



Forest School / Learning Outside of the Curriculum KS2

Key Stage 2

The forest school curriculum promotes self-esteem, creativity and confidence through a play based child-centred approach. This approach equips pupils to focus on developing curiosity rather than task completion. Hands-on activities that develop practical, socio-emotional and academic skills enable the pupils to build up knowledge, understanding and curiosity of the natural world around them. Incorporated into the learning outside of the classroom curriculum are scientific, creative, mathematical and geographical elements that holistically allow the children to grow, socially, emotionally and physically.

Year 3/4

Cycle Two

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Our Forest	Life Before Writing	The Earth Beneath our Feet	Growth and Change	Navigating our world	Life on Earth
Cross Curricular Links	PSHE Geography Science -Data collection	DT/Art Science PSHE	Science - Deforestation	Science - Habitats / Data collection	Geography PE - Orienteering	Science - Data collection Geography
Knowledge Pupils will ...	learn how actions impact on others	develop various outdoor knowledge	know what deforestation is and	Identify and name a variety of living things	Use language relating to position,	Identify and name a variety of living things in



Forest School / Learning Outside of the Curriculum KS2

	<p>and take responsibility for this recognise that the forest environment is the home for many living things and therefore requires respect</p> <p>know that all of our senses can be activated and used in our learning experiences within the forest school</p> <p>Identify and name a variety of living things in their local environment</p>	<p>such as: Environmental awareness</p> <p>Outdoor crafts</p> <p>Shelter building</p> <p>Plant identification</p> <p>Wildlife observation</p> <p>Basic navigation.</p> <p>Understanding of ecosystems.</p> <p>This area of Forest School aims to develop a sense of wonder, confidence and respect for the environment whilst promoting physical activity and social interaction outdoors.</p>	<p>the impact that it has on animals and plants</p> <p>learn that products taken from trees can be produced in more sustainable ways</p> <p>know how to manage the forest area responsibly to enable it to grow effectively</p>	<p>in their local environment</p> <p>Know that habitats provide everything an animal or plant needs</p> <p>Learn that different plants and animals live in different habitats according to their needs</p>	<p>direction and movement to communication and follow instructions, including compass points (N, S, E, W)</p> <p>Plan, navigate and evaluate their experiences to make improvements</p>	<p>their local environment</p> <p>Learning about different types of plants and their life cycles</p> <p>Caring for plants by watering and weeding</p> <p>Observing plant growth</p> <p>Identifying common garden pests</p> <p>Participating in gardening projects such as creating small vegetable and flower gardens.</p> <p>Pupils will also understand the importance of soil, sunlight and water in plant growth as well as basic gardening tools and safety practices.</p>
--	--	--	---	--	---	---



Forest School / Learning Outside of the Curriculum KS2

<p>Skills Pupils will ...</p>	<p>express ideas, views and opinions in a controlled and respectful manner</p> <p>Develop a willingness to trust others, recognising and applauding the achievement of others</p> <p>Use classification keys to help group and identify living things</p>	<p>Communicate about what they think of their own work.</p> <p>Build using geometric construction material.</p> <p>Pick out and use safely, simple tools when named.</p> <p>Discusses what they are going to do, including how and why in simple terms.</p>	<p>Display scientific findings through oral and visual representations</p> <p>Be able to safely use forest management tools such as secateurs, loppers, bow saws, fork, trowel</p>	<p>Use classification keys to help group and identify living things</p> <p>Sort plants and animals within a habitat according to their needs</p> <p>Learn how rewilding increases biodiversity by returning a habitat to how it used to be</p>	<p>Set a map to enable a route to be followed</p> <p>Memorise and retain information to develop their map reading ability</p> <p>Develop their ability to make decisions, recognising the impact that these decisions have</p>	<p>Use classification keys to help group, identify and compare how living things change throughout the season</p> <p>Sequence a simple life cycle of a plant.</p> <p>Observe in detail and classify plants as trees or flowers.</p> <p>Collect evidence to show the types of vegetation found in their locality.</p> <p>Record living things in their environment.</p> <p>Discuss what they are going to do, including how and why in simple terms.</p> <p>Describe the changes they observed when questioned directly.</p> <p>Undertake fieldwork in the setting.</p>
--	---	---	--	--	--	--



Forest School / Learning Outside of the Curriculum KS2

Key vocabulary	Vertebrate, invertebrate, non flowering plant, flowering plant, data, pictogram, bar chart, classification	<i>Shelter building, outdoor craft, plants, observation, wildlife, environment, construction, ecosystem</i>	Natural resource, deforestation, habitat destruction, biodiversity, palm oil, extinct, endangered, sustainable	Vertebrate, invertebrate, non flowering plant, flowering plant, data, pictogram, bar chart, seasonal changes, increase/ decrease, compare, conclusion Rural, urban, habitat, biodiversity, classification, rewilding, nature reserve	North, South, East, West, compass, map, orientate, set, navigate, explore, travel, left, right, backwards. Forwards, in front, behind, in between, alongside, symbols, representations	Vertebrate, invertebrate, non flowering plant, flowering plant, data, pictogram, bar chart, seasonal changes, increase/ decrease, compare, conclusion <i>Plants, lifecycles, watering, weeding, planting, observing, gardening, environment, fieldwork</i>
Extra Curricular links/ Resources	Visit to a garden centre/nurseries			Hi Impact stick insect exploration	Outdoor learning cards 3-9	Hi Impact WoW day - Pond dipping
Year 5/6						
Cycle two						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Our Forest Team		Forming Solid Foundations		Understanding our world	
	understand the need for different roles within a team Alternating with class that are swimming		Alternating with class that are swimming		Alternating with class that are swimming	



Forest School / Learning Outside of the Curriculum KS2

Cross Curricular Links	PE PSHE/Citizenship Art PSHE	Science - fossils Geography DT	PE - Orienteering Science - Living things and their habitats Geography
Knowledge Pupils will ...	<p>learn more advanced outdoor skills and ecological understanding.</p> <p>Pupils will engage in activities such as:</p> <p style="padding-left: 40px;">Advanced shelter building</p> <p style="padding-left: 40px;">Fire lighting techniques</p> <p style="padding-left: 40px;">Navigation challenges</p> <p style="padding-left: 40px;">Wildlife tracking</p> <p>In-depth exploration of plant and animal habitats</p>	<p>know that fossils are remains of living things from a long time ago through exploration</p> <p>understand that both animals and plants can become fossils.</p> <p>learn that fossils are usually formed from the shells or bones of living things but that animal footprints and tracks can also form fossils.</p> <p>Recognise that trees can be classified as deciduous, evergreen and coniferous.</p> <p>know how to manage the forest area responsibly to enable it to grow effectively</p>	<p>A living organism moves, reproduces, grows and excretes.</p> <p style="padding-left: 40px;">The stem of a plant moves towards the strongest light source and the roots move away from light.</p> <p>Plants can reproduce sexually and asexually.</p> <p style="padding-left: 40px;">Scientists group organisms based on their features which can help them to understand how organisms are related to each other</p> <p>To plan, perform and repeat sequences of movements in a group</p> <p>To use the fundamentals of movement to employ simple tactics in competitive environments</p> <p>To display an understanding of fair play, respect and working well with others</p>



Forest School / Learning Outside of the Curriculum KS2

<p>Skills Pupils will ...</p>	<p>Develop leadership skills, Take part in problem solving and critical thinking</p> <p>Work as part of a team to effectively produce a planned outcome</p> <p>Communicate clearly, showing respect for one another and the environment</p>	<p>Be able to make predictions about what the rest of a fossil may look like and/or what may be their ancestor</p> <p>Be able to safely use forest management tools such as secateurs, loppers, bow saws, fork, trowel</p> <p>Plan and develop the outdoor environment to enable effective learning opportunities</p>	<p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals</p> <p>Listen to others in a small group and puts forward own ideas when finding solutions to simple problems</p> <p>Undertake a range of physically active pursuits e.g. outdoor exploration</p> <p>Initiate physical activity for ten minutes</p>
<p>Key vocabulary</p>	<p><i>Shelter building, fire lighting, navigation, wildlife, ecosystem, leadership, problem solving, critical thinking.</i></p>	<p>Fossil, rock, decompose, skeleton, Charles Darwin, evolution, Mary Anning, palaeontologist, seepage,</p>	<p>North east, South east, North west, South west, compass, map, orientate, set, navigate, explore, travel, left, right, backwards, forwards, in front, behind, in between, alongside, symbols, representations</p>
<p>Extra Curricular Activities/ Resources</p>	<p>Visit to a garden centre/nurseries</p>	<p>Hi Impact stick insect exploration</p>	<p>Outdoor learning cards 15-17</p> <p>Hi Impact WoW day - Pond dipping</p>