



2. Scaffolding and Modelling – With repetitive contact with the natural world learners start observing changes and begin questioning and investigating. The practitioner harnesses these questions and interests into a meaningful learning experience through selective introduction of skills, knowledge, ideas and resources. The time in this stage is a balance between child led and adult directed. The adults need to observe the children’s interests and existing levels of development and then scaffold learning for individuals by directing certain skills and knowledge.

Activity	Knowledge	Skills	Understanding	Key Vocabulary linked to Science curriculum	Cross Curricular Links
Camp craft Den and shelter building <ul style="list-style-type: none"> • Dens with branches, twigs and leaves • 1 person shelter with tarps • Fairy shelters • Hide and seek 	Pupils will learn how to fasten branches together. Pupils will learn how to balance upright branches so that they do not fall over. Pupils will learn about waterproofing and shelter. Pupils will learn about size being fit for purpose. Pupils will learn that they must hide behind something of a comparable size and adjust their height and body to fit behind, under it.	Develop coordination Work in teams Problem solving Identifying trees Develop technical knowledge to build den structures, exploring how they can be made stronger, stiffer and more stable	Trees Size, capacity/height Positioning and fastenings - explore and evaluate a range of existing products evaluate their ideas and products against design criteria Weather Seasons Basic needs	Leaves Branches Den Shelter Shapes Up Down High Low	Maths Design technology Fine and gross motor skills PSHCE/ RSHE

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<p>Campfire cooking</p> <ul style="list-style-type: none"> • Open fire cooking • Cooking using outdoor ovens <p>Flat breads Hot chocolate</p>	<p>Pupils will learn that heat changes the properties of ingredients. Pupils will learn that heating and cooling can change a liquid to a solid and vice versa. Pupils will learn that heat cooks raw food and makes it palatable.</p>	<p>Setting up camp fire Fire lighting Turn taking Problem solving Risk taking Following sequences Safety procedures</p>	<p>Safety around a fire How cooking changes ingredients Science – materials and chemical / physical processes, changes of states of ingredients with heat, mixing, adding liquids etc.</p>	<p>Fire Hot Cook Pan Kettle Safe</p>	<p>Food Technology Science – changes to states of matter, chemical and physical processes Maths English Fine and gross motor skills PSHCE/ RSHE</p>
<p>Local Biodiversity Flora and Fauna Environmental</p> <ul style="list-style-type: none"> • Trips to local woods • Litter picking • Flower identification • Insect identification • Making insect homes 	<p>Pupils will learn about their local natural environment. Pupils will learn about the dangers of litter to wildlife. Pupils will learn the names/ attributes of common wild flowers. Pupils will learn about habitats suitable for insects.</p>	<p>Fine and gross motor skills making insect homes. Design Technology & Science – to select and plan the most appropriate type of scientific enquiry to use to answer scientific and technological questions relating</p>	<p>Science - Developing knowledge of animal habitats Know that animals need food and shelter Flora and fauna identification Respecting nature Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals</p>	<p>Flower Tree Ladybird Worm Insect Habitat</p>	<p>Science English Geography Fine and gross motor skills PSHCE/ RSHE</p>

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<ul style="list-style-type: none"> Planting wild flowers Collecting natural resources 	<p>Pupils will learn what seeds, fruits, cones, leaves etc. are produced by local trees.</p>	<p>to suitable construction of habitats, materials and their properties to construct habitats with.</p>	<p>Participate in exploring ideas and raising different kinds of questions</p>		
<p>Orienteering Team building Problem solving</p> <ul style="list-style-type: none"> Trips to local woodland Treasure trails Nature hunt Leaf matching 	<p>Pupils will learn compass directions. Pupils will learn left and right. Pupils will learn to identify which is appropriate visual or tactile information on a trail and discard arbitrary information.</p>	<p>Follow directions Becoming familiar with a compass To use simple compass directions (north, south, east and west) and locational and directional language [near and far, left and right], to describe the location of features and routes on a map. Geography – to make own maps and charts</p>	<p>Follow/explore/experience spoken, written (or symbols) directions, Forward, backwards, left, right, up, down, under, over Changes in the environment relating to seasons, identification of trees and leaves, learn about plant growth inside buds or roots under soil.</p>	<p>Compass Team Direction Can you see/find/look for...?</p>	<p>Science English Geography Fine and gross motor skills PSHCE/ RSHE Maths – position, direction and movement</p>



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<p>Arts and crafts Creative expression</p> <ul style="list-style-type: none"> • Campfire songs and performing • Musical instrument making, shakers, banging sticks, rain makers • Dream catchers • Nature frames • Sensory sticks • Listening to natural sounds in the environment • Story telling – The Gruffallo, The Stickman and others • Dying fabrics 	<p>Pupils will learn to sing a campfire song. Pupils will learn how to create different sounds. Pupils will learn how to construct a circle from willow by bending and softening the willow strip in their hands. Pupils will learn how to attach sticks and bark together to create a 2D square or rectangular frame. Pupils will learn what natural sounds can be heard in a natural environment as opposed to an urban populated one. Pupils will learn about story sequencing, characters and themes within stories.</p>	<p>Music – Recapping songs Learn music skills / vocal potential through Warm ups to use their voices safely. Breathing. Increasing control of airflow will help pupils to sing longer phrases, adjust dynamics, improve tuning and phrase melodies expressively singing campfire songs such as ‘Tall Trees’. Use body percussion, (e.g. clapping, tapping, walking) and homemade wooden rustic natural percussion</p>	<p>Music – Music context - consider the context in which campfire songs were written, or by discussing the meaning of any words. Music vocal health - warming up before singing, staying hydrated, resting voices, singing in rounds in campfire songs. Exploring pulse/beat or rhythm /pitch, walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. Art - to develop understanding or experience using colour, pattern, texture, line, shape, form and space, about the work of a range of artists, craft makers and designers, describing the differences and similarities and making links to their own work. To understand</p>	<p>Music - rhythm, pattern chant, pitch, tempo, beat, pulse, perform. Art – clay, charcoal, dye, frame, sensory, creative, imaginations, composition, 3D, 2D, crafts person, design, designer, artist.</p>	<p>Design technology Art Science Fine motor skills PSHCE/ RSHE English literature / reading for pleasure Music</p>

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	<p>Pupils will learn that some natural objects have colours that can be released and transferred to materials.</p>	<p>(shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns to maintain a steady beat, perform woodland word pattern chants English - Developing reading skills Art - to use a range of woodland and natural materials creatively to design and make dream catchers, sensory sticks and sensory frames. To use 3D manipulation and sculpture.</p>	<p>the physical properties to manipulate charcoal (from fire), natural dyes from berries and leaves, natural paint, clay. To explore art from history and different cultures and relate to own work.</p>		



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<p>Tools techniques Rustic woodwork</p> <ul style="list-style-type: none"> • Basic whittling • Carve a plant dibber • Coasters • Seasonal table decorations • Plant labels • Trail markers 	<p>Pupils will learn that a harder material can affect a softer material – cut, scrape, peel etc. from metal on wood. Pupils will learn how to use a saw and simple hand tools with full support according to risk assessment. Pupils will learn that a table decoration will be seen from all angles and that the arrangement must be 360 degrees.</p>	<p>Design Technology – functions and use of tools, choosing suitable tool for appropriate purpose. Design purposeful & functional products for themselves and other users based on the design criteria and use a range of tools and equipment to perform practical tasks [cutting, shaping, joining and finishing] Science – properties of materials – harder, sharper property impacting on a</p>	<p>Evaluate explore and evaluate a range of existing products evaluate their ideas and products against design criteria Develop technical knowledge to build structures, exploring how they can be made stronger, stiffer and more stable.</p>	<p>Design Plan Make Build Strengthen Stiffen Stable Unstable Waterproof Wear and tear Structure Underside Fasten Join Manipulate Sharp Split Carve Whittle</p>	<p>Design technology Science Fine and gross motor skills PSHCE/ RSHE Careers education – learning skills for adult life/ confidence building and team work</p>

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		softer, less dense matter – carving, splitting, whittling wood etc.			