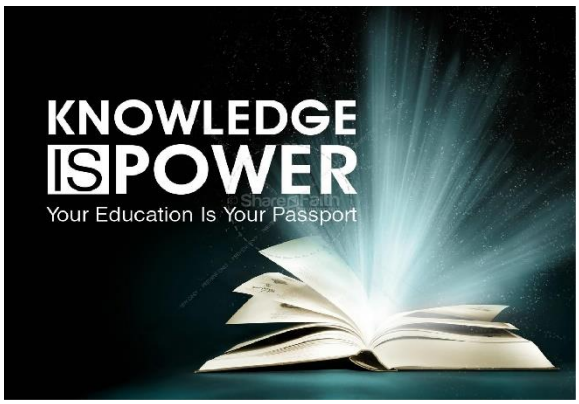
Henry Whipple Primary School

HENRY
PRIMARY SCHOOL
Believe Belong Achieve
WHIPPLE

Forest schools



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1	*Intent / Implementation / Impact* *Subject area statement*

INTENT: (vision)

At Henry Whipple we…

- Plan our Forest schools enrichment to ensure all pupils develop a genuine interest, positive curiosity and appreciation for nature and wider outdoors
- Explore the relationships between each other and support an awareness of risk and build on their self esteem
- The way this is achieved is by facilitating or allowing our learners to explore, discover and learn new skills within the defined parameters of the forest school.

We aim for all pupils to be able to…

- Forest School uses a range of learner-centred processes to create a community for being, development and learning.
- Forest School aims to promote the holistic development of all involved, fostering resilient, confident, independent and creative learners.
- Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.
- Forest School is run by qualified Forest School practitioners, who continuously maintain and develop their professional practice.
- To develop a lifelong relationship between the learner and the natural world.

IMPLEMENTATION: (how)

Our curriculum vision is translated into practice by…

- Planning tool use with supported Forest leader following the safety rules.
- Qualified level 3 Forest school leader based in school following the Holistic approach to support Forest schools practice which is progressive and builds on prior learning in understanding of nature.
- Planning activities to build in resilience, confidence which promote well-being and physical development through team building problems.
- Using a range of vocabulary and safety rules when naming tools , using steps to light a fire.
- Having clear progression maps for skills and vocabulary in line with our whole school metacognitive approach.
- Carefully planned and targeted additional sessions for all year groups in our school.
- To gain skills and have an enjoyment of the outdoors from cooking , building and taking a risk with confident.

IMPACT

We know our curriculum works for our pupils through…

- Evidence that pupils are applying taught knowledge and skills independently and are making connections across other curriculum subjects.
- End of half term skills and progression measure assessment.
- Pupil voice impact showing evidence of the positive attitudes, curiosity and a confident approach to nature and the outdoors.

2 Curriculum on a page overview

Year group	Award name	Skills	Mindfulness
Year 1	Ladybird	Go on a nature walk and make a bookmark (N) Leaf threading (K) Work with a partner to look for mini beast find the names on the ID cards (Te) To walk around the fire pit safely understanding 1 entrance and respect position (F) To use hand spades to safely dig holes (T)	To sit together around the fire pit and listen to natural sounds.
Year 2	Acorns	To identify season changers captured using cardboard picture frames(N) Tie their own knot to keep two sticks together(K) Work as a team to build a shelter for a fairy/dragon (Te) Collect different types of fire wood knowing the concepts of Kindling , tinder ,waffle structure and fire triangle(F) Use a peeler on a willow stick to make a wand(T)	Reflect on what we have done and are grateful for.
Year 3	Fox	Recall fire rules and get a spark with the steel and flint (F) Learn a clover hitch ,Fish in dish(K)	Showcase the games/knots that have been created respect each other's game an listen.

		Use a saw with two people with support and tool talk to cut fire wood (T) Identify 5 different leaves using ID cards (N) Demonstrate working well as a team to create a game using natural objects (Te)	
Year 4	Robin	Use a Timber hitch to make a bow and arrow(K) Light a fire to toast a marshmallows (F) Use loppers and secateurs to maintain the willow arch (T) Make a mini beast hotel (N) In small groups build a tent using rope and tarpaulin (Te)	Share stories around the fire pit
Year 5	Willow	Demonstrate square lashing and make stick picture frame (K) Maintain a fire in the kelly kettle to boil water hot chocolate(F) Use a hand drill safely (T) Create a clay woodland creature using natural materials (N)	Drinking hot chocolate talking about our sessions

		Work with a partner to play trust games blindfolded catch the stick , guess the object and directed walk (Te)	
Year 6	Fire	Whittle a stick using sleath knife safely to make a den pegs(T) Make a wooden structure using variety of knots(K) Light ,maintain and extinguish fire safely(F) Choose a plant or herb to sow, plant and maintain as a small group (N) Using a map orienteering around the school following clues (Te)	Self-choosing 5 minutes peace in the garden

3 Progression map: Vocabulary, knowledge and skills

Year groups	Year 1
	• Exploring nature. Developing an awareness of nature by using our 5 senses smell the air ,listen to the birds song ,feel the bark , taste the blackberries and see the growth. Identifying mini beast using ID cards. • Respecting nature by protecting the natural environment of minibeast. No littering return the area back as it was. Look and tell a grown up if you are unsure of plants/fruits. • Safety outdoors Understand and follow the fire rules around the fire pit area. Practice and use the respect position when using tools, near the fire or pond. Be introduced to tools ,using a spade to dig a hole to find objects in a safe manner being aware of peers around you and remembering the tool talk.
Vocabulary	• Minibeast , Ant , Snails , Worms , Woodlice , Butterfly , Spider ,Ladybird ,Beetle • Respect position ,Fire pit , Spade ,Fork, Soil , Forest school • Under , Behind , Up above , Underneath, Habitats

Year groups	Year 2
	• To identify changers to plants ,flowers and trees .Different coloured leaves, no leaves, new buds. • To follow instructions using string to tie two sticks together using the up and over half hitch knot. • Work as team to build a den using natural materials twigs, moss, leaves, grass, communicate ideas and experiment with different techniques. • Talk about what elements makes a fire? what kind of wood do we need ? Children can recall the concepts of Kindling, tinder, waffle structure and the fire triangle. • Using tools in a safe manner to whittle a stick , listening to the tool talk how to hold a tool and following instructions using the sweeping motion. To have an understanding where to return a tool when they have finished with it. .
Vocabulary	• Respect position, sweeping motion, hitch knot, kindling, tinder, structure ,Tee pee structure • Buds, bark, shot, roots ,Ever green, Spring, Autumn, Seasons

Year groups	Year 3
	• Recall the fire rules, use a steel and flint to create a spark to light cotton wool. Position the flint correctly and angle the steel apply small amount of pressure to create the spark also remembering being in the respect position. Encouraging watch and learn peer on peer feedback to support each other. Teamwork and resilience. • Using a stick (arm length) to create a clover hitch knot on that can stay on firm. Using the technique Fish in the dish demonstrated by Forest school leader then working in groups or pairs to support each other. • Using a Bow saw with two people to cut fire wood supported by the Forest school leader teamwork talking to each other ensuring they are pulling and pushing together to achieve the motion needed to cut through the wood. • To identify 5 different leaves using ID cards looking at the leaves structure , describing the edges, texture and colours. • Using only natural objects to create a game that each group can take in turns. They will need to come up with the rules as team communicating to each other and exchanging ideas.

Vocabulary	• Flint ,Steel, Clover hitch knot, motion, friction, Blade (saw), blade protector, Bow saw,ignite • Symmetrical, asymmetrical, jagged, smooth, Blade(leaf) stem,

Year groups	Year 4
	• Recall the clover hitch to make bow and arrow using a stick and string. Forest school leader will demonstrate fish in the dish to support pupils long term memory. • Gathering materials for the fire Kindling and tinder recalling the waffle structure to light a fire. In the respect position we can then cook over the fire. • Working as a team to plan and design a Bug hotel thinking about the different environments different mini beast would like to live in. Being creative using resources from the Forest school gardens. • Learning a new knot the Timber hitch demonstrated by Forest school leader in groups to practice building a shelter using tarpaulin and robe that is waterproof to protect equipment and supplies. • Using Loppers to create sticks to use over the fire demonstrating a safe approach when
	using them around other peers. Remembering to return them to a designated safe place when they have finished with them.
Vocabulary	• Timber hitch, Loppers, tarpaulin, • Invertebrates, vertebrates, Habitats, inhabitancy, hollow, location.

Year groups	Year 5
	• To use a square lashing knot to make a picture frame out of wood sticks. To recall the half hitch knot then expand it into a square lashing hold in place two sticks then continue independently with peer on peer support. • Remembering the fire structure and materials to light a fire in the Kelly kettle to boil water. The fire needs to be kept alight feeding tinder in to the top safely using a fire glove. Use the water to make hot chocolate for the group. • Create a wildlife animal using clay and natural materials from the Forest school Garden to design texture bring the creature to 3D. • Using a hand drill to create a wooden garden hanging object. Follow tool instruction in a safe way. • Relaying on your partner to navigate you around the grounds following their directions. You will need to use your senses as you will be wearing a blindfold. Listening to the sounds under your feet and feeling the trees around you so you can visualise where you are.
Vocabulary	• Square lashing, Bind, Diagonal, Kelly kettle, Steel, double walled, • Water chamber, circulate, fuel, spout.

Year groups	Year 6
	• Whittle a stick to use as a peg to support a tent structure. Recalling the use of the sweeping technique when using a sleath knife in the respect position away from the body. • Demonstrate your knots skills and construct a wooden structure to stand securely. You can use any knots from previous learning. • As small teams collect clues from around the school grounds orienteering reading a map. Understanding you position using a compass and follow directions. • As a team light, maintain, and extinguish fire safely. Light a fire to cook a small snack over the flames. Gather fire wood, tinder and kindling then fuel the fire and keep it going. Teamwork is needed to understand when the fire needs more fuel or to wait so you don't smother the flames. Using a cup of water to safely put out the fire checking that is all out.
Vocabulary	• Orienteering, North, South, West, East, compass • Sleath knife