

# Forest School/Outdoor Learning

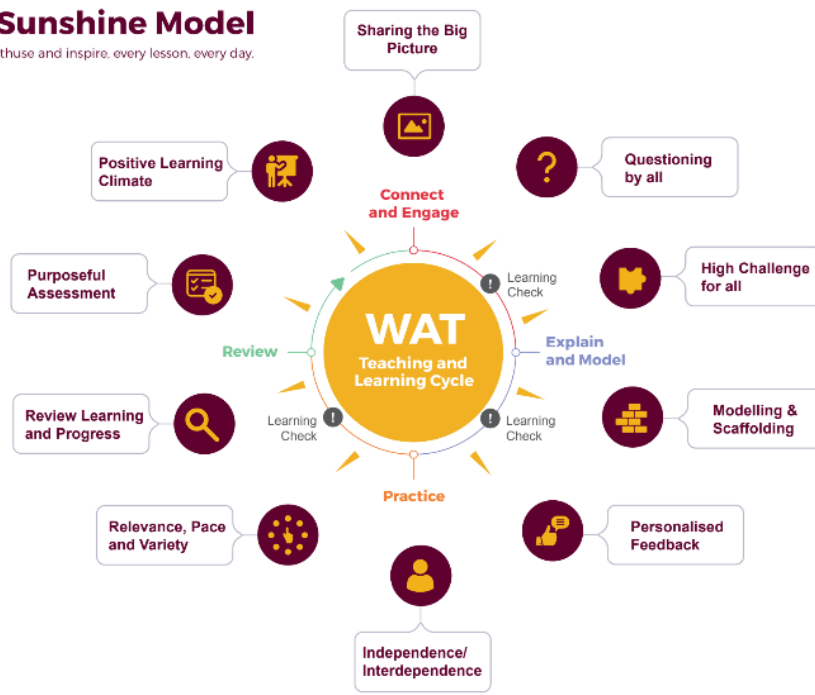
**WAT Aspire Curriculum** – our curriculum develops students' aspirations so that they strive to be the best that they can be. In all subjects we carefully plan the subject knowledge, skills and vocabulary, coupled with specific Aspire learner skills and character virtues, so that our students have the tools to be successful in learning and in life. This document sets out the key principles in this subject area.



## Teaching and Learning Cycle

### WAT Sunshine Model

To engage, enthuse and inspire, every lesson, every day.



## Long Term Overview

[Forest School Overview](#)

**EYFS** – In the EYFS, knowledge and skills of the outdoor environment form part of the development matters framework and will be delivered as by the Early Years practitioners in line with guidance set out in the Statutory Framework for The Early Years Foundation Stage, published March 2021. The progression in Forest School from EYFS to Key Stage One document above shows the knowledge and skills that pupils at the end of EYFS should have acquired and how these are built upon in Key Stage One.

#### **KS1 and KS2 –**

- Pupils in Key Stage One and Key Stage Two will follow the Forest School Principles to create their own pathway in learning using the skills and knowledge acquired in each session.
- Sessions build upon the pupils' prerequisite knowledge and skills and ensure that children understand the ecological impact of their session on the environment in terms of sustainability.

#### **Forest School Principles**

### **6 Principles of Forest School**

**1**

#### **LONG TERM**

It's a process of regular sessions, rather than one-off visits. The cycle of planning, observation, adaptation and review are integral elements.

**2**

#### **IN THE WOODLAND**

It takes place in the natural environment to support the development of a lifelong relationship between the learner and the natural world.

**3**

#### **HOLISTIC**

It promotes the holistic development of everyone involved, creating resilient, confident, independent and creative learners.

**4**

#### **RISKY**

It offers the opportunity to take supported risks appropriate to the environment and themselves.

**5**

#### **PRACTITIONER-LED**

It's run by qualified Forest School Leaders who invest in and maintain their professional practice.

**6**

#### **LEARNER-CENTRED**

It uses a range of learner-centred processes to create a community for being, development and learning.

#### **Medium Term Plans**

[Forest School Medium Term Planning](#)



*"Our aspirations are our possibilities – believe you can and you will!"*

This document works alongside child initiated learning to provide a progressive curriculum which embeds the principle of forest school.

## Knowledge Organisers

### [Knowledge Organisers](#)


Knowledge organisers for each year group set out the skills, knowledge and vocabulary to be developed through the 6 week session block.

## Assessment

- Floor book: recording of skills learnt, knowledge gained, creations, learner skills used, character virtues seen. Images and writing.
- Forest School Assessment Tracker – This document records exposure to the forest school curriculum for each child.

## High Challenge for All

Challenging and interesting work is an entitlement for all our learners irrespective of their ability. All learners should be able to learn effectively once they know what learning looks like and are given the appropriate tools and support to make it happen.

'High Challenge for All' underpins all lessons at Tenterfields which sits alongside our Teaching and Learning cycle.  High Challenge for AllOurModel

## SEND

When a pupil has been identified with special needs, their learning will be further scaffolded or differentiated by the class teacher to remove barriers to learning to enable them to access the curriculum. Teachers use a range of teaching strategies to involve every child in learning based upon what they already know and can do. This may include the use of specific resources and strategies:

- The use of visual prompts for tool work and ideas for child led learning
- Sensory audits of the forest environment and clothing/equipment used.
- Task management boards to chunk tasks for tool use and managing self.
- Individual risk assessments
- Site audits of the areas are done in line with individual risk assessments.

At Manor Way the interests of the child are always considered when planning the curriculum to ensure that children are engaged and enthusiastic about their learning.



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### **Subject knowledge, skills and vocabulary**

- 'Outdoor Learning' programmes aim to develop, where appropriate, the physical, social, cognitive, linguistic, emotional and spiritual aspects of the learner. Opportunities are designed to build on an individual's innate motivation, positive attitudes and/or interests. A learner-centred approach is employed that is responsive to the needs and interests of learners and therefore skills acquired and subject knowledge are unique to the individual.
- The first sessions will focus on core skills and safety. Activities will increase week on week and may include: games; storytelling; natural art activities; use of tools (if skills and behaviour indicators secured); exploring, nature watching and bug hunting; climbing, rolling; practical woodland skills (e.g. willow weaving); building dens, sculptures; time to be quiet, reflect or talk; develop the ability to observe silently – to look and hear what's happening around them.
- Forest school vocabulary is taught progressively from EYFS through to Year 6 and shared weekly following the skills and knowledge outlined on the overview document. Children will learn specific flora and fauna names and uses, tool names and uses and fire information and skills.

### **Evidence Collection and Presentation**

- Photographs will form the majority of the evidence collected.
- Art work, charts, recounts and constructions will provide evidence of learning.
- Reflective practice will be encouraged in each session to ensure learners can understand their achievements and plan for their own future learning.