



# Penwortham Primary School

## **Forest School Progression Document**

Forest School is an inspirational, non-outcome-based process that uses holistic learning methods to give all children the opportunity to take supported risks, foster resilience, build confidence, nurture independence and explore their creativity through problem solving whilst gaining hands-on experiences with the natural world.

### **Intent - What do we want children to learn?**

Quite simply, it is our intention that every pupil, irrelevant of needs, develops a real passion for the great outdoors and celebrates their local, natural environment. We wish for every child to develop a knowledge and passion for their local habitat and how to look after and nurture it – the flora and fauna as well as embracing the physical and personal challenges that working outside can present.

### **Through Forest School we aim to support this philosophy by:**

- Fostering the enjoyment of the great outdoors.
- Embracing the physical challenges that working outside can bring.
- Developing both fine and gross motor skills.
- Developing personal and social skills by working in pairs and teams to complete tasks.
- Developing a range of bespoke Forest School skills such as knot tying, frapping, fire lighting, lashing and whittling.
- Developing a knowledge of local common flora and fauna.
- Fostering an awareness of seasonal change.
- Encouraging children to take risks in a supported environment.
- Developing problem solving and resilience through practical tasks such as den building.
- Ensuring children develop an understanding of keeping safe.
- Encouraging children to be active and have a healthy lifestyle.
- Encouraging pupils' personal involvement with practical tasks enabling them to improve their attention span, persistence and commitment.
- Ensuring that the learning is matched to the differing needs of all the children as well as specific groups, such as SEND, pupil premium etc.
- Extra support and additional/ adapted resources to be provided to those children where it is required.



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## We will provide a quality Forest School experience by following these six principles:

1. Forest school is a long-term process; weekly sessions during term time will ensure it remains frequent and regular.
2. Forest school must take place outside; we will utilise our onsite Forest School and outdoor classroom area.
3. Multiple areas of learning will be explored including but not limited to intellectual, emotional, social, physical, creative and spiritual.
4. We will help the children to take supportive risks suitable to their environment and themselves. We will not however push them beyond their own capabilities and potentially put them in danger.
5. Forest school is a child-led learner centred process, and we will do our best to follow what the children are interested in. This may mean us disregarding part or whole lesson plans if they are not interested in the activities.
6. A qualified Forest School practitioner will always lead sessions, and ongoing professional development is encouraged to benefit learners.

| Area of Knowledge  | EYFS & Pre-School   | Year 1/2   | Year 3/4  | Year 5/6   |
|--------------------|---|--|---|--|
| <b>Environment</b> | <ul style="list-style-type: none"> <li>• Forest School rules.</li> <li>• Understanding the boundaries where they can and cannot go.</li> <li>• Litter picking.</li> <li>• Recycling materials through junk modelling.</li> <li>• Creating with fallen materials such as but not limited to:               <ul style="list-style-type: none"> <li>○ Mud painting</li> <li>○ Journey sticks</li> <li>○ Minibeast stones</li> <li>○ Mud printing</li> </ul> </li> <li>• Collecting seasonal materials such as but not limited to:</li> </ul> | <ul style="list-style-type: none"> <li>• Identifying hazards through the use of hazard triangles.</li> <li>• Use of directional language and simple compass coordinates (N, S, E, W).</li> <li>• Independently tidying up and understanding why there is a need to rid the forest area of unnatural materials.</li> <li>• Blindfold tree walks using ropes.</li> <li>• Creating forest art pictures on the woodland floor with natural materials.</li> </ul> | <ul style="list-style-type: none"> <li>• Introduction to and filling out risk assessments.</li> <li>• Introduction to map reading using steps to measure distance. More complex compass coordinates (NW, SE)</li> <li>• Learning about influential people that have had a positive effect on our environment.</li> <li>• Creating 3D forest art sculptures on the woodland floor with natural materials.</li> <li>• Creating with fallen materials such as but not limited to:</li> </ul> | <ul style="list-style-type: none"> <li>• Writing their own risk assessments of spaces and independently working to make the area safer.</li> <li>• Leading safety briefings to new groups and leaders.</li> <li>• Doing their own research into influential people that have had a positive effect on our environment.</li> <li>• Drawing and creating our own more complex maps, giving compass instructions.</li> <li>• Creating suspended 3D forest art sculptures with natural materials.</li> </ul> |



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|                        | <ul style="list-style-type: none"> <li>○ Conkers</li> <li>○ Acorns</li> <li>○ Pinecones</li> <li>• Role play with forest materials such as but not limited to:               <ul style="list-style-type: none"> <li>○ Mud kitchen</li> <li>○ Imagination play</li> <li>○ Animal puppets</li> <li>○ Animal masks</li> </ul> </li> <li>• Imagination games led by an adult such as but not limited to:               <ul style="list-style-type: none"> <li>○ Squirrel's footsteps</li> <li>○ Forest fauna</li> <li>○ What can I see?</li> </ul> </li> <li>• Collecting rain.</li> </ul> | <ul style="list-style-type: none"> <li>• Creating with fallen materials such as but not limited to:               <ul style="list-style-type: none"> <li>○ Forest jewellery (wooden disks, elder beads)</li> <li>○ Stick wands</li> <li>○ Wooden disk decorations</li> <li>○ Boats (with they float/sink)</li> <li>○ Sock puppets</li> </ul> </li> <li>• Introduction to creating with clay:               <ul style="list-style-type: none"> <li>○ Tree faces</li> </ul> </li> <li>• Role play with forest materials such as but not limited to:               <ul style="list-style-type: none"> <li>○ Mud cafe</li> <li>○ Mud shops</li> <li>○ Imagination play</li> </ul> </li> <li>• EYFS games and team games led by an adult such as but not limited to:               <ul style="list-style-type: none"> <li>○ Hibernating</li> <li>○ Hedgehogs</li> <li>○ Pack animals</li> <li>○ Memory game</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>○ Stick people</li> <li>○ Stick mobiles</li> <li>○ Wooden disk animals</li> <li>○ Cooking skewers</li> <li>• Creating with clay and fallen materials:               <ul style="list-style-type: none"> <li>○ Minibeasts</li> <li>○ Hedgehogs</li> <li>○ Clap pots</li> </ul> </li> <li>• Throwing and target games with natural materials.</li> <li>• Role play with forest materials such as but not limited to:               <ul style="list-style-type: none"> <li>○ Tribe wars</li> <li>○ Imagination play</li> </ul> </li> <li>• EYFS, KS1 games and independent games playing such as:               <ul style="list-style-type: none"> <li>○ This is not a stick, it is a...</li> <li>○ Chompy</li> <li>○ 123 where are you?</li> <li>○ Fish and otter</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>• Creating with fallen materials such as but not limited to:               <ul style="list-style-type: none"> <li>○ Spear heads</li> <li>○ Bow and arrows</li> <li>○ Dreamcatchers</li> <li>○ Creating our own tools</li> <li>○ Tent pegs</li> </ul> </li> <li>• Creating with clay:               <ul style="list-style-type: none"> <li>○ Forest people</li> <li>○ Roundhouses</li> </ul> </li> <li>• Role play with forest materials such as but not limited to:               <ul style="list-style-type: none"> <li>○ Living experiences from a variety of historical period</li> <li>○ Imagination play.</li> </ul> </li> <li>• Creating and retelling their own stories.</li> <li>• EYFS, KS1, KS2 games and creating and playing their own games:               <ul style="list-style-type: none"> <li>○ Owl babies</li> <li>○ Mother deer</li> <li>○ Food chain</li> <li>○ Quoits</li> <li>○ Target practice</li> </ul> </li> </ul> |
| <b>Flora and Fauna</b> | <ul style="list-style-type: none"> <li>• Begin to identify flora and understand what fauna would be found in the forest.</li> </ul>  | <ul style="list-style-type: none"> <li>• Begin to identify stinging nettles and other dangerous plants independently.</li> </ul>  | <ul style="list-style-type: none"> <li>• Flower and leaf Identification sheets.</li> <li>• Measuring growth of trees.</li> </ul>   | <ul style="list-style-type: none"> <li>• Using iPad apps to identify flora and recording and monitoring the species.</li> </ul>   |



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|                         | <ul style="list-style-type: none"> <li>Seasonal walks and scavenger hunts.</li> <li>Support planting and caring for seeds as they grow.</li> <li>Tree rubbings.</li> <li>Minibeast hunting with magnifying glasses.</li> <li>Pruning with scissors.</li> <li>Introduction to hibernation:               <ul style="list-style-type: none"> <li>Leaf pictures</li> <li>Not moving deadwood</li> </ul> </li> <li>Listening to stories.</li> <li>Listening for birds.</li> <li>Looking for birds (binoculars).</li> <li>Weaving on cardboard.</li> </ul> | <ul style="list-style-type: none"> <li>Measuring growth of small plants.</li> <li>Seed bombs.</li> <li>Deepen knowledge of what a plant needs to grow through activities such as but not limited to:               <ul style="list-style-type: none"> <li>Weeding</li> <li>PH test soil</li> <li>Assisted planting of small seeds in planters</li> </ul> </li> <li>Creating with flora:               <ul style="list-style-type: none"> <li>Daisy chains</li> <li>Forest jewellery</li> <li>Petal pictures</li> <li>Christmas decorations</li> </ul> </li> <li>Using simple weaving skills with wool to create wildlife representations:               <ul style="list-style-type: none"> <li>Webs</li> <li>Pumpkins</li> </ul> </li> <li>Creating leaf and deadwood piles for hibernating animals.</li> <li>Bird feeders:               <ul style="list-style-type: none"> <li>Lard and seeds</li> </ul> </li> <li>Identifying different birds by using bird books.</li> </ul> | <ul style="list-style-type: none"> <li>Independent garden, planting and caring for seeds.</li> <li>Repotting of larger Flora.</li> <li>Clearing out flower beds and disposing of dead/unwanted species.</li> <li>Pruning bushes and brambles with shears.</li> <li>Creating with flora:               <ul style="list-style-type: none"> <li>Hammering petals onto cloth</li> <li>Berry dyes</li> </ul> </li> <li>Identifying different birds through use of bird books.</li> <li>Bird feeders:               <ul style="list-style-type: none"> <li>Cocktail sticks and cereal/raisins</li> <li>Weaving with natural materials</li> </ul> </li> <li>Identifying different types of bird through bird song.</li> <li>Exploring different food chains.</li> </ul> | <ul style="list-style-type: none"> <li>Take plants and seeds home to nurture at home, encourage them to plant in their own gardens or outside areas.</li> <li>Creating with flora:               <ul style="list-style-type: none"> <li>Hand balms</li> <li>Cordials</li> <li>Boats out of willow</li> </ul> </li> <li>Tree planting.</li> <li>Combining weaving with other creation skills and creating their own patterns.</li> <li>Creating water feeders for birds.</li> <li>Recognising different bird calls.</li> <li>Identifying different ecosystems.</li> </ul> |
| <b>Shelter Building</b> | <ul style="list-style-type: none"> <li>Introducing to knots:               <ul style="list-style-type: none"> <li>Tying shoelaces</li> </ul> </li> </ul>  | <ul style="list-style-type: none"> <li>Simple knots such as but not limited to:</li> </ul>   | <ul style="list-style-type: none"> <li>Introduction to more complex knots such as but not limited to:</li> </ul>   | <ul style="list-style-type: none"> <li>Continuing development of more complex knots.</li> </ul>  |



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|   | <ul style="list-style-type: none"> <li>Building small shelters out of sticks for teddies and pretend animals.</li> </ul>  | <ul style="list-style-type: none"> <li>Half hitch</li> <li>Timber hitch</li> <li>Introduction to den building using larger logs leant against trees.</li> <li>Using natural materials to camouflage shelters.</li> </ul>   | <ul style="list-style-type: none"> <li>Butterfly knot</li> <li>Building of free-standing dens.</li> <li>Introduce using tarp as a shelter.</li> </ul>   | <ul style="list-style-type: none"> <li>Combine knowledge of knots and tarps to build free standing shelters.</li> <li>Evaluate effectiveness of shelters.</li> </ul>   |
| <b>Tools</b><br><i>Tools will on be used when children are physically, mentally and socially ready to do so.</i>        | We will consider using: <ul style="list-style-type: none"> <li>Scissors</li> <li>Kitchen knife</li> <li>Garden forks and trowel</li> <li>Watering can</li> <li>Gun drills</li> <li>Mallet</li> </ul>  | We will consider using: <ul style="list-style-type: none"> <li>EYFS tools &amp;</li> <li>Palm drill</li> <li>Hack saw</li> </ul>   | We will consider using: <ul style="list-style-type: none"> <li>EYFS, Yr 1/2 tools &amp;</li> <li>Potato peelers (Whittling)</li> <li>Hammer and nails</li> <li>Pruning shears</li> </ul>  | We will consider using: <ul style="list-style-type: none"> <li>EYFS, Year 1/2, 3/4 tools &amp;</li> <li>Bow saw</li> <li>Whittling knives</li> </ul>   |
| <b>Campfire Fire</b><br><i>Fire will on be used when children are physically, mentally and socially ready to do so.</i> | <ul style="list-style-type: none"> <li>Introduction to fire safety.</li> <li>Sitting and singing around the fire.</li> <li>Toasting marshmallows with support from an adult.</li> <li>Helping prepare and spreading toppings on campfire food.</li> </ul> | <ul style="list-style-type: none"> <li>Independent toasting of campfire food on skewers.</li> <li>Measuring and mixing ingredients for the campfire.</li> <li>Foraging for firewood.</li> <li>Building different fire-starting structures such as but not limited to:               <ul style="list-style-type: none"> <li>Waffle</li> <li>Teepee</li> </ul> </li> </ul> | <ul style="list-style-type: none"> <li>Making armpit fudge.</li> <li>Toasting food on the grill.</li> <li>Discussing what is needed to start a fire (fire triangle).</li> <li>Delving deeper into fire safety as a fire starter.</li> <li>Using a flint and steel to try and light a piece of cotton wool.</li> </ul> | <ul style="list-style-type: none"> <li>Deeper exploration of starting to light and building bigger fires using items such as but not limited to:               <ul style="list-style-type: none"> <li>Cotton wool inside small structures</li> <li>Larger sticks for kindling</li> </ul> </li> <li>Experiment with different cooking styles such as but not limited to:               <ul style="list-style-type: none"> <li>In the embers</li> <li>Hanging pot</li> </ul> </li> </ul> |