsh, Wetland, Sedge, Rushes, Horizon, The Quantocks, Blackdowns & Exmoor, Identification, Doubt, Forage, Harvest, Prevailing Wind, Beaufort Scale</p> <p>Processes- Seasons, Spring, Summer, Autumn, Winter, Equinox, Solstice, Earth, Sun, Moon, Phases, Hibernate, Torpor, Dormant, Sugar, Nutrients, Metabolism, Antifreeze, Mammal, Invertebrate, Herbivore, Carnivore, Omnivore, Predator, Insect, Prey, Reptile, Amphibian, Arachnid, Habitats, Life cycle, Food Chain/Web, Pollination, Seed Dispersal, Thermometer, Rain Gauge, Wind Gauge, Water Cycle, Evaporation, Condensation, Transpiration, Precipitation, Melt, Freeze, Solid, Liquid, Gas, Oxygen, Carbon Dioxide, Nitrogen, Combustion, Reaction, Energy, Chlorophyl, Photosynthesis, Male, Female, Reproduction, Egg, Offspring, Metamorphosis, Cocoon, Pupae, Environment, Climate, Weather, Adaption</p>
<p>Forest School</p>	<p>Vocabulary developed through knowledge & skills progression plan.</p> <p>Tools – Bow Saw, Billhook, Froe, Bush Knife, Loppers, Secateurs, Mallet, Brace & Bit Drill, Palm Drill, Tarp, Dutch oven</p> <p>Fire– Fire Circle, Petroleum Jelly, Cotton Pad, Fire steel, Fire Pit, Kelly Kettle, Kindling, Tinder, Firewood, Charcloth, Tepee Fire, Jenga Fire, Grade (the wood)</p> <p>Greenwood working – Whittle, Saw, Saw Horse, Split, Drill,</p> <p>Cordage - Square Lash, Diagonal Lash, Frap, Weave, Coil, Knot (Granny, Overhand, Square, Reef, Slipknot, No-Knot), Hitch (Clove, Round Turn & 2 Half Hitches, Timber), Whipping</p> <p>Wellbeing – mindfulness, resilience, perseverance, gratitude, negotiate, solitude, community, compassion, empathy</p>



Progression Within National Curriculum

Subject Content	Vocabulary			
	Rec	Years 1 & 2	Years 3 & 4	Years 5 & 6
English	Role-play & Performance - speaking & listening (stage, shelters, mud kitchen...)	Persuasive Language (bug home estate agents)	Sound Poetry	
Maths	Scavenger hunts (1 ball of mud, 2 hairy leaves, 3 conkers...)	Natural Shapes & 3D shape hunt	Times Table Flow Games The age of trees (circumference in hands x 5)	Triangulation (victorian surveys) Beginner's Trig (tree height)
Science	Identification & Conservation of Native Species of Common Animals & Plants, inc trees (e.g. via flower fairies, foraging, seasonal observations of habit, buds, leaves, flowers & seeds) Recognising Seasonal Changes	Big Schools' Birdwatch Measuring Seasonal Changes Microhabitats	Rocks & Soils Light & Sound (sound poetry) Classification Food Chains/Webs Habitats & Ecology Skeletons Water Cycle	Evolution & Inheritance Micro-organisms Earth & Space Fieldwork - monitoring of species
RE	Forest Prayers			
Art & Design	Andy Goldsworthy Land Art Hapa Zome (Bishy Bashy)	Printing & Rubbing (leaves, bark...) Charcoal Making - Mark Making Mud Pot Moulding - Paints/Dyes	Anglo Saxon Weaving Wool Lashed Twig Sculptures Paints/Dyes from natural materials	Andy Goldsworthy Land Art Clay Blobsters
Computing		Introduction of algorithms (barefoot computing)		
DT Intrinsic to Forest School is increasing knowledge & skill with tools, cordage & fire (see FS progression page, above)	Making a Conker Run Bug Homes (tripods & log cabins) Bird Feeders (sticks & cones) Cooking - Making Elderflower Cordial	Elder Necklaces Charcoal Pencils Shelters (supported) Bug Homes & Log Piles Cooking - Baked Apples	Shelters (ind) Fixings & Bindings (cordage) Bird Feeders (recycled) Cooking - Making Damper & Blackberry Jam	Adv Shelters (ind) Fixings & Bindings (cordage) Bird & Bat Boxes Cooking - Making Mexican Tortillas
Geography	Reading & Making Maps (journey sticks, treasure trails, fairytale maps) Mapping known routes & landmarks	4 Points of the Compass (mapping topography & key features) Reading & Making Simple Maps Recording the Weather Cloud Types Beaufort Scale	8 Points of the Compass 4 & 6 figure grid refs - intro to OS Field Sketches	6 figure grid ref OS maps Making Scaled Maps
History		Medieval (cooking, jousting, quests) Toys (conkers, wooden figurines)	Prehistory (stone-age tools, art, fire, foraging, cooking, smelting)	Mayans (cooking, clay, mythology) Victorians (surveying, cooking) WWII (mapping, rationing & foraging)
Music	Wassail (percussion) Stage (role play & performance)	Wassail (oral composition & percussion)		

PE	Scavenger Hunts	Team Building Challenges (e.g. blindfold trail)	Team Building Challenges (e.g. cross the river, sheep herding) Orienteering	Team Building Challenges (e.g. caterpillar tree crawl, diffuse the bomb) Orienteering
PSHE Increasing knowledge, understanding & skill:	<p>In assessing risk and making decisions about personal safety.</p> <p>In an awareness that mental well-being is connected to being active, being outside, connecting with others and having a sense of purpose.</p> <p>In respecting and maintaining a sense of wonder about the natural world.</p> <p>In working as part of a team (negotiate and compromise)</p> <p>In developing problem-solving skills through trial, review and redo.</p> <p>Of the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p>Of simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>Of 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.</p> <p>Of safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p>			
Example of progression in classification	birds - blackbird - robin - wood-pigeon - rook - blue tit - great tit - crow - magpie - starling - song thrush - jackdaw - recognising eggs & linking to species - treecreeper - flycatcher			

Medium Term Planning

YEAR A

Every session begins with observational sitting in circle, greetings, discussion of changes, weather recording and H&S refresher

Autumn Term - Year A	
Reception	Year 1 & 2
Intro to Forest School Whistle Rules game 1,2,3 Where Are You - in groups with an adult Fire Etiquette - Songs around fire Free Flow Hot Drinks, Helping Heart & Forest Prayers	Refresher recall of Forest School - Spotting Changes Whistle Rules if req. 1,2,3 Where are you? Conker toys (pre-poked conkers linked with twigs to make minibeasts, dogs, reindeer...) Conker fun - conker run, conker relays, conker planting, conker necklaces Free Flow Hot Drinks, Helping Heart & Forest Prayers
Year 3 & 4	Year 5 & 6
Prehistoric Theme Hide Hide No Get Eaten Game (5 predators hide n seek) Stone Age tools (diagonal lash & frap with hemp/sisal/jute twine) Stone Age art (frayed sticks & natural paints (blackberries, petals & soil/mud!)) Free Flow Hot Drinks, Helping Heart & Forest Prayers	Victorian Theme Explorer Game (Practicing hiding from furious natives) Map-making using triangulation method (Group of 4, 2 x 10m cord & 3 cones) Whittling sycamore cooking sticks for this year's sessions Free Flow Hot Drinks, Helping Heart & Forest Prayers
Reception	Year 1 & 2
Refresher recall of Forest School Whistle Rules game 1,2,3 Where Are You - in groups with an adult moving into pairs & individual if appropriate Intro to toasting marshmallows (low ratio - high supervision) Free Flow Hot Drinks & Helping Heart	Treasure style map - hunt for Elf hats, Playmobile/Duplo characters, 3D shaped presents from Santa's crashed sleigh Hide n seek Santa (hidden elves) Bug Homes (tepees & log cabins - properties of materials) Persuasive Language (bug home estate agents) Baked Apples - cinnamon, sugar, raisin mix in core; wrap in foil Free flow Hot Drinks & Helping Heart
Year 3 & 4	Year 5 & 6
1,2,3 Where Are You? Butterfly & Moth field-sized classification challenge Whittle a toasting stick (intro to knife skills) & Fire Minute Fires (inc 2 marshmallows) Free Flow Hot Drinks & Helping Heart	Victorian Theme Poachers & gamekeepers (5 gamekeepers hide n seek) Whittle a toasting stick & Fire Minute Fires (inc 2 marshmallows) Tin Can Cooking Stoves (mini pancakes) Free Flow Hot Drinks & Helping Heart

Medium Term Planning

YEAR A

Every session begins with observational sitting in circle, greetings, discussion of changes, weather recording and H&S refresher

Spring Term - Year A

Reception	Year 1 & 2
Intro wassail, song & recipe Ingredient hunt 1,2,3 W.A.Y? Eco Schools: Bird feeders - sticks & cones Free Flow Wassail - percussion & songs around the apple trees - hot drinks and helping heart hung in apple tree	Intro wassail, song & recipe [Big Schools Birdwatch (teams of 6 - 10mins each) - 6 Jan-20 Feb] Ingredient hunt 1,2,3 W.A.Y? Eco School: Log Piles (Yr1) & Bug Homes (Yr2) Free Flow Wassail - percussion & songs around the apple trees - hot drinks and helping heart hung in apple tree
Year 3 & 4	Year 5 & 6
Intro wassail, song & recipe Ingredient hunt 1,2,3 W.A.Y? Eco Schools: Bird feeders - recycled materials (bring from home) Free Flow (making toast for children & for tree!) Wassail - percussion & songs around the apple trees - hot drinks - toast and helping heart hung in apple tree	Intro wassail, song & recipe Ingredient hunt 1,2,3 W.A.Y? Eco Schools: Pond Clear (Yr5) & Bird/Bat Boxes or Plank Planters (Yr6) Free Flow (making toast for children & for tree!) Wassail - percussion & songs around the apple trees - hot drinks - toast and helping heart hung in apple tree
Reception	Year 1 & 2
Bird Search - find the hidden bird pictures Making nests & eggs from natural materials Decorate & fit out a tarp shelter for the group Free Flow inc marshmallows Hot Drinks & Helping Heart	Bird Search - find the hidden bird pictures Making charcoal - mark making/topic link (discuss with class teacher) Set up a tarp shelter, given ridgeline & pegs - decorate & fit out for group Free Flow inc marshmallows Hot Drinks & Helping Heart
Year 3 & 4	Year 5 & 6
Climate Theme Matching Birds & their eggs activity 1,2,3, W.A.Y.? - single game (swift) Climate chronology activity (share with class teacher link to Earthviewer app & website) - toilet roll time? Tarp shelter workshop (ridgeline technique - guy ropes - lop pegs) Free Flow Hot Drinks & Helping Heart	Adaption Theme (come with useful adaptations for a forest school session) Matching Birds & their eggs activity 1,2,3, W.A.Y.? Evolution & Inheritance - Adaption (microclimate map (colour shading key) - marking on adapted species) 6 fig grid ref Tarp shelter challenge (tarp, lopper, knife, cordage (5m paracord, 5m twine)) Free Flow Hot Drinks & Helping Heart

Medium Term Planning

YEAR A

Every session begins with observational sitting in circle, greetings, discussion of changes, weather recording and H&S refresher

Summer Term - Year A

Reception	Year 1 & 2
Pond Dip Workshop Butterfly Life cycle (told within Journey Sticks) - Pond Dipping - Planting Planting seeds and plant life cycles Drinks & Helping Heart	Pond Hide n Seek - (5 dragonfly nymphs) Cross the Pond Team Challenge - Blindfold Trail - Frogger (aka herding blind sheep) - Pond dipping Free Flow Drinks & Helping Heart
Year 3 & 4	Year 5 & 6
Deer Ears (wolf & fawns) / Bat & Moth Games Light & Sound - compass of senses poetry Pond Dipping & Damper Bread Free Flow Drinks & Helping Heart	Micro-organisms (yeast - bread in dutch oven?) Blobsters - visit favourite spaces to find nature resources - make them in quietly in the woods Blindfold trail - Caterpillar Tree Crawl - Pond dipping (inc microscope) & Damper Bread Free Flow Drinks & Helping Heart
Reception	Year 1 & 2
Festival (circus, wizarding, fairytale, Glastonbury, Horrible Histories...) Skills based & free flow games & activities based upon a theme Drinks & <i>Positive affirmation stones - recall forest prayers from start of year</i>	Festival (circus, wizarding, fairytale, Glastonbury, Horrible Histories...) Skills based & free flow games & activities based upon a theme Drinks & <i>Positive affirmation stones - recall forest prayers from start of year</i>
Year 3 & 4	Year 5 & 6
Festival (circus, wizarding, fairytale, Glastonbury, Horrible Histories...) Skills based & free flow games & activities based upon a theme Drinks & <i>Positive affirmation stones - recall forest prayers from start of year</i>	Festival (circus, wizarding, fairytale, Glastonbury, Horrible Histories...) Skills based & free flow games & activities based upon a theme Drinks & <i>Positive affirmation stones - recall forest prayers from start of year</i>

Medium Term Planning

YEAR B

Every session begins with observational sitting in circle, greetings, discussion of changes, weather recording and H&S refresher

Autumn Term - Year B	
Reception	Year 1 & 2
<p>Intro to Forest School Whistle Rules game 1,2,3 Where Are You - in groups with an adult Follow the Horse Chestnut's year Fire Etiquette - Songs around fire Free Flow Hot Drinks, Helping Heart & Forest Prayers</p>	<p>Refresher recall of Forest School - Spotting Changes Whistle Rules if req. 1,2,3 Where are you? Flower Fairy Hunt (using simple treasure map in pairs) Follow the Elder's year - gifts to the tree (overhand knot: wool, beads, feathers, nuts etc...) Fire Etiquette - marshmallows Free Flow Hot Drinks, Helping Heart & Forest Prayers</p>
Year 3 & 4	Year 5 & 6
<p>Leaf Bingo (laminated leaf pictures) Tree hunt (using laminated leaves can children find the real trees in the school grounds) Adopt a tree - guess species - estimate height, circumference & age (4 to 6 fig grid ref) Anglo-Saxon Weaving (gift to the tree?) Free Flow - Marshmallows Hot Drinks & Helping Heart</p>	<p>Leaf Bingo (laminated leaf pictures) Tree hunt (using laminated leaves can children find the real trees in the school grounds) Adopt an environment - 2m radius around a tree - base data - annotated field sketch - species list - photo (6 fig grid ref) Crafting skills - gift to the tree (lash & frap?) Free Flow - Marshmallows Hot Drinks & Helping Heart</p>
Reception	Year 1 & 2
<p>Refresher recall of Forest School - check on the chestnut Whistle Rules game Flower Fairy Hunt (using simple treasure map in small groups with adults) 1,2,3 Where Are You - in groups with an adult moving into pairs & individual if appropriate Intro to toasting marshmallows (low ratio - high supervision) Free Flow - Leaf necklaces & crowns; Hapa Zome (Bishy Bashy) Hot Drinks & Helping Heart</p>	<p>Leaf hunt - collecting and sorting different leaves 1,2,3, W.A.Y.? (more leaves..!) Tree Snap! (In pairs, each choose a leaf and go together to find the tree it belongs to - once found, call out "Snap!") Repeat... Printing & Dyes - Leaf printing, Leaf & bark rubbing, Hapa Zome (Bishy Bashy) Free Flow - Leaf necklaces & crowns Hot Drinks & Helping Heart</p>
Year 3 & 4	Year 5 & 6
<p>Viking Theme Bone Hunt Game (reuniting parts of skeletons with their bodies - horse team, seal team, dog team, human team, raven team) Viking Runequest (map & rune translation) - Using Maps Make a magic mallet / spear (flatten section and draw on runes) Free Flow Hot Drinks & Helping Heart</p>	<p>WWII Theme Cypher Trail WWII (Role-play Bletchley Park/German V2 research station - mapping/espionage skills) - Using OS Maps (6 FIG) Rationing Recipe? Free Flow Hot Drinks & Helping Heart</p>

Medium Term Planning

YEAR B

Every session begins with observational sitting in circle, greetings, discussion of changes, weather recording and H&S refresher

Spring Term - Year B

Reception	Year 1 & 2
Check on the Horse Chestnut Intro wassail, song & recipe Ingredient hunt 1,2,3 W.A.Y.? Eco School: Bird feeders - sticks & cones Free Flow Wassail - percussion & songs around the apple trees - hot drinks and helping heart hung in apple tree	Intro wassail, song & recipe Check on the Elder [Big Schools Birdwatch (teams of 6 - 10mins each) - 6 Jan-20 Feb] Ingredient hunt 1,2,3 W.A.Y.? Eco School: Log Piles (Yr1) & Bug Homes (Yr2) Free Flow Wassail - percussion & songs around the apple trees - hot drinks, toast and helping heart hung in apple tree
Year 3 & 4	Year 5 & 6
Intro wassail, song & recipe Bud Hunt - Tree ID 1,2,3 W.A.Y.? Eco Schools: Bird feeders - recycled materials (bring from home) Free Flow (making toast for children & for tree!) Wassail - percussion & songs around the apple trees - hot drinks, toast and helping heart hung in apple tree	Intro wassail, song & recipe Bud Hunt - Tree ID 1,2,3 W.A.Y.? Eco Schools: Pond Clear (Yr5) & Bird/Bat Boxes or Plank Planters (Yr6) Free Flow (making toast for children & for tree!) Wassail - percussion & songs around the apple trees - hot drinks, toast and helping heart hung in apple tree
Reception	Year 1 & 2
1,2,3 W.A.Y.? Check on the Horse Chestnut Elder & wool necklaces (adult help poke elder & thread plastic needle) - Paint Free Flow - Marshmallows Hot Drinks & Helping Heart	1,2,3 W.A.Y.? Check on the Elder Cookies (sawing with adult - drilling in 3s under supervision - threading & decorating) Free Flow - Marshmallows Hot Drinks & Helping Heart
Year 3 & 4	Year 5 & 6
1,2,3 W.A.Y.? Water Cycle Flow Activity - Field Scale Adopted trees - guess species - field sketch & note differences Tree Decorations (Lash & Frap) Free Flow - Marshmallows Hot Drinks & Helping Heart	1,2,3, W.A.Y.? OS Map Challenge - Use 6 fig ref to find physical items and identify their icons on paper map Adopt an environment - 2m radius around a tree - base data - annotated field sketch - species list - photo Free Flow - Marshmallows Hot Drinks & Helping Heart

Medium Term Planning

YEAR B

Every session begins with observational sitting in circle, greetings, discussion of changes, weather recording and H&S refresher

Summer Term - Year B	
Reception	Year 1 & 2
Check on the Horse Chestnut Life cycles and pond dipping Planting seeds and plant life cycles Making Elderflower cordial Drinks & Helping Heart	Check on the Elder Pond Minibeasts Game Pond Hide n Seek - (5 dragonfly nymphs) Pond Dip Workshop Seasonal changes and microhabitats Making Elderflower cordial Drinks & Helping Heart
Year 3 & 4	Year 5 & 6
Times Tables Flow Game 1,2,3 W.A.Y.? Adopted trees - guess species - field sketch & note differences Finish study with emotional response to the space (link to "The Lost Words" Explorers resource e.g. diamante incantation Plants (Black Eyed Susan) - Pond Dip - Free Flow - Marshmallows Drinks & Helping Heart	Capture the flag/castles Adopt an environment - 2m radius around a tree - base data - annotated field sketch - species list - photo Finish study with emotional response to the space (link to "The Lost Words" Explorers resource e.g. diamante incantation Cookies (sawing with partner - drilling in 3s under supervision - threading & decorating) - add elder 'beads' Pond dip - Free Flow - Marshmallows Drinks & Helping Heart
Reception	Year 1 & 2
Fairytales & Fantasy Festival Check on the Horse Chestnut Skills based & free flow games & activities based upon a theme Drinks & <i>Positive affirmation stones - recall forest prayers from start of year</i>	Fairytales & Fantasy Festival Check on the Elder Skills based & free flow games & activities based upon a theme Drinks & <i>Positive affirmation stones - recall forest prayers from start of year</i>
Year 3 & 4	Year 5 & 6
Roman Army Theme Scout training (5 "Gauls/Britons" searching) <i>OR</i> Castles In Contubernia (8 centurions) - Marching, Testudo, Camp tent (challenge) Activities: Flatbread , Pilum making (whittling), Wrestling, Aqueduct (drainpipes) Free Flow Drinks & <i>Positive affirmation stones - recall forest prayers from start of year</i>	Mayan Theme Capture the flag/castles Tortillas & Blobsters (spirit animals) Free Flow Drinks & <i>Positive affirmation stones - recall forest prayers from start of year</i>

Seek, find, speak, write

- Think, pair, share: make a thought-cloud of your own words which have connections, like the ones in Acorn.

[e.g.

seed	plant
twig	nest
cell	hive
foam	crest
drop	sea
dust	star
note	song
thought	action
task	satisfaction
letters	words
eggs	birds]

- Play around with the order and, for an extra challenge, see if you can create patterns within patterns as you create your own spell: As..... is to, as is to
- Practise and perform.

Creative challenge

Hapa Zome (the Japanese art of beating leaves or flowers with hammers or pebbles, pounding natural pigment into paper or cloth)

- Select an oak leaf and good quality paper or heavy cotton cloth.
 - Fold the paper or cloth in half, placing the leaf/leaves between, thinking carefully about the arrangement or composition.
 - Hammer carefully or pound with a pebble, working on a smooth, durable surface and avoiding your fingers!
 - Carefully unfold and behold...!
- You could use this as a cover of a book in which you write your own poem to the oak.

Seek, find, speak, write

- Shape poems: create your own poem about oak trees in the shape of an oak leaf.
- Create a diamante incantation, made up of 7 lines, using the following structure:

Line 1: Beginning subject
 Line 2: 2 describing words about line 1
 Line 3: 3 doing words about line 1
 Line 4: A short phrase about line 1, a short phrase about line 7
 Line 5: 3 doing words about line 7
 Line 6: 2 describing words about line 7
 Line 7: End subject

[e.g.

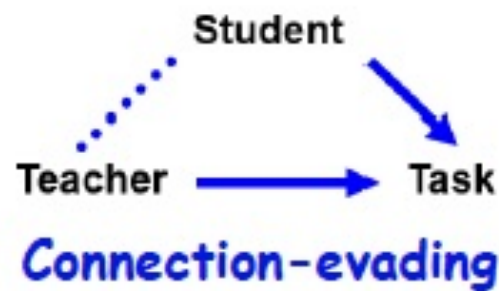
Acorn
 Cupped, cradled,
 Changing, growing, shooting,
 Rooting deeper, reaching higher
 Budding, greening, golding,
 Tall, strong
 oak]

Effective LOfC & Forest School embodies many Attachment focused strategies

The Learning Triangle: A Model of Attachment & Learning by Heather Geddes



<https://www.epinsight.com> | Twitter - @EPInsight



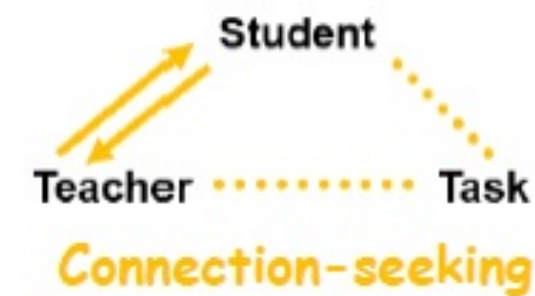
Connection-evading
"I don't expect you to care, so I want to do things on my own"

These students may appear quiet, self-reliant and reluctant to ask for help. They are sensitive to the teacher's proximity and find creative and open-ended tasks more difficult.

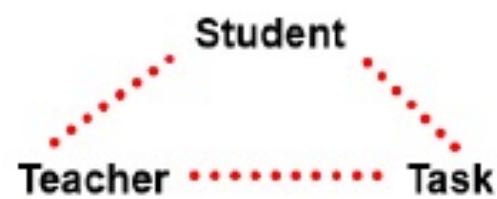
- Support independent work by setting clear goals and providing materials & resources.
- Build in choice - what steps to do first, what materials to use, who to work with, etc.
- Schedule time for concrete tasks - matching, sorting, categorising & building.
- Add structure to creative tasks - cloze procedure, mind maps, worked-out examples.
- Interact indirectly - praise the ideas/outcomes of work and deliver group feedback.
- Utilise older students or peers as buddies and mentors.

Worried about being forgotten, they struggle to focus on the task and need reassurance when working independently. Some may be perceived as bossy or domineering by their peers.

- Notice the student on a regular basis. Give reassuring commentaries about daily routines.
- Provide clear roles for group activities and responsibilities which help them feel valued.
- Break tasks down into small steps. Manage separations with timers & transitional objects.
- Keep the student in mind - "I haven't forgotten about you. I'll be back in..."
- Reinforce persistence - "It's frustrating to make a mistake, but you haven't given up".
- Play hide-and-seek, peek-a-boo and action songs with younger children.



Connection-seeking
"I worry that you'll forget me, so I have to keep you involved"



Connection-distorting
"It's hard to feel safe, so I have to watch for danger and stay in control"

These students show inconsistent patterns of approach & avoid and unpredictable behaviour, due to hypervigilance and high levels of stress. Fear of failure & appearing vulnerable are common.

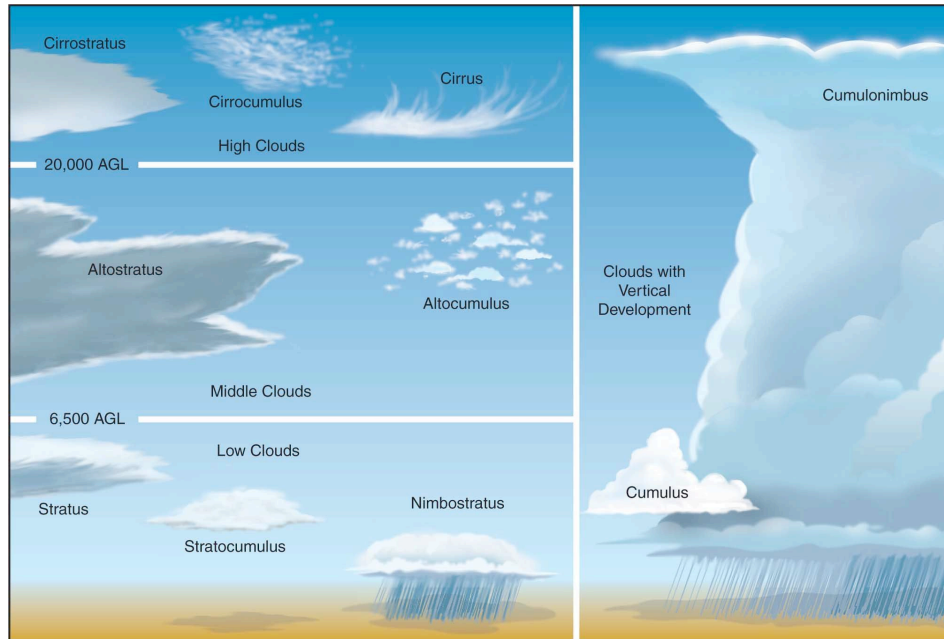
- Prioritise safety - structure, predictability, warm & welcoming routines & regular check-ins.
- Schedule time for "flow activities" & provide a sensory diet to support emotional regulation.
- Low arousal for crises - simplify language, calm posture, diversions, access to a safe space.
- Teach skills and rules through play-based experiences, active modelling & Social Stories.
- Acceptance and empathy - "I know you wanted to have another turn. It feels so unfair..."
- Communicate change in advance and help them anticipate & prepare for upcoming transitions.



Together, let us Love, Encourage, Achieve & Flourish



'And let us consider how we may spur one another on towards love and good deeds, not giving up meeting together, as some are in the habit of doing, but encouraging one another – and all the more as you see the day approaching' Hebrews 10:24-25



Clouds are given Latin names related to their characteristics.

Nimbus: bring rain and other forms of falling water - they are full of droplets ready to fall

Cirrus: thin, wispy and very high - they are made of drifting ice crystals.

Cumulus: puffy clouds that tend to build up and up and up, accumulating moisture. As they get darker they are more likely to rain.

Stratus: layers of cloud that can grow into thick blankets - a sure sign of rain or snow. Low to the ground they form as fog.

Cloud types can be combined to give more names, like **Cirrocumulus** (that look like fish scales) and **Cumulonimbus** (watch out!)

My Handy Weather Mate

Scale	Description	Miles Per Hour	Effects	Risk
0	Calm	0-1	Smoke rises	
1	Light air	1-3	Smoke drifts	
2	Light breeze	4-7	Leaves rustle	
3	Gentle breeze	8-12	Twigs move	
4	Moderate breeze	13-18	Leaves and small branches sway	
5	Fresh breeze	18-24	Small trees sway	
6	Strong breeze	25-31	Large branches sway	
7	Moderate gale	32-37	Whole trees in motion	
8	Fresh gale	39-46	Twigs break off trees	
9	Strong gale	47-55	Branches break off trees	
10	Whole gale	56-64	Trees uprooted	
11	Storm	65-74	Widespread damage	
12	Hurricane	75+	Devastation	

How strong is the wind today?

Which direction is the wind coming from?

Use a compass to find the wind direction

Cloud cover is measured in Oktas.

If you gathered up all the clouds that you can see, how many sky boxes would they fill, from 0 to 8? 8 is the whole sky!

What is the temperature?

Temperature can be measured in Celsius, Fahrenheit and in Kelvins.

In the UK we mainly use Celsius.

How much rain has fallen?

Rainfall is measured in mm.

Science, Geography & Maths Fieldwork Skills:

We record weather data weekly for use in KS1 with regard to the changing seasons and learning about weather.

KS2 may compare data over a period of years.

Generosity

Optimism

Determination

Optimism

Courage