



ASPIRATION – TO GUIDE AN ADULT THROUGH A FOREST SCHOOL SESSION

● Communication & language
 ● Physical Development
 ● PSED
 ● Literacy
 ● Mathematics
 ● Understanding the World
 ● Expressive Arts & Design

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| <p>Milestone 1 Christmas</p> | <p>What will be observed ●●●●●●</p> <p>Children run, climb and jump with growing confidence in the woods. They listen to safety instructions and begin to follow them with increasing independence.</p> <p>With frequent reminders, they begin to show an awareness of the zones (Mud, Hammocks, river, clay, slackline, cargo net, climbing trees, fire circle) and adapt their behaviours according to safety instructions.</p> <p>With adult support, children learn how to use tools correctly and safely (secateurs, drills, sanders, peelers, hammers) and begin to produce some simple forest crafts.</p> <p>Children begin to make observations about their surroundings and links to school and home. They begin to talk about how to respect their environment and the other creatures that live there.</p> <p>Children are supported to dress themselves in their forest dungarees and wellies and carry their own equipment to the woods.</p> | <p>What activities suggested Implementations/ideas</p> <p>Safety instructions re: river, fire circle, tools, climbing, balancing, Support with changing into dungarees, wellies and changing in the forest when dirty or wet. Games travelling between the zones and naming rules and expectations. Children to use the cargo net, hammocks, diggers, slackline with some modelling and support. Forest behaviour charter. Forest workshops on different tools: Loppers, secateurs, peeler, saw, sanders, Forest craft activities to make peeled stick, wood biscuits with their forest name, Christmas wreath, forest signs. Friday chatty time devoted to looking at pictures of FS and discussion of rules, environment, activities and expectations. Forest cooking. Listening to woodland stories and discussing the characters, animals and learning to empathise and value them.</p> |
| <p>Milestone 2 Easter</p> | <p>What will be observed ●●●●●●</p> <p>Children show increasing independence in accessing the activities and areas of Forest School. They are aware of and generally remember to follow the safety instructions they have been given and adapt and moderate their behaviour depending where they are and what they are doing.</p> <p>They are now able to independently access and correctly use most of the tools they need to work on their chosen forest projects and follow instructions from Forest Leaders on how to tackle new adult-led projects.</p> <p>Children make detailed observations of items that they find or notice (mini-beasts, eggs, leaves) and make links between these and what they have observed at home, in the classroom or what they have been learning about at school. They independently get ready for FS and carry out kit checks. Their confidence and ability in tree-climbing, balancing on slack wire and managing the cargo net is improved.</p> | <p>Kit checks Children draw a map of the route to FS and of the different zones therein. They are able to talk about how to keep safe in the different areas.</p> <p>Forest observations linked to duck life cycle and care. Children show empathy to the mini beasts and creatures they find in the woods linked back to the ducklings.</p> <p>Tools accessible but adults to oversee sawing, whittling, fire-lighting.</p> <p>Magnifying boxes and sketchpads.</p> <p>Forest balancing and agility linked back to PE sessions on balance and climbing at school. Counting how long they can balance.</p> |
| <p>Milestone 3 End of year</p> | <p>What will be observed ●●●●●●</p> <p>Children send out invitations, draw maps and instructions for their guest. They are able to host and guide a guest (parent/carer) through a Forest School.</p> <p>They are able to explain the safety guidelines, expectations, zones and activities using the map they have made to show them around.</p> <p>They play known games, suggest activities and the tools needed to do these. They make a drink and snack for their guest and help them to produce a craft to take home.</p> <p>Children are able to talk about the changes they have observed over the year in the woods. They talk about how to respect and protect the animals and plants in the woods and can explain why this is important.</p> | <p>Children plan and prepare for hosting their chosen adult at Forest School. They produce maps, and practice explaining the different areas and expectations to each other or to a teacher. They plan what they will eat and how they will make it, they decide what activity they will do and what tools they will need to do that activity.</p> <p>On the day children will prepare themselves and make sure their guest has the right kit</p> |