



# Forest School



# Forest School Ethos

At Callands Primary School Forest School sessions, we enable our pupils to embrace the learning opportunities of the natural world, through self initiated and self directed play and learning that is supported sympathetically and non-judgmentally.

Children learn practical and social skills and are taught to understand health and safety issues. Children are supported to engage with and appreciate their natural world, to use the natural resources it offers and the endless opportunities it provides to become self confident and self efficient learners.

Pupils are encouraged and supported to become resourceful, resilient and reflective learners. They develop good relationships with each other and learn respect for everyone and everything that they engage with. Forest Schools will enable every type of learner to achieve success and make rapid and sustained progress in their learning. Pupils will become confident, happy and self-assured learners.

# Developing Emotional Intelligence

Self-Awareness

Social Skills

Self-Regulation

The Whole Child

Empathy

Self-Motivation





# Early Years Foundation Stage



In EYFS we begin our Forest School sessions in our onsite Woodland. We learn the Forest School rules through songs and exploring the environment.



We play boundary games and the children learn about which areas we are allowed to use and which areas are too far. This helps children to regulate their own behaviour and helps them to build up the safety skills we need for when we visit the bigger woods.







### Making Bracelets

Finding string left by woodland fairies and making friendship bracelets. Working co-operatively with others and taking turns. Taking account of one another's ideas about how to organise the activity.







### Colour Matching

Using colour cards, the children explored the woodland in all four seasons trying to find natural resources that matched their colour card. Children looked closely and discovered new natural resources and began to learn their names.







### Going on a Bear Hunt

This adventure brought together Literacy, Gross Motor Development and Communication skills. The children immersed themselves in the story, using movement and body awareness to bring it to life. They used construction skills to create their dens.







### Self-Portraits

This activity allowed children to learn about themselves and their bodies, such as facial features. They were able to make connections with nature as they gathered and searched for shapes and textures needed to create their portraits. They explored what makes each of us unique and individual in our physical appearances.



## Leaf Animals

The children explored their surroundings, gathering resources and finding out more about the world around them. They were able to use their inner creativity to create their own natural art animal.







### Nature Crowns

The children went hunting for lots of interesting natural resources and used their creativity and personal preferences to make choices on how to decorate their crown.





# Physical Development





# Fire Circle





# Key Stage One

In Key Stage One we begin to explore Forest Schools using areas of the Curriculum. The Forest School Leader will plan and leave stimulus in the woods that relates to a National Curriculum area. The children are then able to explore this area using the carefully planned stimulus. The children still decide using free choice and play how they explore that area.



In Key Stage One, the children gradually use a wider boundary, while still feeling safe. Sometimes we visit the Woodland Trust site behind our school grounds. Here we have explored ponds, ditches and a large variety of wildlife.

# English



In English the children were reading the story 'Stickman' and they were learning about identifying trees in Science. The children had their own enquiry question about what type of tree Stickman's family could be. They then explored this in their own way using a variety of stimulus and activities in the woodland. Some children worked in groups to create a large beech tree Stickman. Other children prefer to work alone and created miniature Stickmen with branches. There was also opportunities to identify trees through tree rubbings, leaf identification charts and magnifying glasses for closer observation.



# History

During History, the children wanted to know further about how the Great Fire of London spread so quickly. The children made houses with a wooden structure inside. We used Forest Schools to investigate how wind and closely packed houses caused such a quick spread. The children were amazed and this really fostered a new curiosity and passion for History.



## Key Stage Two

Forest School in Key Stage Two builds on and continues to develop the experiences gained in EYFS and Key Stage One. Primarily, Forest School at Key Stage Two is used to enhance and enrich writing, whilst also developing the whole child's emotional intelligence.

A focused week of Forest School is delivered to each year group, based around a text they study in English. The children explore a range of activities linked to the text whilst still using free choice and play to discover.



The use of tools is a key aspect of Forest Schools and the children learned how to safely use bow saws, sheath knives and an auger. These were used to create mallets for the Queen of Hearts game of croquet.

Year 4 used Alice In Wonderland to explore the natural world, use tools and create a Forest School Journal which they get to keep at the end of the year.



The children used natural materials to create shelters for Alice after she had been shrunk by the 'Drink Me' potion. The children also created maps of Alice's journey through Wonderland using natural materials.



The development of co-operation and relationships is fundamental to Forest Schools. At the start of each session, children take part in a range of activities to explore these skills. Some are whole group activities, such as the string maze whilst others are partner activities, such as creating a friendship band.





To round off the week, the children learn how to safely make a fire, along with helping to cook a group meal over a central fire.



Independence is key for Forest Schools at Key Stage Two. As the children develop skills and understanding over the week, they are free to choose the activity they would like to do during their Free Play time. This can be building with natural materials, the group / paired activities and even using the tools. The latter is done with supervision but the children are free to select which tools they would like to use.