



Forest School

Oakhill Church School

Our curriculum is designed and built upon children’s prior knowledge, and we use quality first-hand experiences to help unlock children's curiosity and invest in their cultural understanding and capital. The curriculum makes links and connections to establish purposeful learning which is relevant now and for life in the future.

Teaching and Learning.....2

Curriculum Overview.....3

Skills Progression4



Teaching and Learning

Outdoor Opportunities for all:

- At Oakhill, we believe that learning should not be restricted to the classroom.
- We have created a Forest School environment within the school grounds.
- We believe that Forest School can enhance our vision of “Together we Grow from Acorns to Oaks”
- Each class will access a forest school curriculum.
- Our outdoor learning aims to:
 - Develop children’s creativity
 - Enable children to gain a respect for the natural environment and wildlife
 - Build resilience, determination, and independence
- Forest school lessons can be linked to the children’s topic, their class curriculum, or learning specific skills that the children can take back to the classroom.

Targeted Forest School Provision:

- Identified vulnerable children may have the opportunity to attend additional forest school sessions in small groups.
- The children will have the opportunity to incorporate play and learning in their own creative way.
- The tasks are planned in small achievable chunks to ensure that every child will succeed which in turn will raise self-esteem and develop confidence.
- These sessions aim to improve children’s life skills and experiences

Activities:

Activities for Forest Schools are diverse and numerous but it should be reminded that we are trying to create independent learners who are inspired to try out their own ideas, explore their own interests and to attempt new ideas.

Some activities might include:

- Shelter building
- Fire lighting
- Tool use
- Studying wildlife
- Playing team and group games
- Sensory activities
- Tracking games
- Cooking on an open fire
- Using a Kelly Kettle
- Rope and string work
- Art and sculpture work
- Woodland and traditional craft
- Developing stories and drama, and meeting imaginary characters
- Physical movement activities.



Curriculum Overview

		Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
EYFS/KS1/KS2	Cycle A	<p>Y1/2</p> <p>Topic links (“How do trees and plants change across the four seasons?”):</p> <ul style="list-style-type: none"> Science: Seasons Geography: Seasonal and daily weather patterns 	<p>EYFS</p> <p>Topic links (“How can I find my way around Oakhill?”)</p> <ul style="list-style-type: none"> Expressive Art and Design: I join materials through using a stapler; explore mono-printing Understanding the World: Recognise familiar places on a map of my town; use ariel photos to create a simple map of my town Literacy: We are Going on a Bear Hunt 	<ul style="list-style-type: none"> Additional Intervention for Vulnerable Children 	<p>Y5/6</p> <p>Topic links (“What evidence is there for evolution?”)</p> <ul style="list-style-type: none"> Science: Evolution Jigsaw: Healthy Me 	<p>Y4/5</p> <p>Topic links (How and Why did the Roman empire spread across Europe?):</p> <ul style="list-style-type: none"> Geography: Use fieldwork to use the eight point of a compass and four and six-figure grid references, symbols and key: Field study 	<p>Y3/4</p> <p>Topic links (“What are the parts of a flowering plant?”)</p> <ul style="list-style-type: none"> Science: Plants Art: Plant Art MfL: Animals
	Cycle B	<p>Y1/2</p> <p>Topic links (“How does weather and daylight change across the four seasons?”):</p> <ul style="list-style-type: none"> Science: Seasons Geography: Seasonal and daily weather patterns 	<p>Y5/6</p>	<ul style="list-style-type: none"> Additional Intervention for Vulnerable Children 	<p>EYFS</p> <p>Topic links (“Why is Oakhill a special place?”)</p> <ul style="list-style-type: none"> Expressive Art and Design: I join materials through using a stapler; explore mono-printing Understanding the World (Science): Understand and talk about seasons how this affects plant life; investigate the climate in the world around me Science (Y1): What do different animals need to survive? Understanding the World (Geography): compare my place of living with another town or country of relevance to my class; identify England on a map and that I live in a country Literacy: We are Going on a Bear Hunt 	<p>Y4/5</p> <p>Topic links (How did the Roman empire effect life in Britain?):</p> <ul style="list-style-type: none"> Geography: Use fieldwork to use the eight point of a compass and four and six-figure grid references, symbols and key: Field study 	<p>Y3/4</p> <p>Topic links (“How do plants transport water and reproduce?”)</p> <ul style="list-style-type: none"> Science: Plants MfL: Animals Art: Aboriginal Art



Skills Progression

	Building, Problem Solving and team work	Tool work	Science, Nature and Environment	Art	Cooking	Physical Development	Global Citizenship/Understanding of the World
Reception and KS1	I can make and play woodland versions of common games (pick-up sticks, noughts and crosses for example). I can work in a team during wide games and scavenger hunts. I can build trust with my peers through playing games.	I can whittle using age-appropriate tools. I can make sparks with a fire steel.	I can identify deciduous and evergreen trees. I can name some common birds and talk about their features and the sounds they make. I can match tracks and other signs to animals. I can identify and classify things I observe. I can talk about how to encourage wildlife into an area.	I can sketch trees and plants. I can choose shapes in nature and use them to inspire my artwork.	I can be safe around a fire and explain the fire circle. I can light a fire safely with close supervision. I can toast a marshmallow on a stick.	I can describe my flexibility, strength, control and balance when participating in outdoor activities. I can carry equipment around safely. I can take part in outdoor activities and challenges on my own and in a team. I understand and can describe the benefits of being outside.	I can describe different ways to look after the environment. I understand why I have a responsibility to help take care of our local community and the wider world. I play an active part in my local community.
Lower KS2	I can make and play woodland versions of common games (pick-up sticks, noughts and crosses for example). I can work in a team during wide games and scavenger hunts. I can build trust with my peers through playing games.	I can whittle using age-appropriate tools. I can use a palm drill. I can make sparks with a fire steel.	I can identify deciduous and evergreen trees. I can name some common birds and talk about their features and the sounds they make. I can match tracks and other signs to animals. I can identify and classify things I observe. I can talk about how to encourage wildlife into an area.	I can sketch trees and plants. I can choose shapes in nature and use them to inspire my artwork. I can sculpt using clay or mud.	I can be safe around a fire and explain the fire circle. I can light a fire safely with close supervision. I can toast a marshmallow on a stick. I can cook on an open fire with appropriate supervision.	I can be safe around a fire and explain the fire circle. I can light a fire safely with close supervision. I can toast a marshmallow on a stick. I can cook on an open fire with appropriate supervision.	I can describe different ways to look after the environment. I understand why I have a responsibility to help take care of our local community and the wider world. I play an active part in my local community.
Upper KS2	I can explain what humans need to survive. I can work with others to research and obtain survival essentials. I understand the rules for safe foraging. I can work with a team to build a waterproof shelter using tarpaulins. I can use a range of simple knots.	I can use a hammer and nails safely. I can saw wood with support. I can make and tend a fire. I can tie suitable knots for different purposes.	I can name and identify some trees in our grounds by using a simple ID guide. I can name and identify wildlife in and around our grounds by using a simple ID guide. I can recognise pollution indicators in different habitats. I can group objects according to my own criteria. I am beginning to know the eight points on a compass.	I can plan, make and create a decoration. I can use natural shapes and structures to inspire my artwork. I can print using natural materials.	I can be safe around a fire and explain the fire circle. I can prepare the fire-lighting equipment and light a fire safely with close supervision. I can toast a marshmallow on a stick. I can cook on an open fire.	I can carry equipment around safely. I can follow and make trails. I can take part in outdoor activities and challenges on my own and in a team. I understand and can describe the benefits of being outside.	I can describe different ways to look after the environment. I understand why I have a responsibility to help take care of our local community and the wider world. I play an active part in my local and wider community.



Curriculum Overview



Skills Progression