

Forest School Plan

Intended skill Development	Implementation	Examples of Activities	Metacognition	Intended Impact (Development Matters)
Understanding the World				
To understand our climate and the changeable weather that this brings and be able to engage happily with the learning opportunities these changes bring	Children are clothed appropriately according to the weather, they are protected from the sun and kept warm and dry from the cold and the wet They have endless learning opportunities, i.e. getting muddy, splashing in puddles, make shadows, etc.	Talk about natural phenomena such as mountains, ancient woodlands, Glaciers and natural changes around them i.e. where the ice came from on the pond, how did it form? What happens to the wildlife underneath?	A C E L R U Z	Explore and respond to different natural phenomena
To Engage with the natural world using all their senses, observing changes, textures, colours, lines, shapes and forms as they explore	The children have endless opportunities to engage with the natural world in which Forest Schools immerses them. They are encouraged to explore in a sensory way as they engage with their own learning.	Natural explorations of the environment using binoculars, magnifying glasses, comparing seasonal changes, new life in springtime, Autumnal changes with leaves changing colour, berries etc.	C E L P Q R U V Z	Use all their senses in hands on exploration of natural materials

<p>Be able to observe differences, similarities and changes</p>	<p>Be encouraged to be observational as the woodland environment changes i.e. colour and light, growth changes, seasonal changes, and be able to recognise material properties through collecting identifying and classifying i.e. Leaves, some are long, round, curly, pointed etc.</p>	<p>Comparing leaves, their shape, texture, colour, size. Ordering different sized sticks. observe difference in the trees, look at the buds and watch them gradually change as they open into leaves, some have berries, fruit, interesting changes i.e. catkins,</p>	<p>C D E G L O P S V Z</p>	<p>Explore collections of materials with similar and / or different properties</p>
<p>Understand the process of growing, including planting, growing, nurturing, harvesting and sometimes eating</p>	<p>Planting seeds, bulbs, tubers i.e. potatoes, knowing how to care for them, observing changes and following a growing process all the way through. Also observing changes to already established growth i.e. our fruit trees and bushes</p>	<p>Observe the changes as our bulbs we planted grow into daffodils, bluebells, snowdrops etc. Plant our own fruit and vegetables, nurture them through the whole process Look at the changes on the fruit trees, observing blossom, talking about pollination and food and see the fruit growing.</p>	<p>A B C E L O S U V Z</p>	<p>Plant seeds and care for growing plants</p>
<p>Engage in observations in life cycle processes and be able to interact</p>	<p>Observations of life cycles i.e. pond life and pond dipping and engage in discussions around the</p>	<p>Caterpillar hunting, butterfly spotting planting wild flowers to attract</p>	<p>A B C E</p>	<p>Understand the key features of the life cycle of a plant and animal</p>

within these to deepen their understanding	<p>life cycle as it changes i.e. from seeing frogspawn, to tadpoles to finding frogs.</p> <p>Engaging in the growing and harvesting process of plants</p> <p>Discovering eggs i.e. snail eggs , baby snails and adult snails and be able to explain what they observe and discover.</p>	<p>Observing holes in the vegetable leaves and investigating where they came from</p> <p>Magnifiers & bug hunting</p> <p>Bird watching, quietly observing our bird boxes, that often have baby birds within them, and talk about the role of the adults to care for them and eventually help them to fledge.</p>	<p>L</p> <p>O</p> <p>Q</p> <p>S</p> <p>V</p> <p>Z</p>	
The children are encouraged to be respectful to the woodland and all the natural things within this. They are taught to care for, nurture and respect the whole environment.	<p>Look after the environment with care and respect and be able to observe and engage without the desire to have everything they discover i.e. seeds on trees, flowers blooming, fruits growing etc.</p>	<p>Create stick fences to protect our bulbs and flowering plants and saplings</p> <p>Remembering to take care when lifting logs and understanding about the habitat and carefully putting things back as we find them.</p>	<p>C</p> <p>L</p> <p>P</p> <p>Q</p> <p>Z</p>	<p>Respect and care for the natural environment and all living things</p>
Physical				
To be able to challenge their bodies in a very different environment with natural and man	<p>Children are encouraged to be able to climb up and down within their own capabilities, with a</p>	<p>Climbing trees</p> <p>Climbing ladders</p> <p>Rope ladders, slip lines</p> <p>Logs , tree swings</p>	<p>A</p> <p>B</p> <p>C</p> <p>F</p>	<p>Continue to develop their movement, ie. balancing, swinging, climbing, jumping, and</p>

<p>made resources to encourage them to do so i.e. climbing trees, jumping stations and hammocks, focusing on teaching points that challenge them further</p>	<p>safe limit in place that they understand. They are challenged to jump higher and stretch their core, i.e. bend knees, arms above heads and reach for the sky They are gently encouraged to go beyond their limits, when they feel ready Balancing with arms outstretched or the support of a rope, as they scramble over logs, slip lines rope ladders etc.</p>	<p>Hammocks Jumping stations</p>	<p>L O R T U V W Z</p>	<p>use large muscle movements to challenge themselves.</p>
<p>To develop confidence, social skills, team work, an ability to follow simple rules and instructions and have fun collaborating and playing together</p>	<p>There are lots of opportunities to work and play as a group including team games, treasure hunts, woodland games and opportunities to encourage and support one another</p>	<p>What time is it...? This can be anything, but is based on Mr Wolf Hide and Seek 1,2,3, where are you? Sound games Stuck in the mud Encouraging each other with different tasks and working together on projects and investigations</p>	<p>C E F G L O Q R U Z</p>	<p>Take Part in group activities, which they make up for themselves, or in teams</p>

		<p>i.e. shelter building/den building</p> <p>Treasure Hunts</p> <p>Number hunts</p> <p>Themed hunts</p> <p>Be the leader and make their own rules!!!</p> <p>Fire</p>		
<p>To be able to understand properties of natural materials to build and create with purposefully</p> <p>To understand natural materials and their use to them in their chosen activity</p>	<p>To encourage the children to select independently with the knowledge they have gained i.e. big strong sticks for building, soft grasses and leaves for bedding and floors</p> <p>Seeds and leaves to add flavours to their mud pie concoctions</p> <p>Long sticks to create clues and arrows for their treasure trail</p>	<p>Treasure trails</p> <p>Den building</p> <p>Big structure building</p> <p>Small houses for animals, fairies etc</p> <p>Nests for birds</p> <p>Habitat piles for creatures</p>		<p>Choose their own resources to carry out a plan</p>
<p>To understand the rules around carrying heavier items and to collaborate to do this with others safely and appropriately.</p>	<p>Opportunities for transporting and using bigger resources such as really long branches and heavier logs, needed for a team construction or an activity with a friend</p>	<p>Building Dens</p> <p>See Saws</p> <p>Big group constructions with the support of the Forest School Leaders</p> <p>Making tree swings, willow structures etc</p>	<p>A</p> <p>B</p> <p>C</p> <p>E</p> <p>F</p> <p>G</p> <p>L</p>	<p>Collaborate with others to manage large items</p>

<p>To be aware of others around them and know that their actions need to be respectful and responsible to keep everyone safe.</p>			<p>O Q R S T U V W Z</p>	
<p>To be able to use real tools confidently, skilfully, safely and independently, understand the expectations of behaviour of themselves and others</p>	<p>To be able to use tools to create with, or simply explore their purpose through drilling holes, hammering in nails and fixing things together.</p>	<p>Tool areas set up in each site for independent use Opportunities to use other tools with some support where necessary i.e. bow saws Using tools for different purposes i.e. trowels for gardening, mallets for den building, pegs for fixing , securing and ordering</p>	<p>C L R T U V Z</p>	<p>Use one handed tools and equipment</p>
<p>To support and encourage independent dressing and undressing skills and understanding appropriate clothing needed for each weather condition they dress for</p>	<p>Appropriate clothing is provided to keep the children warm and dry and information shared with families on supporting their children to be protected from varying weather changes i.e. sun cream,</p>	<p>All children are encouraged to dress and undress themselves and put things back where they go i.e. wellies back on the trolley, hats back in their bags, shoes in the forest school shoes tray. This is a continuous process and the</p>	<p>A B C L O R Z</p>	<p>Be increasingly independent as they get dressed and undressed.</p>

	warm hats, sun hats and covered shoulders	independent needs of our children are supported and encouraged.		
Communication and Language				
To have an enriched vocabulary, extended through their emersion in natural woodland environments	To continuously provide new and challenging vocabulary for the children to investigate, explore, make sense of and understand through sensory engagement	Vocabulary such as pollination, metamorphosis nutrients, nocturnal, hibernation and migration are introduced alongside vocabulary such as habitats, seasons, real name labelling i.e. a plant species, the type of tree. Life cycles and correct names for each process and other relevant extensions such as predator, prey, growth etc.	A B C E H L Q R Z	Use a wider range of vocabulary and learn new vocabulary
Be able to respond appropriately to a why question with a clear understanding about its context.	The children are encouraged to respond to why throughout their explorations and investigations, to strengthen their understanding and question their thinking further.		A B C L Q R X Z	Understand Why questions

<p>To be able to communicate their own needs and be able to organise themselves and others and make themselves understood To be able to explain to others around them</p>	<p>The children are encouraged to think independently and be able to communicate to others around them their thoughts, their discoveries and their ideas. The children are supported in their confidences within all aspects of their communication skills and abilities. They are continuously encouraged to think for themselves.</p>	<p>A B C E F L O R Z</p>	<p>Use talk to organise themselves and their play</p>
<p>To be able to attend and listen on a one to one, with others and within a group and respect the thoughts and communications of others around them</p>	<p>The children are encouraged to listen carefully and to respond to what they hear, this can include an instruction, safety rules, rules to play games, a hook into their learning, an idea from someone else or explanations from themselves and others in the group. This can be a challenge for some, but they are all encouraged to listen and these skills are continuously built upon.</p>	<p>A B L Q R Z</p>	<p>Understand how to listen carefully and why listening is important</p>
<p>To encourage curiosity which leads to them wanting to know and learn more about their explorations and discoveries</p>	<p>The children are surrounded by an enriched environment that is constantly evolving and the rich sense of discovery and change is a hook into wanting to know and discover more. Role modelling questions and challenging their thinking is a key element to encouraging them to begin to ask questions themselves.</p>	<p>A B L Q R Z</p>	<p>Ask questions to find out more</p>
<p>For the children to know that everyone's thoughts and ideas are valued, valid and respected by everyone.</p>	<p>All children have the opportunity to share ideas, think back and share their experiences and discoveries. They are encouraged to communicate with others and to listen and respond to one another.</p>	<p>A B L Q R</p>	<p>Be able to express a point of view</p>

<p>For everyone to develop the confidence to be able to share their thoughts and ideas on a one to one or within a group.</p>	<p>The children are asked about what they think and are encouraged to communicate their thoughts with others around them. This is listened to, valued and responded to, with extensions and challenges for their thought processes, where appropriate.</p>	<p>Z</p>	
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***Forest Schools covers all curriculum areas, but I have chosen 3 key areas within the above document, and key Development Matters within each of these. ***

P4C – Children are encouraged to integrate caring, collaboration, critical and creative thinking into their Literacy Target Time