

# Deddington Church of England Primary School

## Outdoor Learning / Forest School Progression

---

Forest School is an inspirational, non-outcome based process that uses holistic learning methods to give all children the opportunity to take supported risks, foster resilience, build confidence, nurture independence and explore their creativity through problem solving whilst gaining hands-on experiences with the natural world.

### **Intent - What do we want children to learn?**

Quite simply, it is our intention that every pupil, irrelevant of needs, develops a real passion for the great outdoors and celebrates their local, natural environment. We wish for every child to develop a knowledge and passion for their local habitat and how to look after and nurture it – the flora and fauna as well as embracing the physical and personal challenges that working outside can present.

### **Through Forest School we aim to support this philosophy by:**

- Fostering the enjoyment of the great outdoors;
- Embracing the physical challenges that working outside can bring;
- Developing both fine and gross motor skills;
- Developing personal and social skills by working in pairs and teams to complete tasks;
- Developing a range of bespoke Forest School skills such as knot tying, frapping, fire lighting, lashing and whittling;
- Developing a knowledge of local common flora and fauna;
- Fostering an awareness of seasonal change;
- Encouraging children to take risks in a supported environment;
- Developing problem solving and resilience through practical tasks such as den building;
- Ensuring children develop an understanding of keeping safe;
- Encouraging children to be active and have a healthy lifestyle.
- Encouraging pupils' personal involvement with practical tasks enabling them to improve their attention span, persistence and commitment.
- Ensuring that the learning is matched to the differing needs of all the children as well as specific groups, such as SEND, pupil premium etc. Extra support and additional/ adapted resources is provided to those children where it is required.

### **Deddington Church of England Primary School will provide a quality Forest School experience by following these six principles:**

1. Forest school is a long term process; weekly sessions during term time will ensure it remains frequent and regular.
2. Forest school must take place outside; we will utilise our field and outdoor classroom area.
3. Multiple areas of learning will be explored including but not limited to intellectual, emotional, social, physical, creative and spiritual.
4. We will help the children to take supportive risks suitable to their environment and themselves. We will not however push them beyond their own capabilities and potentially put them in danger.
5. Forest school is a child-led learner centered process and we will do our best to follow what the children are interested in. This may mean us disregarding part or whole lesson plans if they are not interested in the activities.
6. There will be a qualified Forest School practitioner leading the sessions at all times and continuing professional development is very much encouraged to enhance the experience for the learners.

Area of Knowledge	EYFS	Year 1/2	Year 3/4	Year 5/6
<b>Environment</b>	<ul style="list-style-type: none"> <li>• Forest School rules; understanding boundaries</li> <li>• Litter picking; recycling via junk modelling</li> <li>• Create with fallen materials (e.g., mud painting, journey sticks, minibeast stones, mud printing)</li> <li>• Collect seasonal materials (e.g., conkers, acorns, pinecones)</li> <li>• Role play (mud kitchen, animal puppets/masks, imagination play)</li> <li>• Adult-led imagination games (e.g., Squirrels' Footsteps, Forest Fauna, What can I see?)</li> <li>• Collecting rain</li> </ul>	<ul style="list-style-type: none"> <li>• Identify hazards (hazard triangles); tidy area of unnatural materials</li> <li>• Directional language &amp; simple compass points (N, S, E, W); blindfold tree walks using ropes</li> <li>• Forest-floor art</li> <li>• Create with fallen materials (forest jewellery, stick wands, wooden-disk decorations, boats, sock puppets)</li> <li>• Introduction to clay (tree faces)</li> <li>• Role play (mud café/shops); team games (Hibernating Hedgehogs, Pack Animals, Memory Game)</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to &amp; completing risk assessments</li> <li>• Map reading using steps; more complex compass points (NW, SE)</li> <li>• Learn about influential environmental figures</li> <li>• 3D forest art; create with fallen materials (stick people/mobiles, wooden-disk animals, cooking skewers)</li> <li>• Clay with natural materials (minibeasts, hedgehogs, pinch/clap pots)</li> <li>• Throwing/target games; role play; independent games (This is not a stick..., Chompy, 1-2-3 Where are you?, Fish &amp; Otter)</li> </ul>	<ul style="list-style-type: none"> <li>• Write their own risk assessments; lead safety briefings</li> <li>• Research influential environmental figures; draw complex maps &amp; give compass instructions</li> <li>• Suspended 3D art; create with fallen materials (spear heads, bows &amp; arrows, dream catchers, tools, tent pegs)</li> <li>• Clay (forest people, roundhouses); story making &amp; retelling</li> <li>• Create/play EYFS–KS2 games (e.g., Owl Babies, Mother Deer, Food Chain); quoits; target practice</li> </ul>
<b>Flora and Fauna</b>	<ul style="list-style-type: none"> <li>• Begin to identify local flora and the fauna found in the forest</li> <li>• Seasonal walks &amp; scavenger hunts; plant &amp; care for seeds</li> <li>• Tree rubbings; minibeast hunts (magnifiers); pruning with scissors</li> <li>• Intro to hibernation (leaf pictures; leave deadwood)</li> <li>• Listen for/spot birds (incl. binoculars); simple weaving on cardboard</li> </ul>	<ul style="list-style-type: none"> <li>• Identify stinging nettles &amp; other dangerous plants</li> <li>• Measure growth of small plants; seed bombs</li> <li>• What plants need: weeding, soil pH tests, assisted planting</li> <li>• Create with flora (daisy chains, jewellery, petal pictures, Christmas decorations)</li> <li>• Simple wool weaving (webs, pumpkins); leaf/deadwood piles for hibernation</li> </ul>	<ul style="list-style-type: none"> <li>• Flower/leaf ID sheets; measure growth of trees</li> <li>• Independent gardening; repotting; clear beds of dead/unwanted species</li> <li>• Prune bushes &amp; brambles (shears)</li> <li>• Create with flora (hammered petals on cloth; berry dyes)</li> <li>• Identify birds with books; make feeders (cheerios/raisins); weave with natural materials</li> <li>• Identify birds by song</li> </ul>	<ul style="list-style-type: none"> <li>• Use iPad apps to ID flora; record &amp; monitor species</li> <li>• Nurture plants at home; plant in gardens/outdoor spaces</li> <li>• Create with flora (hand balms, cordials, willow boats); tree planting</li> <li>• Combine weaving with other skills to create patterns; make water feeders for birds</li> <li>• Recognise bird calls; identify ecosystems; explore food chains; additional bird feeders (lard &amp; seeds)</li> </ul>
<b>Shelter Building</b>	<ul style="list-style-type: none"> <li>• Intro to knots (e.g., tying shoelaces)</li> <li>• Build small stick shelters for teddies/pretend animals</li> </ul>	<ul style="list-style-type: none"> <li>• Simple knots (half hitch, timber hitch)</li> <li>• Den building with larger logs leaned on trees</li> <li>• Camouflage shelters with natural materials</li> </ul>	<ul style="list-style-type: none"> <li>• More complex knots (e.g., butterfly knot)</li> <li>• Free-standing dens; introduce tarp as shelter</li> </ul>	<ul style="list-style-type: none"> <li>• Continue developing complex knots</li> <li>• Combine knots &amp; tarps to build free-standing shelters</li> <li>• Evaluate shelter effectiveness</li> </ul>
<b>Tools</b>	<ul style="list-style-type: none"> <li>• (Used when pupils are ready)</li> <li>• Scissors; kitchen knife; garden fork &amp; trowel; watering can; hand/gun drill; mallet</li> </ul>	<ul style="list-style-type: none"> <li>• EYFS tools plus: palm drill, hacksaw</li> </ul>	<ul style="list-style-type: none"> <li>• EYFS &amp; Y1/2 tools plus: potato peelers (whittling); hammer &amp; nails; pruning shears</li> </ul>	<ul style="list-style-type: none"> <li>• EYFS–Y3/4 tools plus: bow saw; whittling knives</li> </ul>

Area of Knowledge	EYFS	Year 1/2	Year 3/4	Year 5/6
<p><b>Campfire Fire</b></p>	<ul style="list-style-type: none"> <li>• (Used when pupils are ready)</li> <li>• Intro to fire safety; sit &amp; sing around the fire</li> <li>• Toast marshmallows with adult support</li> <li>• Help prepare/spread toppings on campfire food</li> </ul>	<ul style="list-style-type: none"> <li>• Independent toasting on skewers</li> <li>• Measure &amp; mix ingredients; forage for firewood</li> <li>• Build fire-starting structures (waffle, teepee)</li> </ul>	<ul style="list-style-type: none"> <li>• Make armpit fudge; grill toasting</li> <li>• Discuss the fire triangle; deeper fire-safety as starter</li> <li>• Use flint &amp; steel to light cotton wool</li> </ul>	<ul style="list-style-type: none"> <li>• Start/build bigger fires (e.g., Kelly kettles; cotton wool in small structures; larger kindling)</li> <li>• Experiment with cooking styles (in embers, hanging pot)</li> </ul>