

FORD FOREST SCHOOL AND OUTDOOR LEARNING 2021-22



At Hugh Joicey C of E First School, Ford, we are dedicated to outdoor learning and are fortunate to have an extensive forest area on the school grounds stewarded by Ford and Etal Estates.

The 6 Principles of Forest Education (Forest School Association 2011)

- 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**
- 2. Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between the learner and the natural world.**
- 3. Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners**
- 4. Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.**
- 5. Forest School is run by qualified Forest School practitioners who continuously maintain and develop their professional practice.**
- 6. Forest School uses a range of learner-centred processes to create a community for development and learning**

The **benefits** of Forest school are many including opportunities for:

- ★ Generating ideas
- ★ Sensory experience
- ★ Calming
- ★ Problem solving
- ★ Creativity
- ★ Thinking deeply about connection
- ★ Allowing children to come up with their own solutions
- ★ Experiencing all seasons
- ★ Identify changes in the world around them
- ★ Neurological development
- ★ Team working
- ★ Social and self regulation

Equality

These benefits apply to all children, of all ages and backgrounds, including those with Special Educational Needs, and those who are vulnerable or disadvantaged.

Forest school promotes equality and shared experiences.

Our Christian Values

There are myriad opportunities for :

- Compassion,
- Forgiveness,
- Trust,
- Endurance
- Friendship
- Thankfulness.

The contribution to **Character Education** includes:

- Empathy
- Mindfulness
- Ownership
- Time to reflect, respond and adapt
- Individuality and Independence

Religious Education (RE) - Understand similarities and differences, celebrate significant events - for example Shrove Tuesday, Lent, Easter gardens, Easter picnic, outdoor Nativity. Enable children to flourish. Engage in Social Action, develop community and living well together. Learn to disagree well. Have space for prayer and reflection, awe and wonder at the world. Opportunities to make sense of beliefs, understand their impact on people's everyday lives and make connections.

Maths - count, use fractions, measure - temperature, capacity, length and height, area and perimeter, weight, calculate angles, time, data, solve problems, make connections. Use the language of position and distance, and shape, compare quantities, create patterns.

English - speak confidently and listen well, develop vocabulary, retell stories, sequence narratives, discuss preferences, using imagination and stimulus to create stories and poems, describe detail and make relevant comments.

Science - work scientifically to learn about rocks and soils, habitats, plants and animals, materials and states of matter, weather, seasons, light, forces, sound.

Design and Technology - cook, understand food safety and hygiene, design, plan, test and evaluate ideas, describe how something works, make moving models, choose tools, use a variety of techniques, measure, explain, look at suitability and appearance, persevere and adapt.

Art - notice, create with colour, shape, moods, patterns, use a variety of media - charcoal, pencils, paint, rubbings and texture, use a viewfinder, sketch, prepare backgrounds, take digital images

Geography - understand weather, clothing, changes, our local area, describe features, jobs, environment, mapping, geographical language, Ordnance Survey symbols, grid references, journey planning, compare and contrast locations.

History - understand the past, ask and answer questions, use timelines, research, compare and contrast.

Music -practise rhythm, perform, sing, improvise, recognise the importance of silence and listening, understand feelings and the purpose of music to express them, make instruments.

PE and Physical Development- develop moving safely and confidently, balance, exercise control, coordination, change speed and direction, show awareness of space, strength and suppleness, improvise, run, climb, jump, throw and catch, run long distances.

Computing - use a camera, record sound, use a range of instructions to create algorithms (direction, angles, turns), use technology safely with awareness of the importance of privacy, talk to trusted adults.



Metacognition and self-regulation built in!

(EEF)

- Teachers support self-regulated pupils to understand their own strengths and weaknesses to improve their own learning.
- Children learn to plan, monitor and evaluate their own learning.
- Forest school supports activating prior knowledge, independent practice and structured reflection.
- Outdoor learning motivates children to tackle appropriate Challenge.
- Purposeful dialogue between pupils and teachers promotes knowledge and understanding of cognitive and metacognitive strategies.
- Forest school enables and motivates children to try guided practice (with support) to independent practice (support gradually withdrawn).

THE RULES

- Each session is Risk Assessed by the Forest School Leader or a Forest trained member of staff and the Forest Rangers. (See sessional RAs)
- Risk Assessments are in place for Health and Safety, Adverse Weather, Play, Fire, Using Tools and Shelter Building.
- Children must wear long sleeves and long trousers and layers appropriate to the weather, temperature and conditions.
- Wellies, waterproofs and boiler suits are available from school or children can bring their own.
- Each session begins in the Fire Pit or Shelter to explain the learning opportunities for the session and a reminder of Safety rules.
- Children understand boundaries, to return on the whistle, to not pick or eat anything without an adult's permission, and to tell an adult if they find rubbish or glass.

SKILLS PROGRESSION

| | EIFS | Year 1 | Year 2 | Year 3 | Year 4 |
|-------------------------------|--|---|--|--|---|
| Christian Values | Compassion, Forgiveness, Thankfulness, Endurance and Trust | | | | |
| Spirituality | Who made the world? How should we care for the world? | Creation - Who made the world? What do Christians believe God is like? | | What do Christians learn from the Christian story? What kind of world did Jesus Want? | |
| Wellbeing | Using senses, self-awareness, fresh air, peace, self-expression, freedom, self-confidence, friendship, relax, listen to nature, feel good. | | | | |
| Play/ Exploring | Rules and boundaries Free exploration Independent learning Know what not to touch or eat. | Re-enforce rules and boundaries Travel safely over rough terrain. Carry sticks safely Work in a team and communicate clearly | Re-enforce rules and boundaries of forest school Move logs safely | Take part in outdoor challenges independently and in teams. | Play woodland versions of games Work in a team during scavenger hunts, wide games and orienteering |
| Using Tools | Introduction to tools - peelers for whittling, hammers, mallets, trowels and forks. | Continuation of the use of basic tools, cutting string, peelers, bow saw to cut discs 1:1) | Continuation of the use of basic tools, larger ropes and independent cutting string. Use bow saw 1:1 to cut discs and peelers for whittling. Fire strikers | KS2 Children develop their skills when using a range of tools. Tools will be used when children are ready to do so which will develop at different ages and take account of SEN. | Loppers Secateurs Knives for whittling |
| Using Fire for Cooking | Observe and talk about fire lighting process, collect fuel to contribute. Fire safety procedures e.g one direction around fire pit, wait to be invited in. Eat simple foods prepared at the fire | Be safe around the fire Gather fuel. Eat simple foods prepared at the fire, turning or serving with support. | Use fire strikers to spark a flame Light a piece of cotton wool. Understand the fire triangle and practise fire safety. Eat simple foods prepared at the fire, help prepare ingredients e.g mixing pancake batter, bread. | Light a 'fairy fire' and keep it going. DT links Help to prepare ingredients for e.g soup | Cook food on the fire with support (roasting, soup, pancakes, flatbreads) DT links |

| | | | | | |
|---|--|--|---|--|---|
| Knots | Tying shoe laces | Introduction to basic knots | Overhand knot and half hitch to attach structures and tarps to trees. Lashing to make frames. | Cow hitch | Previous knots independently |
| Shelter building | Basic shelter building with support (indoor and outdoor equipment) Mini den-building for small animals | Supported construction of tripod structures Erect a lean-to shelter with support | Independent use of tripod structures (animal den building) Introduction to lashing techniques to make frames. Create a lean to shelter independently or with support. | Create a tarpaulin shelter in woodland. Work successfully as a group and evaluate each members' contributions. Compare and evaluate shelters in relation to their sturdiness, durability, weatherproofing and whether fit for purpose. | Design and build varying sized shelters using tarpaulin and materials found in woodland. Work successfully as a group and evaluate each members' contributions. Compare and evaluate shelters in relation to their sturdiness, durability, weatherproofing and whether fit for purpose. |
| Geographical skills and Navigation | Follow rules and boundaries Enjoy free exploration | Use simple compass directions (North, South, East and West). Use directional language (near and far, left and right) Describe the location of features and routes on a map Recognise landmarks and human and physical features. Devise a simple map and use basic symbols in a key | Demonstrate understanding of the concept of a basic map Navigate around a simple orienteering course. Understand the terms 'orientate' 'setting 'a map' Complete a simple orienteering activity in pairs/groups Record information accurately and neatly. | Recognise features and symbols on the map Understand how to orientate the map. Demonstrate understanding of star and line orienteering Build trust with a partner and work together when orienteering. | |
| Being Green | Recycling Materials, Litter picking, Countryside Code, renewable energy sources, Becoming a Plastic Free School, Eco School Award, RSPB Birdwatch, Woodland Trust tree planting, RHS Gardening Club. | | | | |
| Plants | Simple plant identification - snowdrops, daffodils. Plant seeds. And show care for plants Understand not to eat berries or flowers without supervision | What plants need - common plants, structure of plant Plant vegetables, name several plants and understand how to care for them. | Plants, structure, requirements for growth. Habitats. Comparison to rain forests. Identify and name plants and know what seasons they grow in. Plant vegetables and know when they need to be planted and picked. | | |
| Trees | Notice trees and know that sticks and leaves come from them | Know the names of at least 3 common trees in our woodland. Recognise when they lose their leaves. Link the change in trees to the changing of the seasons. | Know the names of at least 5 common trees in our woodland. Know which are deciduous and which are evergreen Name the fruit/seeds they bear and grow from. | | |