



## Leamington Federation

### Forest Schools Long Term Curriculum Plan



|               | <b>Week 1</b><br>Forest School Safety; Plant Identification & Treasure Hunt   | <b>Week 2</b><br>Using natural materials 2D Sculpture   | <b>Week 3</b><br>Using natural materials 3D Sculpture   | <b>Week 4</b><br>Den-building   | <b>Week 5</b><br>Tools  | <b>Week 6</b><br>Bushcraft  |
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| <b>EYFS</b>   | <b>Forest School Safety; Plant Identification &amp; Treasure Hunt</b><br>To co-construct safety rules for Forest School area.<br>To explore the area with reference to safe risk taking.        | <b>Using natural materials 2D Sculpture</b><br>To be able to use senses to investigate the Forest Schools area (Touch – hug a tree; Sight – colour matching; Smell- To be able to make woodland perfume, using sticks, water and woodland materials and to leave a perfume trail) | <b>Using natural materials 3D Sculpture</b><br>To experiment with free standing structures. To build knowledge for week 5   | To be able to use sticks to create a basic (tripod) den structure on a small scale (e.g. for a small soft toy), using malleable material such as playdough as a joining material.<br>To select covering materials (e.g. leaves) | <b>Tools</b><br>To be able to safely handle & use a Bow Saw with adult support (e.g. make a wood biscuit) | <b>Bushcraft</b><br>To know how to keep safe around a fire.<br>To sort stick sizes.<br>To know how to ensure a fire is safely extinguished.               |
| <b>Year 1</b> | <b>Forest School Safety; Plant Identification</b><br>To understand similarities and differences between tree sizes, colours and barks.<br>To be able to identify the different parts of a tree. | <b>Using natural materials</b><br>To be able to use senses to investigate the Forest Schools area (Sound – Listening Map; Taste – Woodland pic-nic)   | <b>Using natural materials 3D Sculpture</b><br>To be able to make 3D sculpture in different areas of Forest School of an animal or insect. (mud/snow) To use found items to give characteristics of chosen creature | To be able to use sticks to create a basic (tripod) den structure on a small scale (e.g. for a small soft toy), using wire/pipe cleaners to fix them in place.  | <b>Tools</b><br>To be able to safely use a Bow Saw and a Hack Saw with adult support                      | <b>Bushcraft</b><br>To begin to understand that fire needs fuel + oxygen + heat.<br>To introduce flint and steel to make a spark.<br>To use fire to cook. |

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| <p><b>Year 2</b></p> | <p><b>Forest School Safety; Plant Identification</b><br/>         To know what a seed is.<br/>         To know where seeds come from.<br/>         To be able to name seeds.be able to identify seeds.<br/>         Play the 'Shrinking Forest' game</p> | <p><b>Using natural materials</b><br/>         To be able to use sculpture to develop and share ideas and imagination, using colour, pattern, texture. shape and form in the development of artworks. explore natural materials – Forest Art<br/>         To create tree parts artwork (lined to the work of Andy Goldsworthy)</p>                     | <p><b>Using natural materials 3D Sculpture</b><br/>         To build on previous week to make sculpture 3D.<br/>         To understand stuctures need solid/wider base.</p> | <p><b>Den-building</b><br/>         To be able to use sticks to create a basic den structure on a larger scale (e.g. for a large soft toy), using malleable material such as playdough or wire as a joining material if desired.<br/>         To select covering materials (e.g. leaves)</p> | <p><b>Tools</b><br/>         To be able to use a Bow Saw with increasing independence. To be able to use a Bit and Brace with adult support.</p> | <p><b>Bushcraft</b><br/>         To understand fire triangle.<br/>         To know how to prepare a fire for lighting ie stick size<br/>         To use stick method to cook over fire.<br/>         Hygiene</p> |
| <p><b>Year 3</b></p> | <p><b>Forest School Safety; Plant Identification</b><br/>         To do a scavenger hunt and be able to use tree and plant identification kits to identify them.</p>   | <p><b>Using natural materials</b><br/>         To consolidate prior learning on use of natural materials to create ephermeral art.<br/>         To be able to create a group sculpture using natural resources, making contrasting concentric rings around an object.<br/>         Leaf rubbing<br/>         Leaf lacing<br/>         Bark rubbing</p> | <p><b>Using natural materials 3D Sculpture</b><br/>         To use nateral material to create hanging woven art, ie dream catcher (willow)</p>                              | <p><b>Den-building</b><br/>         To do loop knots in order to peg out a tarpaulin shelter (pre-made timber-hitched line.</p>  | <p><b>Tools</b><br/>         To be able to whittle sticks using potato peelers.</p>  | <p><b>Bushcraft</b><br/>         To work in small groups with adult support to use Kelly-kettle to boil water for hot chocolate</p>  |

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| <p><b>Year 4</b></p> | <p><b>Forest School Safety;<br/>Animal and Plant<br/>Identification</b><br/>To be able to identify woodland animals and / or birds that might be found in a UK forest</p> | <p><b>Using natural materials</b><br/>To select one of the animals that they learnt about in Week 1 as an inspiration for a piece of woodland artwork.<br/>To be able to use natural materials to make animal pictures and picture frames.<br/>To be able to select woodland materials that capture the characteristics of the animal they have chosen (e.g. materials that would work well to express a fox's bushy tail / hedgehog's prickly spines.<br/>To understand how to introduce a sense of energy and movement into their animal picture.</p> | <p><b>Using natural materials 3D Sculpture</b><br/>To understand importance of worms in woodland environment.<br/>To make wormeries to observe worms at work</p> | <p><b>Den-building</b><br/>To create a supporting line for tarpaulin by using timber hitches. To use loop knots to peg out.</p> | <p><b>Tools</b><br/>To be able to cut wood using loppers and secateurs.</p> | <p><b>Bushcraft</b><br/>To begin to independently prepare a fire site.<br/>To prepare natural equipment to be able to cook over an open fire, eg toasting.</p>               |
| <p><b>Year 5</b></p> | <p><b>Forest School Safety;<br/>Animal and Plant<br/>Identification</b><br/>To understand how to 'collect with respect'</p>   | <p><b>Using natural materials</b><br/>To create a 2D puzzle or game to challenge peers.<br/>To encourage logical thinking</p>   | <p><b>Using natural materials 3D Sculpture</b><br/>To recreate 2D puzzle or game into 3D.<br/>To be able to problem solve</p>                                    | <p><b>Den-building</b><br/>To use lashing to create a free-standing shelter, without the use of tarpaulin.</p>                  | <p><b>Tools</b><br/>To be able to use a Bill Hook safely.</p>               | <p><b>Bushcraft</b><br/>To be able to make own tinder nest by using a pencil sharpener to make shavings.<br/>To be able to make fire by friction, using flint and steel.</p> |

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| <p><b>Year 6</b></p> | <p><b>Forest School Safety; Plant Identification</b><br/>         To be able to identify a range of evergreen, deciduous, coniferous and broadleaf trees.<br/>         To find out how many different plants are growing on the forest floor in our woodland area, by carefully throwing a quadrat, counting the number of plants growing underneath an area of deciduous trees and identifying them.<br/>         To be able to record results in a 'Plant Diversity' table.<br/>         To be able to identify signs of wildlife or animals.</p> | <p><b>Using natural materials</b><br/>         To understand the characteristics of different biomes.<br/>         To know that England's woods and forests are temperate and deciduous.<br/>         To be able to recognise seasonal signs in the forest.<br/>         To use photography to identify the 4 main layers of temperate forests (ground layer; herb or field layer; understory or shrub layer; and canopy layer)</p> | <p><b>Using natural materials 3D Sculpture</b><br/>         To independently make a movable sculpture eg puppet.<br/>         To use gained knowledge to problem solve</p> | <p><b>Den-building</b><br/>         To be able to make a raised log bed for a shelter.<br/>         To be able to make a snow shelter.</p> | <p><b>Tools</b><br/>         To be able to use a Bow Saws, Hack Saws, potato peelers and knives independently.<br/>         To be able to use an axe to split wood into small splints for kindling, medium splints for boiling billy cans of water, and into larger</p> | <p><b>Bushcraft</b><br/>         To be able to make own tinder nest and kindling by shaving down twigs with a knife to make fuzz or feather sticks; collect own wood.<br/>         To be able to make fire by friction, using a Bow Drill.<br/>         To be able to make hot chocolate using Kelly Kettle independently.</p> |
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