

Forest School

Principles and criteria for good practice following Forest School Association guidelines.

Principle 1: Forest School is a long-term process of frequent and regular sessions in a woodland or natural environment, rather than a one-off visit. Planning, adaptation, observations and reviewing are integral elements of Forest School.

- Forest School takes place regularly with the same group of learners, over an extended period of time.
- A Forest School programme has a structure which is based on the observations and collaborative work between learners and practitioners. This structure should clearly demonstrate progression of learning.
- The initial sessions of any programme establish physical and behavioural boundaries as well as making initial observations on which to base future programme development.

Principle 2: Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between the learner and the natural world.

- The woodland is ideally suited to match the needs of the programme and the learners, providing them with the space and environment in which to explore and discover.
- A Forest School programme constantly monitors its ecological impact and works within a sustainable site management plan agreed between the landowner/manager, the forest school practitioner and the learners.
- Forest School aims to foster a relationship with nature through regular personal experiences in order to develop long-term, environmentally sustainable attitudes and practices in staff, learners and the wider community.
- Forest School uses natural resources for inspiration, to enable ideas and to encourage intrinsic motivation.

Principle 3: Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners.

- Where appropriate, the Forest School leader will aim to link experiences at Forest School to home and school education
- Forest School programmes aim to develop, where appropriate, the physical, social, cognitive, linguistic, emotional and spiritual aspects of the learner.

Principle 4: Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.

- Forest School opportunities are designed to build on an individual's innate motivation, positive attitudes and/or interests.
- Forest School uses tools and fires only where deemed appropriate to the learners, and dependent on completion of a baseline risk assessment.
- Any Forest School experience follows a Risk–Benefit process managed jointly by the practitioner and learner that is tailored to the developmental stage of the learner.

Principle 5: Forest School is run by qualified Forest School practitioners who continuously maintain and develop their professional practice.

- Forest School is led by qualified Forest School practitioners, who are required to hold a minimum of an accredited Level 3 Forest School qualification.
- There is a high ratio of practitioner/adults to learners.
- The Forest School leader is a reflective practitioner and sees themselves, therefore, as a learner too.

Principle 6: Forest School uses a range of learner-centred processes to create a community for development and learning

- A learner-centred pedagogical approach is employed by Forest School that is responsive to the needs and interests of learners.
- The Practitioner models the pedagogy, which they promote during their programmes through careful planning, appropriate dialogue and relationship building.
- Play and choice are an integral part of the Forest School learning process, and play is recognised as vital to learning and development at Forest School.
- Forest School provides a stimulus for all learning preferences and dispositions.
- Reflective practice is a feature of each session to ensure learners and practitioners can understand their achievements, develop emotional intelligence and plan for the future.

- Practitioner observation is an important element of Forest School pedagogy. Observations feed into 'scaffolding' and tailoring experiences to learning and development at Forest School.

Pupils should have learnt:

During their time at Forest School, pupils should have learnt to:

- use their learning powers
- be independent
- be able to reflect
- be resilient
- develop personal skills
- develop social and emotional wellbeing
- develop physical wellbeing
- new skills
- to take care of the environment around them

Forest School directly and positively reinforces learning in other subjects within school.

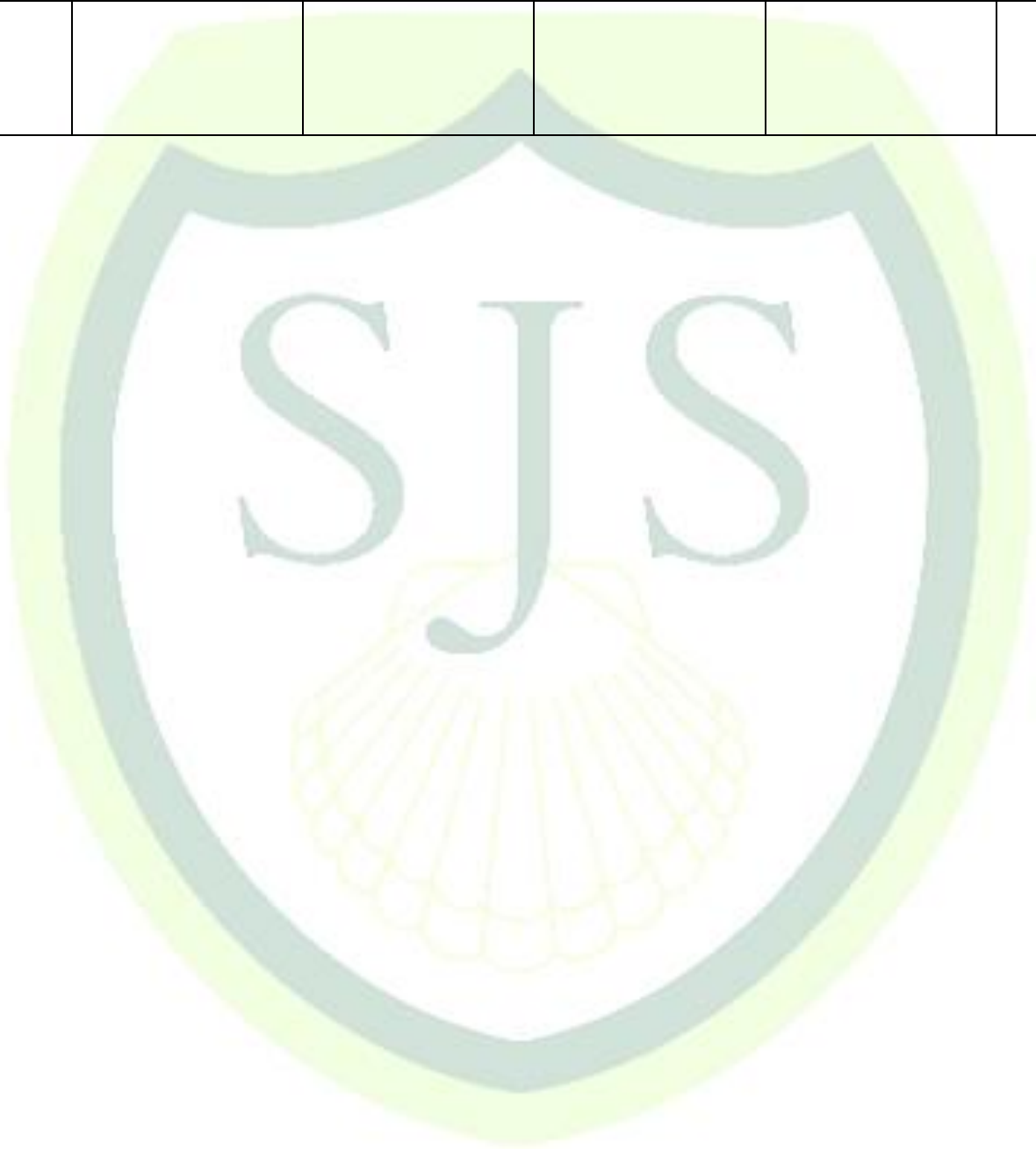
Skills and Knowledge

	YR	Y1	Y2	Y3	Y4	Y5	Y6
Learning powers	Have a go Concentrate Co-operate Enjoy learning	Have a go Concentrate Co-operate Enjoy learning Don't give up Keep improving Be curious Use your imagination	Have a go Concentrate Co-operate Enjoy learning Don't give up Keep improving Be curious Use your imagination	Zest (enthusiasm) Curiosity Resilience (perseverance) Self-Control Hope & optimism Social & emotional intelligence	Zest (enthusiasm) Curiosity Resilience (perseverance) Self-Control Hope & optimism Social & emotional intelligence	Zest (enthusiasm) Curiosity Resilience (perseverance) Self-Control Hope & optimism Social & emotional intelligence	Zest (enthusiasm) Curiosity Resilience (perseverance) Self-Control Hope & optimism Social & emotional intelligence
Independence	To encourage children to choose their own activities from given resources.	To plan and manage their own time and make independent choices and decisions, using available resources.	To plan and manage their own time and make independent choices and decisions, using available resources.	To begin to plan and manage their own time and make independent choices and decisions, requesting necessary resources.	To plan and manage their own time and make independent choices and decisions requesting necessary resources.	To plan and manage their own time in advance and make independent choices and decisions requesting necessary resources in advance.	To plan and manage their own time in advance and make independent choices and decisions requesting necessary resources in advance.
Reflection	To encourage children to talk about what activities they have done and to recognise which learning powers they have used, beginning to take turns and listen to others. To encourage them to be thankful to God for something in Forest School.	To encourage children to talk about what activities they have done and to recognise which learning powers they have used, taking turns and listening to others To be thankful to God for something in Forest School.	To reflect on the activities they have done, using whole sentences and speaking clearly, recognising which learning powers they have used. To take turns and listen carefully to others. To be thankful to God for something in Forest School.	To reflect on the activities they have done, using whole sentences and speaking clearly, beginning to use the Key Stage 2 learning powers. To take turns and listen carefully to others. To be thankful to God for something in Forest School and explain why.	To reflect on the activities they have done, evaluating and considering improvements. To use the Key Stage 2 learning powers. To listen carefully and give positive feedback to others. To be thankful to God for something in Forest School and explain why.	To reflect on the activities they have done, evaluating and planning for future sessions. To use the Key Stage 2 learning powers. To listen carefully and give positive feedback to others. To be thankful to God for something in Forest School and to begin to show appreciation and value for an aspect of their session.	To reflect on the activities they have done, evaluating and planning for future sessions. To use the Key Stage 2 learning powers. To listen carefully and give positive feedback to others. To be thankful to God for something in Forest School and to begin to show appreciation and value for an aspect of their session.

	YR	Y1	Y2	Y3	Y4	Y5	Y6
Personal	<p>To dress/undress with minimal assistance and go to the toilet with adult supervision.</p> <p>To give the opportunity to take supported risks appropriate to the environment and to themselves.</p> <p>To develop an awareness of risk, how to assess for themselves and progress appropriately.</p> <p>To learn and follow the core rules to keep themselves safe, with visual cues on display.</p>	<p>To dress/undress and go to the toilet independently.</p> <p>To take supported risks appropriate to the environment and to themselves and their increasing abilities.</p> <p>To develop an increased awareness of risk, how to assess for themselves and progress appropriately.</p> <p>To recall and follow the rules to keep themselves safe, with visual cues on display.</p>	<p>To dress/undress and go to the toilet independently.</p> <p>To take supported risks appropriate to the environment and to themselves and their increasing abilities.</p> <p>To improve their awareness of risk, how to assess for themselves and progress appropriately.</p> <p>To recall and follow the rules to keep themselves safe, with visual cues on display.</p>	<p>To dress appropriately for the season, manage clothing and go to the toilet independently.</p> <p>To begin to take self-assessed risks appropriate to the environment and to themselves and their increasing abilities.</p> <p>To recall and follow the rules to keep themselves safe, with visual cues on display.</p>	<p>To dress appropriately for the season, manage clothing and go to the toilet independently.</p> <p>To develop further in taking self-assessed risks appropriate to the environment and to themselves and their increasing abilities.</p> <p>To recall and follow the rules to keep themselves safe, with visual cues on display.</p>	<p>To dress appropriately for the season, manage clothing and go to the toilet independently.</p> <p>To take self-assessed risks appropriate to the environment and to themselves and their increasing abilities.</p> <p>To recall and follow the rules to keep themselves safe, with visual cues on display.</p>	<p>To dress appropriately for the season, manage clothing and go to the toilet independently.</p> <p>To take self-assessed risks appropriate to the environment and to themselves and their increasing abilities.</p> <p>To recall and follow the rules to keep themselves safe, with visual cues on display.</p>
Social & Emotional Wellbeing	<p>To regulate their own behaviour and demands during the session.</p> <p>To build relationships and friendships.</p> <p>To begin to manage differences, resolving issues with support.</p> <p>To develop turn taking with support.</p> <p>To maintain focus when following instructions.</p>	<p>To increase care and awareness of group members.</p> <p>To build and strengthen relationships and friendships.</p> <p>To grow in managing differences, resolving issues with support.</p> <p>To develop turn taking.</p> <p>To maintain focus when following instructions.</p>	<p>To build on inclusivity and co-operation.</p> <p>To strengthen relationships and friendships.</p> <p>To begin to manage differences independently, resolving issues with some support.</p> <p>To develop turn taking, understanding the wants and needs of others.</p> <p>To maintain focus when following instructions.</p>	<p>To appreciate and value their peers.</p> <p>To strengthen relationships and friendships.</p> <p>To manage differences independently with support when necessary.</p> <p>To develop turn taking, understanding the wants and needs of others.</p> <p>To maintain focus when following instructions.</p>	<p>To create room for each other to thrive with encouragement.</p> <p>To strengthen relationships and friendships.</p> <p>To manage differences independently with support when necessary.</p> <p>To develop turn taking, understanding the wants and needs of others.</p> <p>To maintain focus when following instructions.</p>	<p>To come together as an inclusive team, flexible enough to accommodate individual ideas.</p> <p>To strengthen relationships and friendships.</p> <p>To manage differences independently with support available.</p> <p>To develop their understanding of others wants and needs.</p> <p>To maintain focus when following instructions.</p>	<p>To appreciate, value and nurture individual strengths and skills within the group.</p> <p>To strengthen relationships and friendships.</p> <p>To manage differences independently with support available.</p> <p>To develop their understanding of others wants and needs.</p> <p>To maintain focus when following instructions.</p>

	YR	Y1	Y2	Y3	Y4	Y5	Y6
Physical Wellbeing	<p>To negotiate space and obstacles safely, with consideration for themselves and others when moving around and climbing, developing core strength.</p> <p>To develop balance, co-ordination and confidence when playing and moving around the site.</p> <p>To develop fine motor skills through exploratory play and planned activities (e.g. using a palm drill to drill soft material, using hammers and nails)</p>	<p>To climb trees and use available equipment (e.g. dens, swings) safely, challenging themselves and improving core strength.</p> <p>To develop balance, co-ordination and confidence when playing and moving around the site.</p> <p>To develop fine motor skills through exploratory play and available activities (e.g. using a palm drill to drill soft wood, using hammers and nails)</p>	<p>To climb trees and use available equipment (e.g. dens, swings) safely, challenging themselves and improving core strength.</p> <p>To develop balance, co-ordination, confidence and resilience when playing and moving around the site.</p> <p>To develop fine motor skills through exploratory play and available activities (e.g. using a palm drill to drill soft wood using hammers and nails)</p>	<p>To develop confidence on a new site, climbing trees and using available equipment (e.g. cargo net, zip-line) safely, challenging themselves, improving core strength.</p> <p>To challenge themselves to further develop balance, co-ordination, confidence and resilience (e.g. designing assault courses, using zip-line and using saws).</p> <p>To develop fine motor skills through use of a wide range of tools and materials (e.g. using palm drills, tying knots).</p>	<p>To climb trees and use available equipment (e.g. cargo net, zip-line) safely, challenging themselves, improving core strength.</p> <p>To challenge themselves to further develop balance, co-ordination, confidence and resilience (e.g. designing assault courses, using zip-line and using saws).</p> <p>To develop fine motor skills through use of a wide range of tools and materials (e.g. using palm drills, tying knots).</p>	<p>To climb trees and use available equipment (e.g. cargo net, zip-line) safely, challenging themselves and others, improving core strength.</p> <p>To challenge themselves and others to further develop balance, co-ordination, confidence and resilience (e.g. designing assault courses, using zip-line and using saws).</p> <p>To develop fine motor skills through use of a wide range of tools and materials (e.g. using palm drills, tying knots, whittling).</p>	<p>To climb trees and use available equipment (e.g. cargo net, zip-line) safely, challenging themselves and others, improving core strength.</p> <p>To challenge themselves and others to further develop balance, co-ordination, confidence and resilience (e.g. designing assault courses, using zip-line and using saws).</p> <p>To develop fine motor skills through use of a wide range of tools and materials (e.g. using palm drills, tying knots, whittling).</p>
Environmental (Activities adapted to suit the season)	<p>To learn to care for flora and fauna.</p> <p>To introduce to plant identification.</p> <p>To notice and be curious about nature through available activities (e.g. Hapa-Zome, matching natural colours).</p>	<p>To learn to care for flora and fauna, specific to our site.</p> <p>To introduce foraging. To identify some plants (including fungi), birds and mini-beasts.</p> <p>To continue to notice and be curious about nature through available activities (e.g. Hapa-Zome, matching natural colours).</p>	<p>To care for flora and fauna, specific to our site.</p> <p>To notice seasonal changes to the environment and temperature.</p> <p>To forage for purpose. To identify more plants (including fungi), trees, birds and mini-beasts.</p>	<p>To care for flora and fauna, specific to our site.</p> <p>To notice seasonal changes to the environment and temperature and make links between them.</p> <p>To advance plant and animal knowledge, including life cycles.</p> <p>To independently develop curiosity about nature.</p>	<p>To care for flora and fauna.</p> <p>To notice seasonal changes to the environment and temperature and make links between them.</p> <p>To be able to identify some plants and flowers on site.</p> <p>To independently develop curiosity about nature, noticing signs of animal & bird activity.</p>	<p>To begin to understand why we care for flora and fauna.</p> <p>To advance plant knowledge, including their uses and develop skills in using these.</p> <p>To independently develop curiosity about nature, noticing signs of animal & bird activity.</p>	<p>To understand why we care for flora and fauna.</p> <p>To advance plant knowledge, including their uses and develop skills in using these.</p> <p>To independently develop curiosity about nature, noticing signs of animal & bird activity.</p> <p>To help care for the wider school environment when</p>

							appropriate (e.g. watering young trees).
--	--	--	--	--	--	--	--



	YR	Y1	Y2	Y3	Y4	Y5	Y6
Skills	<p>To use strikers to light cotton wool and to safely cook a marshmallow over a fire.</p> <p>To teach how to use and respect tools, not permitting them to be used until children have been taught and can display safe use with assistance.</p> <p>Tools available include: Palm drill Hacksaw Hammers and nails Fire striker</p>	<p>To use strikers to light a fire and to safely cook a marshmallow over a fire.</p> <p>To teach how to use and respect tools, not permitting them to be used until children have been taught and can display safe use. Some tool use will require 1:1 supervision depending on age and ability.</p> <p>Tools available and possible skills include: Palm drill Hacksaw Hammers and nails Fire striker Basic knot tying with support Basic den building</p>	<p>To use strikers to light a fire and do simple cooking (e.g., marshmallows, popcorn).</p> <p>To teach how to use and respect tools, not permitting them to be used until children have been taught and can display safe use. Some tool use will require 1:1 supervision depending on age and ability.</p> <p>Tools available and possible skills include: Palm drill Hacksaw Hammers and nails Fire striker Fire building Basic knot tying with support Den building</p>	<p>To use strikers to light a fire and do simple cooking (e.g., sugared fruit, stone age recipes).</p> <p>To teach how to use and respect tools, not permitting them to be used until children have been taught and can display safe use. Some tool use will require 1:1 supervision depending on age and ability).</p> <p>Tools available and possible skills include: Palm drill Hacksaw Hammers and nails Fire striker Fire building Basic knot tying with support Den building Pond dipping Swing construction</p>	<p>To use strikers to light a fire and do simple cooking (e.g. roman biscuits, pancakes).</p> <p>To teach how to use and respect tools, not permitting them to be used until children have been taught and can display safe use. Some tool use will require 1:1 supervision depending on age and ability.</p> <p>Tools available and possible skills include: Palm drill Hacksaw Hammers and nails Fire striker Fire building Den building Pond Dipping Weaving</p>	<p>To use strikers to light a fire and do simple cooking, experimenting with different techniques and recipes (e.g. campfire pizza, wild garlic pesto).</p> <p>To teach how to use and respect tools, not permitting them to be used until children have been taught and can display safe use. Some tool use will require 1:1 supervision depending on age and ability. Advancing to use of whittling knife.</p> <p>Tools available and possible skills include: Palm drill Hacksaw Hammers and nails Fire striker Fixed blade knife Fire building Basic knot tying Den building Pond Dipping Weaving Charcoal making</p>	<p>To use strikers to light a fire and do simple cooking, experimenting with different techniques and recipes (e.g. damper bread, campfire doughnuts).</p> <p>To teach how to use and respect tools, not permitting them to be used until children have been taught and can display safe use. Some tool use will require 1:1 supervision depending on age and ability. Advancing to use of whittling knife.</p> <p>Tools available and possible skills include: Palm drill Hacksaw Hammers and nails Fire striker Fixed blade knife Axe/billhook Fire building Basic knot tying Den building Pond Dipping Weaving Charcoal making Ink making Making nettle string</p>

Subject Links

English	<ul style="list-style-type: none">Fine motor skillsLanguage developmentCreativity (e.g. home and playground for an insect)Story telling (e.g. the journey and adventures of a stick character through the woods)Making ink/paint and writing implementsImaginative play (e.g. mud kitchen)Re-enacting literature
Maths	<ul style="list-style-type: none">Weight and massMeasuring3D shapeMathematical language
Science	<ul style="list-style-type: none">Experimenting, evaluating and reflectingPlantsAnimalsLiving things and their habitatsEvolution of plants and animalsMaterialsChanging states of matterRocksSeasonal ChangesForcesSoundMinibeasts
History	<ul style="list-style-type: none">ArchaeologyStone ageCave painting using natural materialsThe age of treesSite specific historyGeological changes
Design Technology	<ul style="list-style-type: none">Tool use – hammers and nails, hand saws, bow-saws, knives, palm drillsMeasuringPlanning, designing and adaptingEvaluating and reflectingConstructing, building on a large scaleCollaborative constructionKnot tying

	<p>Cooking and following recipes</p>
Art	<p>Creativity Outdoor Art – 2D pictures and 3D sculptures including environmental artists such as Andy Goldsworthy Imagination Construction Fine motor skills Mud play</p>
Geography	<p>Maps Location Streams and water Flora and fauna Rocks World cultures (e.g. foods and celebrations)</p>
RE	<p>God - thanksgiving Creation – appreciation and care for the world Gospel stories Other religions (e.g. discussions encouraged and key celebrations recognised)</p>
PE	<p>Gymnastics Core strength Gross motor skills Balance Co-operation Games Problem solving</p>
PSHE	<p>Friendships Managing conflict Enjoyment Health – Taking care of yourself Well-being Independence, ability to make decisions Taking responsibility Learning powers Co-operation ...and so on!</p>

EAL	Time for talk – communicating with peers Lots of language Language for purpose Sharing foreign languages and vocabulary

