

Forest School and the Curriculum at Milwards Primary School and Nursery

The Department of Education National Curriculum 2014 Aims:

1. The national curriculum provides pupils with an introduction to the essential knowledge that they need to be educated citizens. It introduces pupils to the best that has been thought and said; and **helps engender an appreciation of human creativity and achievement.**

2. The national curriculum is just one element in the education of every child. **There is time and space in the school day and in each week, term and year to range beyond the national curriculum specifications.** The national curriculum provides an outline of core knowledge around which teachers can **develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.**

At Milwards, we believe that Forest School enables a range of children to explore their creativity, as well as develop their skills and knowledge in a way that is often not available to them in the classroom. This document aims to identify a majority of the National Curriculum objectives which children have the opportunity to meet whilst attending Forest School sessions.



English Objectives (From National Curriculum 2014)

Pupils should be taught to:	Forest School Activity
Be introduced to non-fiction books that are structured in different ways (Y2).	Pupils use a range of textbooks at FS, particularly to identify a range of trees, animals and habitats.
Recognise simple recurring literary language in stories and poetry (Y2).	Pupils are taught a range of songs, rhymes and poems during FS sessions,
Discuss and clarify the meanings of words, linking new meanings to known vocabulary (Y2).	Pupils are introduced to a range of new vocabulary at FS, particularly the names of trees, animals, tools and safety equipment.

Mathematics Objectives (From National Curriculum 2014)

Pupils should be taught to:	Forest School Activity
Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward (Y2).	A range of counting activities are undertaken during FS sessions. Adults aim to incorporate this objective into sessions.
Solve addition and subtraction problems by using concrete objects and pictorial representations, including those involving numbers, quantities and measures (Y2).	During counting activities, adults will encourage children to solve these sorts of problems using concrete materials.
Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels (Y2).	At FS sessions, pupils are given the opportunity to estimate and measure the height of trees using tape measures and reading the temperature from a mercury thermometer.
Order and arrange combinations of mathematical objects in patterns and sequences (Y2).	Pupils are given the opportunity to make combinations and patterns using coloured natural items, as well as other items provided by adults.
Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and	Children will take part in mapping and directional activities which will enable

distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise) (Y2).	them to develop their mathematical vocabulary.
Interpret and construct simple pictograms, tally charts, block diagrams and simple tables (Y2).	Following data gathering, children will be given the opportunity to construct tables and graphs to display their data.
Compare and order numbers up to 100 (Y3).	Pupils will discuss the age of tree in the copse and the local area and can then compare and order the ages of these trees.
Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) (Y3).	Pupils are given the opportunity to add and subtract lengths of trees and plants.
Recognise angles as a property of shape or a description of a turn (Y3).	Children will take part in mapping and directional activities which will enable them to develop their mathematical vocabulary.
Interpret and present data using bar charts, pictograms and tables (Y3).	Following data gathering, children will be given the opportunity to construct tables and graphs to display their data.
Count backwards through zero to include negative numbers (Y4).	Pupils will learn how to read the temperature from a mercury thermometer and will learn what negative numbers mean.
Order and compare numbers beyond 1000 (Y4).	Pupils will discuss the age of tree in the copse and the local area and can then compare and order the ages of these trees.
Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres (Y4).	Pupils will be given the opportunity to use a quadrat to discuss perimeter.
Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero (Y5).	Pupils will learn how to read the temperature from a mercury thermometer and will learn what negative numbers mean.

Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) (Y5).	When measuring trees, adults will encourage children to work in millimetres, centimetres and metres.
Solve comparison, sum and difference problems using information presented in a line graph (Y5).	Following data gathering, children will be given the opportunity to construct tables and graphs to display their data.

Science Objectives (From National Curriculum 2014)

Pupils should be taught to:	Forest School Activity
Identify and name a variety of common, wild and garden plants, including deciduous and evergreen trees (Y1).	FS sessions feature a large amount of discussion around common, wild and garden plants.
Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (Y1).	Pupils are given the opportunity to name a variety of common animals which can be found in woodland areas.
Identify and name a variety of common animals that are carnivores, herbivores and omnivores (Y1).	Adults will facilitate conversations around carnivores, herbivores and omnivores.
Observe changes across the four seasons (Y1).	FS sessions take part in all weathers throughout the year so that children have the opportunity to observe seasonal changes.
Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other (Y2).	Pupils will identify and study habitats in the copse and will discuss how these habitats differ depending on the animals that live there.
Identify and name a variety of plants and animals in their habitats, including micro-habitats (Y2).	Pupils will identify and study habitats in the copse and will discuss how these habitats differ depending on the animals that live there.
Observe and describe how seeds and bulbs grow into mature plants (Y2).	FS sessions will feature conversations about plant growth within the copse and the local area.

Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy (Y2).	FS sessions will feature conversations about plant growth within the copse and the local area.
Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) (Y2).	Adults will facilitate discussions around the basic needs of animals which live in the copse and will ensure that children try to provide these for animals.
Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers (LKS2).	Pupils are encouraged to use and record data from thermometers at FS sessions.
Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers (Y3).	Adults will facilitate discussions around the different parts of flowers during FS sessions.
Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant (Y3).	Pupils will learn the requirements of a range of plants and will understand how they vary from plant to plant.
Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal (Y3).	FS sessions will feature discussions around the pollination, seed formation and seed dispersal of a range of plants.
Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment (Y4).	Pupils are encouraged to use text books featuring keys to help identify animals (particularly insects) which can be found in the copse.
Recognise that environments can change and that this can sometimes pose dangers to living things (Y4).	Adults will lead discussions which mention the changing environment and its affect on animals.
Describe the life process of reproduction in some plants and animals (Y5).	Adults will discuss different seeds within the copse and will explain how these seeds are dispersed.

Art and Design Objectives (From National Curriculum 2014)

Pupils should be taught to:	Forest School Activity
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Produce creative work, exploring their ideas and recording their experiences (KS1 and KS2).	Pupils are encouraged to draw their thoughts and feelings during FS sessions.
Become proficient in drawing, painting, sculpture and other art, craft and design techniques (KS1 and KS2).	Adults encourage pupils to experience a range of media including pens, pencils and clay at FS sessions.

Design and Technology Objectives (From National Curriculum 2014)

Pupils should be taught to:	Forest School Activity
Understand and apply the principles of nutrition and learn how to cook (KS1 and KS2).	Cooking is a vital part of FS sessions. Pupils learn how to prepare and cook food hygienically on a campfire.
Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] (KS1).	Pupils will use a range of tools to create a finished piece. Tools used include bow saws, palm drills, secateurs and loppers.
Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately (KS2).	Pupils will use a range of tools to create a finished piece. Tools used include bow saws, palm drills, secateurs and loppers.
Use the basic principles of a healthy and varied diet to prepare dishes (KS1).	Healthy foods will be prepared and cooked by pupils at FS sessions.
Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques (KS2).	Pupils will prepare and cook savoury and sweet dishes at FS sessions using a campfire.

Geography Objectives (From National Curriculum 2014)

Pupils should be taught to:	Forest School Activity
Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles (KS1).	Pupils will identify changes in the weather and seasons during FS sessions.

Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map (KS1).	Some of the games we play at FS feature the use of compass directions.
Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key (KS1).	Pupils are encouraged to draw maps to help others locate things within the copse.

Music Objectives (From National Curriculum 2014)

Pupils should be taught to:	Forest School Activity
Use their voices expressively and creatively by singing songs and speaking chants and rhymes (KS1).	We sing many songs during FS sessions and encourage pupils to join in. They are also encouraged to design and make their own instruments to play alongside.
Experiment with, create, select and combine sounds using the inter-related dimensions of music (KS1).	Pupils are encouraged to design and make their own instruments to play alongside songs.
Improvise and compose music for a range of purposes using the inter-related dimensions of music (KS2).	Pupils are encouraged to design and make their own instruments to play alongside songs.
Listen with attention to detail and recall sounds with increasing aural memory (KS2).	Pupils are encouraged to carefully listen to songs and recall them.

Physical Education Objectives (From National Curriculum 2014)

Pupils should be taught to:	Forest School Activity
Develop competence to excel in a broad range of physical activities (KS1 and KS2).	Pupils are encouraged to climb trees and explore the copse during FS sessions. They are also encouraged to run around during games to improve their fitness.

Be physically active for sustained periods of time (KS1 and KS2).	All FS sessions last for at least 90 minutes. During most of his time children are on their feet and partaking in a task or activity.
Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities (KS1).	Many FS games allow for pupils to develop their skills of balance, agility and co-ordination.
Develop flexibility, strength, technique, control and balance (KS2).	By climbing trees and taking part in a range of games at FS sessions pupils will develop their skills of flexibility, strength, technique, control and balance.
Take part in outdoor and adventurous activity challenges both individually and within a team (KS2).	Naturally, FS lends itself to outdoor adventurous activities and all pupils will carry out activities and games either individually or in a team.

PSHE Objectives (From Milwards Primary Personal Development Programme 2015 - 2016)

Pupils should be taught to:	Forest School Activity
Be able to name the other children in their class and to take part in relationship building activities (KS1).	Children take part in relationship building activities across classes and have to learn the FS name of all members of the group.
Be able to name some of their own strengths and skills (KS1).	Most sessions end with a discussion around something the child has learnt during the session, often this is a new skill.
Be able to identify a new skill to develop (KS1).	FS sessions enable pupils to develop many new skills, including the use of tools.
Understand and practise listening skills, take turns and make clear explanations (KS1).	Every session features a circle activity where children listen to each other talk. Adults ensure that every child has a turn to speak and every other child listens attentively.
Understand and practise group work skills, including discussion, negotiation and co-operation (KS1).	Many activities at FS feature some level of teamwork where children will need to work together and negotiate. A good example of this is when children work together to build a shelter.

Be aware of how their strengths and skills can be useful in a group (KS1).	In activities, such as building a shelter, children will learn that their strengths and skills will help the rest of the group to complete a task.
Understand how they can help look after the school environment, and make a contribution to doing so (KS1).	FS sessions enable adults time to explain the importance of looking after the FS site so that it remains useable for a long time.
Know what animals and plants need to survive, and how they can help look after them (KS1).	Adults lead conversations about animal survival in the copse, particularly during Winter where we make bird feeders.
Be able to name a risky situation and suggest ways of reducing risk (KS1).	FS sessions provide a perfect opportunity for children to take risks – climbing trees and using tools show great examples of this. Children are given clear expectations when taking part in these activities to ensure their safety.
Be able to identify their own strengths and skills and those of others (KS2).	FS sessions enable pupils to develop many new skills, including the use of tools. Older children are encouraged to identify strengths in younger children.
Be able to persevere at a task (KS2).	Many tasks, including the use of tools, require children to persevere and work at a task without receiving an instant reward. Most children will continue to work hard at a task until they have completed it.
Understand some of the needs of and how to care for the local environment (KS2).	FS sessions enable adults time to explain the importance of looking after the FS site so that it remains useable for a long time.
Be able to talk about some of the physical and mental benefits of exercise (KS2).	Following running around games at FS we discuss how we feel happy and energised and most children enjoy this feeling.
Be able to describe a positive and negative consequence of taking a risk (KS2).	One of the aims of FS is to enable children to take risks that they usually would not. This includes climbing trees, using tools and working with a fire.
Understand that the ability to learn is a valuable skill (KS2).	FS sessions give children the opportunity to learn skills that they would not have the opportunity to learn in class, for example climbing trees, using tools and working with a fire. Children learn that this ability to learn outside of the classroom can be a very valuable skill.

Know how to persevere (KS2).

Many tasks, including the use of tools, require children to persevere and work at a task without receiving an instant reward. Most children will continue to work hard at a task until they have completed it.