

# Waterside Primary Forest School Intent

Forest School is a child-centred inspirational learning process that offers opportunities for holistic growth and regular sessions. It supports play, exploration and supported risk taking. It helps to develop 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.

We want our children to know how to embrace the natural world, are able to develop skills and confidence from being in nature that will benefit them throughout school life and beyond. Lastly, to understand living things are important to the world we live in and should be respected.

	<u>Theme</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<b>Week 1</b>	<p><u>Forest school introduction</u></p> <p>(Team building, awareness of self and environment, exploring)</p> <p>Curriculum Links- PHSE, Science, Geography.</p>	<ul style="list-style-type: none"> <li>- Introduce FS rules, safety and boundaries.</li> <li>- Children to locate and discuss possible dangers.</li> <li>- Make a FS pledge together.</li> <li>- Exploration of the FS site.</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce FS rules, safety and boundaries.</li> <li>- Children to locate and discuss possible dangers.</li> <li>- Make a FS pledge together.</li> <li>- Exploration of the FS site.</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce FS rules, safety and boundaries.</li> <li>- Children to locate and discuss possible dangers.</li> <li>- Make a FS pledge together..</li> <li>- Exploration of the FS site.</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce FS rules, safety and boundaries.</li> <li>- Children to locate and discuss possible dangers.</li> <li>- Make a FS pledge together.</li> <li>- Exploration of the FS site.</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce FS rules, safety and boundaries.</li> <li>- Children to locate and discuss possible dangers.</li> <li>- Make a FS pledge together.</li> <li>- Exploration of the FS site.</li> </ul>	<ul style="list-style-type: none"> <li>- Introduce FS rules, safety and boundaries.</li> <li>- Children to locate and discuss possible dangers.</li> <li>- Make a FS pledge together.</li> <li>- Exploration of the FS site.</li> </ul>
<b>Week 2</b>	<p><u>Knot tying</u></p> <p>(Fine motor, problem</p>	<ul style="list-style-type: none"> <li>-Children to cut and tie string/ribbons to</li> </ul>	<ul style="list-style-type: none"> <li>-Children to join two sticks together to make</li> </ul>	<ul style="list-style-type: none"> <li>-Children to make a photo frame by joining 4 sticks</li> </ul>	<ul style="list-style-type: none"> <li>-Children to join sticks together to make a hanging</li> </ul>	<ul style="list-style-type: none"> <li>-Children to make a kite by joining sticks together to</li> </ul>	<ul style="list-style-type: none"> <li>-Children to plan and create their</li> </ul>

	<p>solving, team building)</p> <p>Curriculum Links – Art, D&amp;T.</p>	<p>a stick making a wand.</p>	<p>their own Stick man.</p>	<p>together, in groups, then explore and frame pictures of FS site/nature/friends.</p>	<p>nature mobile, in groups.</p>	<p>make a frame in pairs.</p>	<p>own stick creation in groups.</p>
<p><b>Week 3</b></p>	<p><u>Den building</u></p> <p>(Fine and gross development, problem solving, team building, resilience)</p> <p>Curriculum Links- D&amp;T, PHSE, science, Maths.</p>	<p>Guided tripod den</p> <p>-Children to use a pre-assembled tripod to make a den, with support. (Teepee)</p> <p>-Children to use knots to attach tarps to frame, with support.</p> <p>-Children to understand why humans and animals need a shelter to survive in the wilderness.</p>	<p>Guided tripod den</p> <p>-Children to use a pre-assembled tripod to make a den, with support. (Teepee)</p> <p>-Children to use knots to attach tarps to frame, with support.</p> <p>-Children to understand why humans and animals need a shelter to survive in the wilderness.</p>	<p>Guided lean to den</p> <p>-Children to plan and design a lean to den with the resources available.</p> <p>-Children to build and dismantle their den, with support.</p> <p>-Children to use knots to attach tarps to frame, with support.</p> <p>-Children to understand why humans and animals need a shelter to survive in the wilderness.</p>	<p>Guided lean to den</p> <p>-Children to plan and design a lean to den with the available resources.</p> <p>-Children to build and dismantle their den, independently</p> <p>-Children to use knots to attach tarps to frame, independently</p> <p>-Children to understand why humans and animals need a shelter to survive in the wilderness.</p>	<p>Den building</p> <p>-Children to plan and design a den with the available resources.</p> <p>-Children to build and dismantle their den, independently</p> <p>-Children to use knots to attach tarps to frame, independently</p> <p>-Children to understand why humans and animals need a shelter to survive in the wilderness.</p>	<p>Den building</p> <p>-Children to plan and design a den with the available resources.</p> <p>-Children to build and dismantle their den, independently</p> <p>-Children to use knots to attach tarps to frame, independently.</p> <p>-Children to understand why humans and animals need a shelter to survive in the wilderness.</p>
<p><b>Week 4</b></p>	<p><u>Tools</u></p>						

	Curriculum Links – Art, D&T.						
<b>Week 5</b>	<p><u><a href="#">Visit to local woods.</a></u></p> <p>(Mental health and wellbeing, awareness of self and world around them)</p> <p>Curriculum Links- PHSE, geography, Science.</p>	<ul style="list-style-type: none"> <li>-Children to walk to local woodland.</li> <li>-Children to observe the human and man-made features of area during walk.</li> <li>- Children to walk through the woods, listening, looking and smelling the environment, taking about their feelings and how they may have changed upon entering the woods.</li> <li>-Children to find a comfortable space to sit and relax calmly.</li> <li>-Children to reflect on feelings.</li> </ul>	<ul style="list-style-type: none"> <li>-Children to walk to local woodland.</li> <li>-Children to observe the human and man-made features of area during walk.</li> <li>- Children to walk through the woods, listening, looking and smelling the environment, taking about their feelings and how they may have changed upon entering the woods.</li> <li>-Children to find a comfortable space to sit and relax calmly.</li> <li>-Children to reflect on feelings.</li> </ul>	<ul style="list-style-type: none"> <li>-Children to walk to local woodland.</li> <li>-Children to observe the human and man-made features of area during walk.</li> <li>- Children to walk through the woods, listening, looking and smelling the environment, taking about their feelings and how they may have changed upon entering the woods.</li> <li>-Children to find a comfortable space to sit and relax calmly.</li> <li>-Children to reflect on feelings.</li> </ul>	<ul style="list-style-type: none"> <li>-Children to walk to local woodland.</li> <li>-Children to observe the human and man-made features of area during walk.</li> <li>- Children to walk through the woods, listening, looking and smelling the environment, taking about their feelings and how they may have changed upon entering the woods.</li> <li>-Children to find a comfortable space to sit and relax calmly.</li> <li>-Children to reflect on feelings.</li> </ul>	<ul style="list-style-type: none"> <li>-Children to walk to local woodland.</li> <li>-Children to observe the human and man-made features of area during walk.</li> <li>- Children to walk through the woods, listening, looking and smelling the environment, taking about their feelings and how they may have changed upon entering the woods.</li> <li>-Children to find a comfortable space to sit and relax calmly.</li> <li>-Children to reflect on feelings.</li> </ul>	<ul style="list-style-type: none"> <li>-Children to walk to local woodland.</li> <li>-Children to observe the human and man-made features of area during walk.</li> <li>- Children to walk through the woods, listening, looking and smelling the environment, taking about their feelings and how they may have changed upon entering the woods.</li> <li>-Children to find a comfortable space to sit and relax calmly.</li> <li>-Children to reflect on feelings.</li> </ul>
<b>Week 6</b>	Fire building	Fairy fires	Kelly kettle	Adult lead fire building	Fire building.	Fire building	Fire building

	(Fine motor, team building, resilience)  Curriculum Links- science, PHSE, History.	-Children to follow fire safety rules. - Children to use fire striker to light cotton wool. -Children to know, name and explain the elements needed to make a fire.	- Children to follow fire safety rules. - Children help to gather fire materials to keep fire going to make hot chocolate. -Children to know, name and explain the elements needed to make a fire	- Children to follow fire safety rules. - Children to help to gather fire materials and build fire and support to keep alight to toast marshmallows. -Children to know, name and explain the elements needed to make a fire	- Children to follow fire safety rules. -Children to gather fire materials, build fire, light fire and keep it alight to toast marshmallow. -Children to know, name and explain the elements needed to make a fire	- Children to follow fire safety rules. -Children to gather fire materials, build fire, light fire and keep it alight to make s'mores. -Children to know, name and explain the elements needed to make a fire	- Children to follow fire safety rules. -Children to gather fire materials, build fire, light fire and keep it alight to cook beans on toast. -Children to know, name and explain the elements needed to make a fire
<b>Week 7</b>	Celebration of Forest School						

## Waterside Primary Forest School Impact

### We aim for pupils to:

- 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
- To experience a range of seasons and learn how to dress appropriately to embrace working outside in all weathers safely.
- Experience through the natural environment and practical activities how being resilient and persevering can lead to positive self-belief and success.
- Work 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.