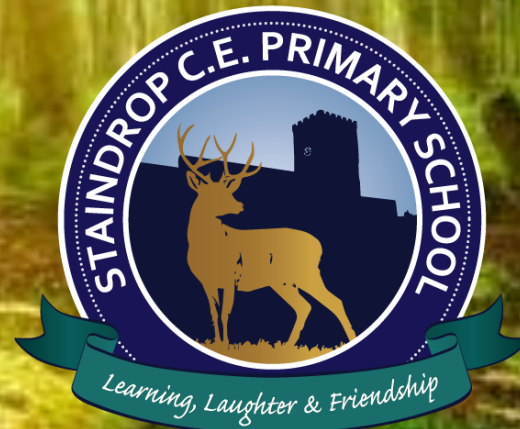


Staindrop CE Primary School

Outdoor Learning Provision

Level 3 forest School Leaders: Mrs C Harland (KS2), Mrs J Alexander (EYFS) & Miss K Allen (KS1)



Through God's Love, we are the rich soil where roots grow and seeds flourish. Luke 8: 4-15

INTENT:

Relationships, team work and communication

Confidence, self esteem and mental wellbeing

Risk taking, perseverance and problem solving

Knowledge, appreciation and respect for nature and the environment

IMPLEMENTATION:

EYFS Outdoor provision

(EYFS teacher – Level 3 Forest School leader)

Continuous provision

Water play

Sensory play

Loose parts play

Seasonal changes

Sand play

minibeasts

Mud kitchen

Den building

Natural materials

weather

Digging and growing

Role play

Art/crafts

Forest School sessions

(Forest school Level 3 leaders in EYFS, KS1 & KS2)

Fire lighting

Den building

Classification/identification

Mindfulness/Reflection

Woodland arts and crafts

Campfire Cookery

Health & Safety

Imaginative play

Conservation

Team building games

Tree climbing

Tool work/Woodcraft

Fieldwork/ Curriculum linked Outdoor Education

(mapped across the curriculum)

Geographical fieldwork studies

Local environmental work

Science investigations

Living History

Natural Art

Creative writing

PE/Orienteering

Outdoor creative spaces

Worship/Prayer spaces

Outdoor reading spaces

Mud kitchen

Zen Den/Mindfulness garden

Allotment/Anderson Shelter

Hills/Mounds

Outdoor play equipment

Tool Work

I can whittle using age-appropriate tools (level entry knife – peeler).
I can use gloves and follow safety instructions when using tools

Science/Nature/Environment

I can identify and name a variety of wild and garden plants.
I can describe the plant structure (including trees).
I can identify and name a variety of common animals from amphibians – mammals.
I can name sounds that I hear.
I can name animals in the environment and group them.
I understand the importance of worms within our ecosystem

Art

I can use natural materials to create artwork that I can talk about.
I can make clay animals.

Cooking

I can be safe around a campfire.
I understand why it is important to be safe around a campfire.
I can toast a marshmallow on a stick.
I can cook on an open fire with appropriate supervision.

Physical Development/Healthy Lifestyles

I know how to travel safely on rough ground.
I can carry sticks safely.
I can talk about how being outside makes me feel.
I can describe the benefits of being outside.
I know what I need to survive (food, water, air.)

Global Citizenship/Understanding of the World

I know why it is important to look after the environment.
I understand I have a responsibility to help take care of our local community and the wider world.

Building, Problem-Solving and Teamwork

I can work in a team. I can play team games.
I can think about how to solve problems before asking a grown-up for help.
I can communicate my ideas to adults and other children.
I can build a mini-shelter for a small toy.
I can work with my team to create a shelter using branches/sticks .



- Bookbag Keyrings
- Bug Hotel
- Damper Bread
- Elder Pencil
- Hedgehogs
- Leaf College/People/Animals
- Loo Roll Residence
- Medallions
- Nature Weave
- S'Mores
- Spider Webs
- Wormeries
- Stick man
- Potion making
- Mud pies

**LOWER KS2
(7-9 YEARS)**

SKILLS:

Building, Problem-Solving and Teamwork:

I can make and play woodland versions of common games (pick-up sticks, noughts and crosses for example).
I can work in a team during wide games and scavenger hunts.
I can build trust with my peers through playing games.
I can work in a small group to create a simple shelter using branches/sticks and a tarp

Tool Work

I know which PPE to use for which tools
I can safely whittle using age-appropriate tools
I can use a palm drill.
I can make sparks with a fire steel.

Science/Nature/Environment

I can identify deciduous and evergreen trees.
I can name some common birds and talk about their features and the sounds they make.
I can match tracks and other signs to animals.
I can identify and classify things I observe.
I can talk about how to encourage wildlife into an area.

Art

I can sketch trees and plants.
I can choose shapes in nature and use them to inspire my artwork.
I can use the method HapaZome (a traditional Japanese printing method).

Cooking

I can be safe around a fire and explain the fire circle.
I can light a fire safely with close supervision.
I can toast a marshmallow on a stick.
I can cook on an open fire with appropriate supervision

Physical Development/Healthy Lifestyles

I can describe my flexibility, strength, control and balance when participating in outdoor activities.
I can carry equipment around safely.
I can take part in outdoor activities and challenges on my own and in a team.
I understand and can describe the benefits of being outside.
I can climb up a tree with adult supervision

Global Citizenship/Understanding of the World

I can describe different ways to look after the environment.
I understand why I have a responsibility to help take care of our local community and the wider world.
I play an active part in my local community.

EXAMPLE ACTIVITIES:

Blind fold night line
Forest crowns
Bird feeders
HapaZome
Marshmallow toasting
Hot dogs
Tree climbing
Shelter building challenge
Nature pictures
Fire lighting
Whittling with a bush knife
Friendship bracelets
Sardines/hide and seek
Weaving
Musical instrument
Make a wand



Building, Problem-Solving and Teamwork

I can explain what humans need to survive.
I can work with others to research and obtain survival essentials.
I understand the rules for safe foraging.
I can work with a team to build a waterproof shelter using tarpaulins.
I can use a range of simple knots.

Tool Work

I can use a palm drill/ bill hook.
I can saw wood with support.
I can make and tend a fire.
I can tie suitable knots for different purposes.
I can safely create items from wood using new skills
I know how to look after tools

Science/Nature/Environment

I can name and identify some trees in our grounds by using a simple ID guide.
I can name and identify wildlife in and around our grounds by using a simple ID guide.
I can recognise pollution indicators in different habitats
I can describe the biodiversity within a woodland area and factors that contribute to supporting this
I can group objects according to my own criteria.
I am beginning to know the eight points on a compass.

Art

I can plan, make and create a decoration.
I can use natural shapes and structures to inspire my artwork.
I can print using natural materials
I can create sculptures out of natural materials

Cooking

I can be safe around a fire and explain the fire circle.
I can prepare the fire-lighting equipment and light a fire safely with close supervision.
I can cook on an open fire.
I can put out the fire safely

Development/Healthy Lifestyles

I can carry equipment around safely.
I can follow and make trails.
I can take part in outdoor activities and challenges on my own and in a team.
I understand and can describe the benefits of being outside.
I can be resilient when trying new skills

Global Citizenship/Understanding of the World

I can describe different ways to look after the environment.
I understand why I have a responsibility to help take care of our local community and the wider world.
I play an active part in my local and wider community



Clay tree faces
Christmas stars
pitfall traps
Grass sweeping
Bog garden
Elder jewellery
Kazoo
Spoon whittling
Damper bread
Elderflower cordial
Tree climbing
Swing building
Waterproof dens
Fire lighting
Veg kebabs
Compass use
Knot tying
Trust games
Assault courses