

Forest School benefits and national curriculum links

Health and Safety and Managing Risk

At Forest School we recognize the importance of taking calculated risks and how this is an essential element of learning and development.

When children come up with ideas for projects, we often ask 'how can we make that safe'. Managing their own and each other's safety is an important element of outdoor learning.

PSHE1. Take and share responsibility 2. Make real choices. 3. Agree to follow rules for their group, and understand how rules can help.

Playing 1, 2, 3 where are you?

An important safety game. This encourages children to understand that if they get lost, or even scared they can get help by shouting '1,2,3 where are you?' and somebody will answer.

PSHE1. Rules for, and ways of, keeping each other safe. 2. Encourages them to think about how other people can keep them safe and how they can help each other. 3. That family and friends should care for each other.

Den building

A chance to work together to create their own dens.

Geography1. Make observations about where things are located and about their features in the environment.

Science1. The difference between things that are living and things that have never been alive.

Carrying a stick properly at Forest School is a very important skill to learn if children want to take part in construction projects and role play.

PSHE1. To recognize that their behavior affects others. 2. Develop relationships through work and play. 3. To recognize choices they make and understand the difference between right and wrong.

Science1. Recognise that there are hazards in living things, materials and physical processes and understanding that taking risks is okay if they take actions to ensure they don't hurt themselves or others

Mini beast hunting

Using magnify glasses and bug pots the children can refer to the id books/sheets.

Science1. Find out about the different kinds of animals in local environment.

2. Understand that animals need food and water to survive.

3. Recording observations.

Science1. How to treat animals with care.

PSHE1. To realize that people and other living things have needs, and that they have responsibilities to meet them

English1. Sharing ideas and experiences. 2. Take turns in speaking.

Natural art

Using the natural resources to create art work.

Geography1. Identify and describe what places are like.

Art1. Learn about visual and tactile elements.

Art1. Investigates the possibilities of a range of materials and processes. 2. Identify what they might change in their current work or develop in their future work.

PSHE1. To recognize what they like and do not like.

PSHE1. To think about themselves, learn from their experiences and recognize what they are good at.

English1. As a member of a group they should give reason for opinions and actions. 2. Describing events and experiments. 3. Speaking to different people e.g other adults.

Forest-School activities easily link into Every Child Matters

Being Healthy – The physical activities in a woodland promote good physical and mental health and support children, and families to develop healthy lifestyles. Children experienced the health benefits of outdoor active learning and play at Forest School, such as walking, climbing, jumping, balancing and swinging.

Staying safe – Forest School has a rigorous approach to managing risk that enables children and young people to learn how to manage their own risk safely. Children learn that by wearing appropriate protective clothing that they were much more comfortable and felt safer in the wood. Children are actively engaged in the process of identifying potential risks and negotiating safety rules for the group. The rules are reviewed at the start of each session.

The structure of our sessions provided a context and framework within which the children are encouraged to assess challenges and risks for themselves (within the boundaries negotiated) in order to develop their own safety awareness and assessment skills

Enjoying and achieving – children, young people and their families enjoy opportunities to learn in a new stimulating environment. The focus on small, achievable tasks at forest school is key to boosting self-esteem and confidence and creating an environment where all can children succeed. By offering a different way to learn Forest School creates an opportunity to narrow the gap between those who do well and those who do not by establishing a new approach to learning in a different setting and help to develop a broad range of skills that can prepare them for adulthood. Children engaged in child - initiated solution finding and enjoyed the feeling of achievement when they succeeded. A 'can do' ethos is used to encourage a spirit of investigation, exploration and creative thinking

Making a positive contribution – Forest School enables children and young people to respect, value and maintain woodland spaces, revitalise areas by tree planting, coppicing, and having an active stewardship role of their local woodlands. This then enables children and young people to be recognised for the active and useful role that they are playing within their own communities.

Achieving economic wellbeing – Forest School increases motivation and a desire to learn which in turn can enable children and young people to have aspirations and to achieve their full potential as current and future citizens of our communities. Through Forest School, children are able to develop key transferable life skills and attributes including confidence, motivation, self-esteem, communication, solution finding and perseverance