



Newdale Primary School and Nursery

Forest and Outdoor Learning Policy

Reviewed March 2021

Next Review: March 2023

AIMS

Forest School uses the natural environment and builds on all areas of the Early Years Foundation Stage Curriculum and National Curriculum. Children are encouraged to develop independence skills, improve their decision-making and as a result raises their self-esteem. They do this by taking part in small achievable tasks which children really enjoy! These take place in the two designated outdoor areas 'Forest School' and 'Basecamp'.

Outdoor Learning sessions are child led to accommodate individual learning styles and schemas. Children are encouraged to make choices and follow their own learning. The adult's role is facilitative and enables observation and assessment.

Nursery and school staff involved with Outdoor Learning have reported significant changes in Independence, Self Esteem, Social Skills and Concentration Skills.

Children will be given the opportunity to explore the wildlife and local environment, take appropriate and managed risks, build and construct using natural materials and begin to use basic tools.

Putting Policy into Practice:

Our policy and scheme of work have been written with reference to the National Curriculum. Forest School aims to develop children's sense of place. Children will be taught to appreciate the world around them, respect their local environment, abide by safety rules, work cooperatively and develop their sense of awe and wonder. Children in the EYFS visit Forest School or Basecamp areas weekly with KS1 on a rota basis. During these sessions the teachers make relevant connections to the Science, Art and Geography curriculum.

Environmental Considerations and Conservation

One of the principles of Forest School is to promote environmental awareness and encourage sustainability. The children are taught about respect and responsibility for the world around them. Both the children and adults are encouraged to respect their environment and to be aware of conservation issues of the wild area around them.

The aim is to promote respect for wildlife, which will be achieved through detailed session plans, evaluation and careful consideration of the environment around us. Encouraging children to care for the environment is an essential part of life at Newdale and is built on in the termly nature walks that the children undertake. In order to encourage the children to look after the site we will always leave it tidy and never damage anything growing in it. We

will only collect things that are on the ground and leave the area as we found it when we leave.

Health and Safety at Forest School

Legislation is very important and one of the main considerations we have to take into account is the Health and Safety at Work Act 1974. This act makes it a statutory that an employer has a duty to ensure the Health, Safety and Welfare at work of their employees (in the case of schools adults and children) and any equipment used by them, and that employees are responsible for the Health and Safety of themselves and others they may be affected by their acts. The risk assessments carried out for Forest School are written with the Health and Safety of all participants in mind; children, volunteers and members of staff.

The Forest School Risk assessment is regularly reviewed to ensure that all children and staff are safe at all times. The Forest School leader will carry out a thorough sweep of the site being used for hazards and risks before the group enter the site and appropriate measures will be put in place, e.g. the removal of an object, or warning the group of specific dangers related to the site.

The Forest School and Outdoor Learning curriculum supports children to develop responsibility for themselves and others. It will encourage early risk management strategies that will ensure that young children start to consider the impact of their actions on themselves and on others.

A first aid kit is taken on all sessions as well as relevant medication that the children will need. Forest School is carried out on site and all emergency contact details are within easy reach. In the case of an accident requiring further assistance, emergency contacts are stored within the office and a mobile phone is carried.

Fires are a valuable part of the Forest School experience but will only be lit according to the procedures. A trained Forest School leader will take responsibility for the fire or members of staff that have received fire training. This will be their sole responsibility for the session. They shall be responsible for lighting it, manning it while it is burning and putting it out at the end of the session. The fire shall be contained within the fire pit area. At all times the fire bucket filled with water beside the fire to put it out and deal with burns. The children will receive a safety briefing prior to the session and extra adults will be taken to help supervise. Children learn rules such as walking in an anti-clockwise direction around the fire pit, kneeling down on a blue mat to come close to the fire under strict supervision from an adult. A fire safety glove is used where appropriate. Children tie back long hair and scarves and roll up their sleeves. Children are encouraged to watch the fire for the height of the flames, any sparks and for smoke and to move away if necessary. Unless kneeling all other children in the fire shelter must be seated on the logs at a safe distance.

Forest School/ Outdoor learning sessions may need to be cancelled in extreme weather conditions, e.g. high winds, or blizzards, thunder and lightening or fog. Adapted classroom activities will take place instead.

Routines

Prior to the session children will be toileted and put on their relevant clothing. The Forest School safety rules will be shared with the group and the children will walk in pairs to the site.

During the session children participate in a variety of activities which are totally inclusive, thus catering for all ability levels. They are taught a variety of woodland skills through practical hands on activities. They also learn how to light fires safely and how to safely use of a wide range of tools. This is a highly supervised activity and is introduced gradually in small steps. Children are encouraged to listen attentively to instructions and to take responsibility for their actions. This is achieved by games that also encourage respect for the environment.

Back at school children will remove wellies outdoors or standing on sheeting (if very wet), before entering the classroom. On return to school, children will get changed into a clean and dry set of clothes and will wash their hands thoroughly.

Children go to the toilet prior to the session. However, if they need to go, they will be escorted by an adult to the nearest KS2 toilets.

Clothing List

Children will go out in all weathers so children will need:

- *At least three layers of clothing
- *A warm coat – this may get muddy!
- *Wellies
- *Waterproofs - trousers and jacket
- *Old pair of warm trousers (if no waterproofs)
- *Gloves and hat
- *2 pairs of socks (Feet can get very cold in Wellies in the winter!)
- *Spare clothes

For those children who do not have kit. Spares are kept in school outside the Reception classrooms.

Teaching and Planning Styles

The Forest School coordinator has ensured that the skills are built on year by year and the skills they use are progressing. All of the sessions are linked to the half termly topics and cover a wide range of subjects.

Time Allocation and Style of Delivery

In Nursery, children visit Forest School/ Basecamp areas on a rota basis. They visit Forest School/Basecamp on a Wednesday and compile a 6 week block of sessions.

In Reception, children visit Forest school/ Basecamp areas every week for 1 hour per week. After Christmas the Forest School area is left for as long as necessary to regenerate so Basecamp is used.

In KS 1 children visit Forest School once a week in Autumn 1, Spring 2 and Summer 2. These sessions closely link to their given topic.

In KS2 children visit the Forest or Basecamp areas for weekly sessions for one half term during the academic year and for sessions to enhance learning throughout the year.

A Forest School after school club is offer once a year where skills such as fire lighting and cooking on the fire and the use of tools are developed.

Resources

Forest learning resources are kept in the Forest School/ Basecamp Sheds and are locked after every session. The books that accompany the units are kept in the Forest School Leader's classroom. Teachers are encouraged to ask for any resources that need ordering and to inform them if anything is broken. The Forest School and Outdoor learning folder includes lots of activity ideas for planning for teachers and activity idea sheets are printed and in the shed for teachers and teaching assistants to use. Loose parts are kept in a shed in Basecamp.

Personal Development

In line with our policy on teaching subject specialisms the coordinator will work alongside colleagues, provide lead lessons, monitor teaching and learning and engage in class exchange.

Management and Review

The Forest School coordinator in liaison with all staff members is responsible for updating and implementing policy and maintaining stock. The policy will be reviewed in accordance with the School Development Plan.

Forest School and Outdoor Learning Curriculum at Newdale

Lady Bugs

Objectives UW	16-26		22-36 Enjoys playing with small-world models such as a farm, a garage, or a train track. Notices detailed features of objects in their environment.		. 30-50 Months: <ul style="list-style-type: none"> • Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. • Can talk about some of the things they have observed such as plants, animals, natural and found objects. • Talks about why things happen and how things work. • Developing an understanding of growth, decay and changes over time. • Shows care and concern for living things and the environment. 	
EAD	16-26 Pretends that one object represents another, especially when objects have characteristics in common.		22-36 Experiments with blocks, colours and marks. Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'		30-50 Developing preferences for forms of expression. <ul style="list-style-type: none"> • Uses movement to express feelings. • Creates movement in response to music. • Sings to self and makes up simple songs. • Makes up rhythms. • Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. • Engages in imaginative role-play based on own first-hand experiences. • Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. • Uses available resources to create props to support role-play. • Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. 	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Session 1	Walk to Forest School: How do we get there? Child Initiated	Muddy Footprints: Can you experiment by making footprints for your friend to follow?	No Sessions to run to allow Forest School to regenerate.	Sticks Theme: To read Stanley's Stick Imagine that your stick is something else. I think it is a magic wand, pencil, walking stick etc.	Whose Baby: Which baby belongs to the mum? Children to match the animal pictures? Does this animal live at Forest School. Use a range of puppets to say who lives here?	Colour matching: Can you match the leaves/plants to the colour charts?
Session 2	Who can remember how we get there? Introduce base camp. When do we go back to base camp?	Mud painting: What happens to the mud when we add more water?		Stanley's Stick. Stanley uses his stick to write messages. Mark Making using sticks.	5 little ducks went swimming. Where has the bird gone? Children to play hide and seek looking for the bird.	Texture hunt: What do the different leaves feel like? What do the flowers feel like?
Session 3	Who can remember how we get there? Forest School Rules. Introduce Digging pit. Explore digging tools.	Mud focus: To make mud faces. Children to mix mud and water. Mould mud onto the tree into a face shape. Decorate with leaves and sticks.  Children to make Mud Snowmen.		Stanley's Stick Stanley's stick is made into a fishing rod. Can you make a fishing rod and fish using sticks?	Child Initiated.	Child Initiated.
Session 4	Introduce the bug pits. What might we find hiding in here? See if the children are able to identify any.	Mud Kitchen: Father Christmas is coming for tea can you help make him some dinner? Focus : Measuring , pouring, emptying. Use plastic cup cases to pour ingredients into.		Stick Man Theme Children to make their own Stick man.	Worm hunting To do a worm dance by stamping your feet up and down. Cut out different length and coloured strings. Throw them around Forest school. Can you find the red worms? Can you find the long	To play 1,2,3 where are you. Children hide and the catcher shouts 1,2,3 where are you? The children who are hiding shout back 1,2,3 over here and you have to use your ears to listen for the children.

Session 5	Introduce the mud kitchen. What could we do here?	Christmas: To make reindeer food so the reindeers know where to visit using porridge oats and glitter.		Stick Man Theme Can your Stickman explore Forest School? What will he see. Photograph the stick man at different points around forest school.	worms? Spiders web. Incy Wincy Spider What shape is a spider's web? Children to weave string/ribbon around the branches to make their own spider web.	Using magnifying glasses. How do we use them?
Session 6	Child Initiated.	End of Term.		Child Initiated.	Child Initiated.	End of term.

Little Acorns and Mighty Oaks

Objectives: UW	22-36 Experiments with blocks, colours and marks. Enjoys playing with small-world models such as a farm, a garage, or a train track. Notices detailed features of objects in their environment.		30-50 Months: <ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment 	
EAD	22-36 Experiments with blocks, colours and marks. Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'		30-50 Developing preferences for forms of expression. <ul style="list-style-type: none"> Uses movement to express feelings. Creates movement in response to music. Sings to self and makes up simple songs. Makes up rhythms. Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. Engages in imaginative role-play based on own first-hand experiences. Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. Uses available resources to create props to support role-play. Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words. 	
	First Set of sessions	Second Set of sessions Leaf Theme	Third set of sessions	
Session 1	Walk to Forest School: How do we get there? Child Initiated	To Read the Leaf Man : Children to comment on the different types and different coloured leaves they can find. Are any the same as in the book? To make leaf pictures using different types of leaves. To use the Gruffalo Autumn Trail book to show the different types of leaves.	To Read 'Alone in the Woods' . Find a bear alone in the woods. Children to have a teddy bears picnic to make the bear feel better.	
Session 2	Who can remember how we get there? Introduce base camp. When do we go back to base camp? What areas do we have around forest school?	To Read the Leaf Man : Children to comment on the different types and different coloured leaves they can find. Children to do leaf printing and bark	Bear's New Friend : Who can find bear that is lost in the wood? Children to search for the bear. Who does bear hear in the	

	Pond, digging area, base camp, fire pit.	rubblings to see the effects of the different textures.	woods? Children to pretend to be different animals that might live in the Forest. Movements and noises.
Session 3	Recap use of Digging tools. Digging session.	. The Gruffalo Autumn Nature trail book. Talk about the different shape leaves. What do they look like when we put them like this? Children to make Leaf Bunnies/Leaf Reindeers. (Pg 5)	We are going on s bear hunt To retell the story at Forest School.
Session 4	Mud Kitchen: Recap Mud kitchen Rules What can we use? What could we make? How can we mix it?	To read Let it Fall . Have a leaf storm. Children to throw the leaves in the air and see how they travel.	To read Mad about Minibeasts . Can you design your own mini-beast? Paint a pebble.
Session 5	To make a woodland medal with their name on it. Children to write initial letter if name not possible. To add a woodland picture to the display. Child Initiated Session.	Child Initiated session.	Child Initiated session.

Reception

Objectives UW	30-50 Months: <ul style="list-style-type: none"> Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. Can talk about some of the things they have observed such as plants, animals, natural and found objects. Talks about why things happen and how things work. Developing an understanding of growth, decay and changes over time. Shows care and concern for living things and the environment. 		40-60 months: Looks closely at similarities, differences, patterns and change.	Early Learning Goal Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.		
EAD	Begins to build a repertoire of songs and dances. <ul style="list-style-type: none"> Explores the different sounds of instruments. Explores what happens when they mix colours. Experiments to create different textures. Understands that different media can be combined to create new effects. 		<ul style="list-style-type: none"> Manipulates materials to achieve a planned effect. Constructs with a purpose in mind, using a variety of resources. Uses simple tools and techniques competently and appropriately. Selects appropriate resources and adapts work where necessary. Selects tools and techniques needed to shape, assemble and join materials they are using. 	Early Learning Goal Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques		
	Autumn 1 Once Upon a time	Autumn 2 Once Upon a time/Christmas	Spring 1	Spring 2 Dinosaurs	Summer 1 Growing	Summer 2 Pets and Animals
Session 1	Forest School Rules session Child initiated.	Three little pigs Can you build a Stick or straw house?	No Sessions to run to allow Forest School to regenerate.	Child Initiated session	Natural Number line: What is Growing? Maisy grows a garden .	Tasty Traps: Leave food out to see which animals eat them.
Session 2	Leaf Crowns: Castle Theme	Red Riding Hood: Make arrows to show Red riding hood the way home.		Nature detectives. Footprints: Who do they belong to?	Jaspers beanstalk. Planting a bean.	The Wild Woods Squirrel Challenge: Can you make a squirrel obstacle course?
Session 3	Magical wands: Can	Percy the Park Keeper: One Snowy		Plaster of Paris /Clay Fossils.	Titch: what else can we plant?	The Great Green Forest : What

	you create a wand and can you make tiny Elf Houses	Night: How could we make the winter animals warm?			A seed in need Make potato porcupines. Plant grass seed in a scooped out potato.	would happen if trees were knocked down? Can you make a nest for the birds as it has fallen out of the tree?
Session 4	Potent Potions: Sleeping beauty theme.	Making Woodland Christmas Decorations and Reindeer Food.		Crazy Traps for the dinosaurs. Can we catch them? The dinosaurs are scaring the birds away, can we make a scarecrow to scare them off.	Child Initiated session.	Percy the Park Keeper: After the Storm: Can you make the woodland burrow for the fox, rabbit and mole?
Session 5	Billy Goats Gruff: Bridge Challenge.	Hot Choc for Father Christmas Winter Campfire.		Dinosaur cakes(Bird cake recipe).	Damien Hirst and Andy Goldsworthy: Natural art.	End of year campfire session.
Session 6	Hansel and Gretel: Can you make them a new Sweetie cottage using mud?	End of Term.		Dinosaur that pooped a planet: Dinosaur eggs/Planets: Paper mache. Link to yr group Artist(yinka shonibare).	Damien Hirst and Andy Goldsworthy: Natural art.	End of term.

Year 1

Objectives Science	Plants: identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees.	Animals Including Humans identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Materials distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties.	Seasonal Changes observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.		
Geography	Identify seasonal and daily weather patterns in the United Kingdom Use simple fieldwork and observational skills to study the geography of their school and its grounds.					
Art	To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.					
	Autumn 1 Ourselves	Autumn 2	Spring 1	Spring 2 Plants/Growing	Summer 1	Summer 2 Vehicles/Materials
Session 1	Forest School Rules session Child initiated.	Topic Work	No Sessions to run to allow Forest School to regenerate.	A seed in need: Plant life cycle. What plants grow at Forest School?	Topic Work	Child Initiated session

			Throw a hoop onto the ground. Children to identify the plants growing within the hoop.		
Session 2	Make a Forest School name badge using a wooden disc. Children to design a medal that is personal to them to show that everyone likes different things.		Plants: Measuring context. Children to find items longer than and shorter than the blade of grass, shorter than the tree trunk. What plants grow the best? Using measuring tools, can they measure how long the items are?		Natures day: What season are we in now? How is different to before Christmas?
Session 3	Blind Fold Obstacle course: What can you hear? What happens to your hearing when you cant see?		First book of trees: Show the children that each type of tree has different shaped leaves. Leaf Baskets please see activity sheet 1.		Stanley's Stick: What mode of transport could your stick be? Imagination game. Could it be a flying carpet? Could it be a magic broom?
Session 4	The Stick Man Can you make your own stick man?		Child initiated session.		Can you collect different items from Forest School? Are they natural or man made? Where does that material come from?
Session 5	The Stick Man Making Stick man. Session 2. Naming parts of the body.		Van Gogh Linked session Seed to sunflower book Children to sketch sunflowers at Forest School.		Mr Gumpy's Outing Mr Gumpy's boat breaks when the animals rock the boat. Can you help make him a new boat? Test that they float on the pond.
Session 6	Lowry: Artist for year 1 Can you use your stick men to make a Forest School Lowry painting.		Van Gogh linked session Seed to sunflower To plant their own sunflower.		End of term.

Year 2

Objectives: Science	Living things and their habitats explore and compare the differences between things that are living, dead, and things that have never been alive 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 identify and name a variety of plants and animals in their habitats, including micro-habitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	Animals Including Humans notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	Plants observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.	Use of everyday materials identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
Geography	Use basic geographical vocabulary to refer to: key physical features. Use simple fieldwork and observational skills to study the key human and physical features of its surrounding environment. 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						
Art	To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape form and space. Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their work.					
	Autumn 1 The Creation Story	Autumn 2	Spring 1	Spring 2 Habitats	Summer 1	Summer 2
Session 1	Forest School Rules session Child initiated.	Topic Work	No Sessions to run to allow Forest School to regenerate.	Child Initiated session	Topic Work	Child Initiated session
Session 2	The Creation Story What grows naturally in Forest School? What was created first? Name and identify what trees and plants grow at Forest School.			Jeremiah into the woods Who might live in our Forest School session? Why is it a good habitat to live in? Make some habitats for the animals : Bird boxes.		Pond dipping session Tadpole to frog, And The Trouble with Tadpoles
Session 3	The Creation Story God refers to the earth as a natural garden. Can you design and create your own garden?			The Wild Woods: Habitats Why does the squirrel like living in the Forest?		Artist Link: Michael Craig Martin  Children to make a picture in the style of Michael Craig Martin. To put different natural items on top of each other to form a frieze.
Session 4	What grows naturally at school? Can you create a natural collage using things found at Forest School. Teachers to press or laminate once finished.			Plants: What do plants need to grow? Do plants need water, light to grow? Plant seeds in different areas of Forest School. Which has grown the best?		Artist Link: Michael Craig Martin  Children to impose their favourite toy onto a picture of Forest School.
Session 5 	Artist link: Joe Tilson To create a Joe Tilson inspired Forest School picture. Children to each design one tile of the picture. Children to draw something they can find at Forest School.			The Trouble with Tadpoles Life cycle of a frog. Who likes living in a pond? Pond dipping: identify the pond animals.		The Wind Blew: Talk about how Kites travel. Children to use sticks, cellophane and sellotape to create a kite of their own.
Session 6	Geog Link: Through the Window. What would be able to see through our Window at Forest School? Sketching Session.			The Trouble with Tadpoles Life cycle of a frog. Who likes living in a pond? Pond dipping: identify the pond animals.		The Wind Blew: How would we travel if we jumped out of a plane? What would keep us safe? Can you design a leaf parachute for the compare bears to keep us safe?

Forest School Book List

Nursery	Reception	Year 1	Year 2
The Wind Blew First Book of Garden Birds and bugs. Bear's new friend. Leaf Man Let it fall Mad about minibeasts Alone in the woods The case of the missing caterpillar We are going on a bear hunt. Owl Babies The Hungry Caterpillar	Wild Woods Maisy grows a garden Billy Goats Gruff Hansel and Gretel Percy the Park Keeper One Snowy Night Percy the Park Keeper After the storm. Jaspers Beanstalk Titch Great Green Forest	The Stick Man Natures Day First Book of Wildlife Stanley's Stick Seed in Need First Book of trees Seed to Sunflower Mr Gumpy's Outing	Wild Woods Into the Forest Jeremiah in the Woods Mad about Minibeasts Trouble with tadpoles From Little Acorns Acorn to Oak tree