



# OUR

# *Forest School*

# CURRICULUM

SUPPORT • ACHIEVE • CELEBRATE



The Forest School teaching at Cherry Lane Primary School is underpinned by the principles of the Cherry Lane Way.



# INTENT

*At Cherry Lane our intent is threefold; we want the children to learn how to love nature, how to work together and how to be safe by managing risks and hazards. This is our ethos.*

*Unlike other subjects, the overarching pedagogical strategy of Forest School is engagement and enjoyment of being outside*

*Forest School is based on a fundamental respect for children and young people and for their capacity to instigate, test and maintain curiosity in the world around them.*

*It believes in:*

- *the child's right to play; the right to access the outdoors (and in particular a woodland environment);*
- *the right to access risk and the vibrant reality of the natural world and*
- *the right to experience a healthy range of emotions through all the challenges of social interaction, in order to build a resilience that will enable continued and creative engagement with their peers and their potential.*

*It is an approach to education that makes use of the outdoor environment to create a unique learning vehicle.*

*Forest School sessions provide increasingly diverse opportunities for children to benefit from a supportive curriculum that can help children build positive values and attitudes about themselves, about learning and the environment in which they live.*

*Children are given appropriately challenging and achievable tasks that build their confidence, skills and independence and are given the time to thoroughly explore their thoughts, feelings and relationships.*

*This time and reflective practice develops inter- and intra-personal skills, which are well-documented as being directly linked to learning skills.*

*The Forest School at Cherry Lane Primary and Nursery School was established in the autumn of 2017 in a natural deciduous woodland copse situated in school grounds.*

# IMPLEMENTATION

*The learning experiences follow the Cherry Lane Forest School Ethos. While activities are planned broadly on a seasonal basis; each lesson may take an entirely different tack if a child finds something that evokes awe and wonder.*

*All activities fall under Understanding the World and Personal Social Emotional Development as part of the Early Years Foundation Stage.*

*This falls under the heading of **Spiritual, Social, Moral, Cultural Development**.*

## ***Spiritual development***

*Spiritual education in Forest School involves the **search for meaning** and purpose in natural and physical phenomena. It is the **wonder** about what is **special about life**, an awe at the scale of living things from the smallest microorganism to the largest tree and the interdependence of all living things and materials of the Earth. It concerns the emotional drive to know more and to wonder about the world and **aesthetically appreciate its wonders** including for example the complexity of communication in the plant world and the beauty of natural objects or phenomenon, plants, animals, crystals, rainbows, the Earth from space etc.*

*Beyond the curriculum, the OWL (Outdoor and Woodland Learning) Club for both as EYFS and KS1 provides opportunities after school to further explore the ‘awe and wonder’ of through a range of experiments and investigations.*

## ***Moral development***

***Moral** education through Forest School encourages students to become increasingly curious, to develop open mindedness to the suggestions of others and to make judgements on evidence not prejudice. Students*

*realise that moral dilemmas are often involved in **conserving the natural world** such as the use of further natural resources and its effect on future generations as an important moral consideration.*

### ***Social development***

*Social development is supported in Forest School by encouraging children to **work together** and cooperatively in pairs and groups for practical work. During the sessions, children are encouraged to develop **team working skills**, supporting their peers through open ended quests and challenges and **taking responsibility** for their own and others' safety.*

### ***Cultural development***

*Forest school and outdoor learning supports **Cultural** development by encouraging children to learn about, discuss, and appreciate the forest environment through inter-active oral re-telling of traditional tales. In addition to this through the study of a range of **ecologists**, the children will understand that Forest School is underpinned by science which is a discipline undertaken by a wide range of men and women in many different cultures.*

### ***The Cherry Lane Forest School Ethos***

***Loving Nature:** We focus on being scientists, looking for change and differences in the natural world each week. We develop our skills of observation by using magnifying glasses, quadrants, and observational drawings.*

***Working together:** We get into teams of 2, 3 or more to follow a quest. We often incorporate outdoor Maths activities in our teamwork;*

*counting, recognition of shape, data handling. We also develop our literacy skills by using our imaginations – thereby supporting imaginative creative thinking and oracy.*

***Learning to be safe:*** *Through developing our understanding of risks and hazards we learn how to navigate unknown situations by thinking about how to keep safe for example if we are using digging tools we learn to stay in our safety bubble.*

*To maintain and support the Cherry Lane Forest School Ethos, we learn that the rules will keep everyone safe.*

### **The Cherry Lane Forest School Rules**

*At the beginning of the year we introduce the Forest School rules for any new pupils and a reminder to any returning. The rules are then reiterated every new year.*

*Please feel free to test your child on them!*

- ***The One Two Three Where Are You? Call and Response***  
*Children know that when the Forest School Leader ‘One two three where are you they must immediately stop what they are doing, put down any sticks or equipment, freeze and sing back ‘ One two three we’re here’.*

*This is **our most important rule** which is used to gather the children together as it may be **an emergency, a new task, or the end of the session.***

- ***No pick no lick*** *the children learn to conserve the ecosystem in Forest School by only using natural resources that have fallen to the forest floor. Berries are food for many animals and the trees*

*need their leaves to photosynthesise! Thorough handwashing is encouraged after Forest School Uniforms are removed.*

- ***The Boundary Rule – Stay in the Boundary***

*Children must not leave the boundary of the Forest School area we are using. Children **must** be able to **see an adult** at all times.*

- ***The Stick Rule***

*We encourage the children to use what nature provides for their games and imagination. Sticks can become branches and branches can become logs so the children cannot use any sticks that are longer than their arm at the beginning of each year, trust builds each week allowing the children to use larger sticks later. The rule is the stick must be the same width as one or two fingers.*

*Children often want to leave the site with sticks once the session has ended. Unfortunately, if every child did this we would have no wood left, so children are reminded of how the woodland's ecosystem works and that the woodland needs natural material to feed fungi, flora, and fauna to ensure a healthy woodland system.*

*As we leave the site we have a 'stick amnesty' where children are asked to hand in any sticks they may be hiding. If the session has been focused on producing an item from our natural resources then they can take this home.*

# PROGRESSION OVERVIEW

*Skills – we develop our powers of observation by noting key changes in the environment as the seasons progress, by using our tools of observation e.g. quadrant/magnifying glass we learn how to make a detailed record of what we find on the forest floor*

*Knowledge – we follow the Understanding the World head of EYFS*

*PSED/CLL/UTW*

Activities and skills	0 – 3 years	3 – 4 years	Children in Reception	ELG
<p><b>Fire – Understand fire safety and its risks</b></p> <p><b>Tools – Understand that tools can be used for different purposes</b></p> <p><b>Den building and knots – Build a fairy house from natural materials</b></p> <p><b>- Understand what dens can be used for e.g. shelter form</b></p>	<p>Find ways to calm themselves, through being calmed and comforted by their key person.</p> <p>Establish their sense of self.</p> <ul style="list-style-type: none"> <li>Express preferences and decisions. They also try new things and start establishing their autonomy.</li> <li>Engage with others through gestures, gaze and talk.</li> </ul> <p>Use that engagement to achieve a goal. For example, gesture towards their cup to say they want a drink.</p> <p>Find ways of managing transitions, for example from their parent to their key person.</p> <p>Thrive as they develop self-assurance.</p>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them.</p> <p>Develop their sense of responsibility and membership of a community.</p> <p>Become more outgoing with unfamiliar people, in the safe context of their setting.</p> <p>Show more confidence in new social situations.</p> <ul style="list-style-type: none"> <li>Play with one or more other children, extending and elaborating play ideas.</li> </ul> <p>Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</p> <ul style="list-style-type: none"> <li>Increasingly follow rules, understanding why they are important.</li> </ul> <p>Do not always need an adult to remind them of a rule.</p> <ul style="list-style-type: none"> <li>Develop appropriate ways</li> </ul>	<p>See themselves as a valuable individual.</p> <p>Build constructive and respectful relationships Express their feelings and consider the feelings of others</p> <p>Show resilience and perseverance in face of a challenges</p> <p>Identify and moderate their own feelings socially and emotionally</p> <p>Think about the perspectives of others</p> <p>Manage their own needs.</p>	<ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> </ul> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships</li> </ul>



<p>wind and rain</p> <p><b>Environment and map skills</b></p> <p>- Be able to play a range of forest themed games</p> <p>-Recognise that trees and plants differ from each other and be able to talk about their similarities and differences</p> <p>- Go on a tour of the forest environment recognising some of the features e.g. a den, fire pit</p> <p>- Get dressed independently for forest school –</p> <p>Engage in a range of media forms (art, books, magazines) that link to the natural world and</p>	<ul style="list-style-type: none"> <li>• Look back as they crawl or walk away from their key person. Look for clues about how to respond to something interesting.</li> <li>• Play with increasing confidence on their own and with other children, because they know their key person is nearby and available.</li> <li>• Feel confident when taken out around the local neighbourhood, and enjoy exploring new places with their key person.</li> <li>• Feel strong enough to express a range of emotions.</li> </ul> <p>Grow in independence, rejecting help (“me do it”). Sometimes this leads to feelings of frustration and tantrums.</p> <ul style="list-style-type: none"> <li>• Begin to show ‘effortful control’. For example, waiting for a turn and resisting the strong impulse to grab what they want or push their way to the front.</li> </ul> <p>Be increasingly able to talk about and manage their emotions.</p> <p>Notice and ask questions about differences, such as skin colour, types of hair, gender, special needs and disabilities, and so on.</p> <p>Develop friendships with other children.</p> <ul style="list-style-type: none"> <li>• Safely explore emotions beyond their normal range through play and stories.</li> </ul> <p>Are talking about</p>	<p>of being assertive.</p> <ul style="list-style-type: none"> <li>• Talk with others to solve conflicts.</li> </ul> <p>Talk about their feelings using words like ‘happy’, ‘sad’, ‘angry’ or ‘worried’.</p> <p>To begin to understand how others might be feeling</p>		<p>with peers.</p> <p>Show sensitivity to their own and to others’ needs.</p>
---	--	---	--	---

<p>make comments on what they notice –</p> <p>Understand the importance of having rules</p>	<p>their feelings in more elaborated ways: “I’m sad because...” or “I love it when ...”.</p>			
	<ul style="list-style-type: none"> <li>• Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person’s voice, such as their key person or a parent.</li> <li>• Gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.</li> <li>• Watch someone’s face as they talk.</li> <li>• Copy what adults do, taking ‘turns’ in conversations (through babbling) and activities. Try to copy adult speech and lip movements.</li> <li>• Enjoy singing, music and toys that make sounds.</li> <li>• Recognise and are calmed by a familiar and friendly voice.</li> <li>• Listen and respond to a simple instruction.</li> <li>• Make sounds to get</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Pay attention to more than one thing at a time, which can be difficult.</li> <li>• Use a wider range of vocabulary.</li> <li>• Understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.</li> </ul> <p>Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”</p> <ul style="list-style-type: none"> <li>• Sing a large repertoire of songs.</li> </ul> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <ul style="list-style-type: none"> <li>• Develop their communication, but may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.</li> <li>• Develop their pronunciation but may have problems saying: <ul style="list-style-type: none"> <li>- some sounds: r, j, th, ch, and sh</li> </ul> </li> </ul> <p>multisyllabic words such as ‘pterodactyl’, ‘planetarium’ or ‘hippopotamus’</p> <p>use longer sentences of four to six words</p> <ul style="list-style-type: none"> <li>• Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important</li> <li>• Learn new vocab</li> <li>• Use new vocab through the day</li> <li>• Ask questions to find out more to check they understand what’s been said to them</li> <li>• Articulate their ideas and thoughts in well formed sentences]</li> <li>• Connect one idea or action to another using a range of connectives</li> <li>• Describe some events in detail</li> <li>• Use talk to help work out problems and organise thinking and activities and to explain how things work and why they might happen</li> <li>• Engage in story lines</li> <li>• Listen to talk about stories to build familiarity and understanding</li> <li>• Retell the story repeating</li> </ul>	<ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> </ul> <p>Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</p> <ul style="list-style-type: none"> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul> <p>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>

	<p>attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).</p> <ul style="list-style-type: none"> <li>• Babble, using sounds like 'baba', 'mamama'.</li> <li>• Use gestures like waving and pointing to communicate.</li> <li>• Reach or point to something they want while making sounds.</li> <li>• Copy your gestures and words.</li> <li>• Constantly babble and use single words during play.</li> </ul> <p>Use intonation, pitch and changing volume when 'talking'.</p> <ul style="list-style-type: none"> <li>• Understand single words in context – 'cup', 'milk', 'daddy'.</li> </ul> <p>Understand frequently used words such as 'all gone', 'no' and 'bye-bye'.</p> <p>Generally focus on an activity of their own choice and find it difficult to be directed by an adult.</p> <p>Listen to other people's talk with interest, but can easily be distracted by other things.</p> <ul style="list-style-type: none"> <li>• Start to develop conversation, often jumping from topic to topic.</li> </ul> <p>Develop pretend play: 'putting the baby to sleep' or 'driving the car to the shops'.</p> <ul style="list-style-type: none"> <li>• Use the speech sounds p, b, m, w.</li> <li>• Pronounce: <ul style="list-style-type: none"> <li>- /t/w/y -</li> <li>s/sh/ch/dz/j</li> </ul> </li> </ul> <p>f/th - multi-syllabic words such as 'banana' and 'computer'</p> <p>Listen to simple stories and understand what is happening, with the help of the pictures.</p> <ul style="list-style-type: none"> <li>• Identify familiar objects and</li> </ul>	<ul style="list-style-type: none"> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> </ul> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>some phrases and using their own words too</p> <ul style="list-style-type: none"> <li>• Use new vocab in different contexts</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> </ul> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <ul style="list-style-type: none"> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</li> </ul>	
--	---	---	--	--

	<p>properties for practitioners when they are described. For example: 'Katie's coat', 'blue car', 'shiny apple'.</p> <ul style="list-style-type: none"> <li>• Understand and act on longer sentences like 'make teddy jump' or 'find your coat'.</li> </ul> <p>Understand simple questions like who, what, where,</p>			
	<ul style="list-style-type: none"> <li>• Repeat actions that have an effect.</li> <li>• Explore materials with different properties.</li> <li>• Explore natural materials, indoors and outside.</li> <li>• Explore and respond to different natural phenomena in their setting and on trips.</li> </ul>	<ul style="list-style-type: none"> <li>• Use all their senses in hands-on exploration of natural materials.</li> <li>• Explore collections of materials with similar and/or different properties.</li> </ul> <p>Talk about what they see, using a wide vocabulary. Explore how things work.</p> <ul style="list-style-type: none"> <li>• Plant seeds and care for growing plants.</li> <li>• Understand the key features of the life cycle of a plant and an animal.</li> </ul> <p>Begin to understand the need to respect and care for the natural environment and all living things Explore and talk about different forces they can feel Talk about the differences between materials and changes they notice.</p>	<ul style="list-style-type: none"> <li>• Explore the natural world around them.</li> </ul> <p>Describe what they see, hear and feel whilst outside. Recognise some environments that are different to the one in which they live. Understand the effect of changing seasons on the natural world around them.</p>	<ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants.</li> <li>• Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.</li> <li>• Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>

## *Characteristics of learning grid in Forest School*

<b>Playing and exploring</b>		
<i>Finding out and exploring - Showing curiosity about objects, events and people - Using senses to explore the world around them - Engaging in open-ended activity - Showing particular interests</i>	<i>Playing with what they know - Pretending objects are things from their experience - Representing their experiences in play - Taking on a role in their play - Acting out experiences with other people</i>	<i>Being willing to 'have a go' - Initiating activities - Seeking challenge - Showing a 'can do' attitude - Taking a risk, engaging in new experiences, and learning by trial and error.</i>
<b>Active learning</b>		
<i>Being involved and concentrating - Maintaining focus on their activity for a period of time - Showing high levels of energy, fascination - Not easily distracted - Paying attention to details</i>	<i>Keeping on trying - Persisting with activity when challenges occur - Showing a belief that more effort or a different approach will pay off - Bouncing back after difficulties</i>	<i>Enjoying achieving what they set out to do - Showing satisfaction in meeting their own goals - Being proud of how they accomplished something – not just the end result - Enjoying meeting challenges for their own sake rather than external rewards or praise</i>
<b>Creating and thinking critically</b>		
<i>Having their own ideas - Thinking of ideas - Finding ways to solve problems - Finding new ways to do things</i>	<i>Making links - Making links and noticing patterns in their experience - Making predictions - Testing their ideas - Developing ideas of grouping, sequences, cause and effect</i>	<i>Choosing ways to do things - Planning, making decisions about how to approach a task, solve a problem and reach a goal - Checking how well their activities are going - Changing strategy as needed - Reviewing how well the approach worked</i>

# **CONSOLIDATION**

*We reinforce the learning by using the same skills throughout the season; like a spiral we come back to the beginning but find that the skills and knowledge are further embedded every time.*

# KEY VOCABULARY

## *Autumn*

<i>Forest school</i>	<i>See</i>	<i>Size</i>
<i>Uniform</i>	<i>Different</i>	<i>Measure</i>
<i>Wellies</i>	<i>Same</i>	<i>Small</i>
<i>Rules</i>	<i>Animal</i>	<i>Medium</i>
<i>Pick</i>	<i>Creature</i>	<i>Large</i>
<i>Lick</i>	<i>Plant</i>	<i>Thin</i>
<i>Stay</i>	<i>Living thing</i>	<i>Thick</i>
<i>Boundaries</i>	<i>Tree</i>	<i>Narrow</i>
<i>Cross</i>	<i>Bush</i>	<i>Wide</i>
<i>Fire circle</i>	<i>Leaf</i>	<i>Real animal</i>
<i>Nature</i>	<i>Texture</i>	<i>Badger</i>
<i>Teamwork</i>	<i>Feel</i>	<i>Hedgehog</i>
<i>Risks</i>	<i>Rough</i>	<i>Fox</i>
<i>Hazards</i>	<i>Smooth</i>	<i>Bird</i>
<i>Manage</i>	<i>Bumpy</i>	<i>Pigeon</i>
<i>Danger</i>	<i>Soft</i>	<i>Kite</i>
<i>Observe</i>	<i>Hard</i>	<i>Parakeet</i>
<i>Season</i>	<i>Prickly</i>	<i>Minibeast</i>
<i>Times of year</i>	<i>Straight</i>	<i>Worm</i>
<i>Spring</i>	<i>Curved</i>	<i>Worm cast</i>
<i>Summer</i>	<i>Colour</i>	<i>Snail</i>
<i>Autumn</i>	<i>Green</i>	<i>Slug</i>
<i>Winter</i>	<i>Yellow</i>	<i>Feather</i>
<i>Senses</i>	<i>Brown</i>	<i>Fur</i>
<i>Sight</i>	<i>Red</i>	<i>Slimy</i>
<i>See</i>		<i>Hibernate</i>
<i>Eye</i>		<i>Berry</i>
<i>Hearing</i>		<i>Nut</i>
<i>Ear</i>		<i>seed</i>
<i>Sound</i>		
<i>Smell</i>		
<i>Touch</i>		
<i>finger</i>		
<i>Taste</i>		
<i>tongue</i>		

*Spring in addition to the above*

<p><i>Warm</i> <i>day</i> <i>Short</i> <i>Long</i> <i>Sun</i> <i>Photosynthesis</i> <i>Bud</i> <i>Blossom</i> <i>Shoots</i></p>	<p><i>New life</i> <i>Magnifying glasses</i> <i>Count</i> <i>Larva</i> <i>Quadrant</i> <i>Larva</i> <i>Grub</i> <i>Grow</i> <i>change</i></p>	<p><i>Cherry</i> <i>Ash</i> <i>Rowan</i> <i>Hawthorn</i> <i>Holly</i> <i>Soil</i> <i>Dirt</i> <i>Mud</i> <i>stick</i></p>
---	---	---

*Summer in addition to the above*

<p><i>Insect</i> <i>Bee</i> <i>Pollen</i> <i>Nectar</i> <i>Fertilise</i> <i>Wasp</i> <i>Hover fly</i> <i>Midge</i> <i>Lifecycle</i> <i>Change</i> <i>Beetle</i> <i>Wing</i> <i>Legs</i> <i>Insect</i> <i>Round</i> <i>Pointed</i> <i>Heart shaped</i> <i>Tight</i> <i>Open</i> <i>Purple</i> <i>Black</i> <i>White</i></p>	<p><i>Crop</i> <i>Food</i> <i>Grow</i> <i>Pollenate</i> <i>Butterfly</i> <i>Caterpillar</i> <i>Chrysalis</i> <i>Pupa</i> <i>Petal</i> <i>Stem</i> <i>Leaf bud</i> <i>Blossom</i> <i>Leaf shape</i> <i>Nettle</i> <i>Buttercup</i> <i>Cow parsley</i> <i>Clover</i> <i>Grass</i> <i>Pollen</i> <i>Hayfever</i> <i>Head</i> <i>Thorax</i> <i>Abdomen</i></p>	<p><i>Tools</i> <i>Trowel</i> <i>Hook</i> <i>Bucket</i> <i>Dig</i> <i>Safety bubble</i> <i>Sharp</i> <i>Hurt</i> <i>Handle</i> <i>Strap</i> <i>Careful</i> <i>Drop</i> <i>Blindfold</i> <i>Guide</i> <i>Hug</i> <i>Hole</i> <i>Sun</i> <i>Water</i> <i>Light</i> <i>Soil</i> <i>nutrients</i></p>
--	--	---

# INCLUSION

## *Zones of regulation*

*The Zones of regulation are taught explicitly especially during story time under the tarpaulin where the children are encouraged to stand in the character's shoes and think about what zone they are in; Green – good to go, caring sharing and ready to learn; Blue – running slow; sad, sick or tired, Yellow – Caution; annoyed or worried, Red – Stop! – angry. The children are also challenged to think about what strategies are needed to get out of the blue, yellow or red zones and back into the green zone.*

## *Child led outdoor open ended challenges*

*When planning activities for children with SEND, the Forest School teacher always considers ways of minimising or reducing barriers so that children can fully take part and learn.*

*This is done with an awareness and understanding of individual children's needs and preferred methods of working in consultation with their SEND LSA. Often just being in a natural environment and experiencing the sensation of the wind on their face or the cold winter air is stimulation enough.*

*This may mean meaning modifications or adjustments to ensure all children are included, or planning a 'parallel' activity for pupils with SEND so that they can learn alongside their peers, e.g. using audio recorders instead of written notes.*

*For some children with SEND or English as an Additional Language it may be necessary to pre-teach vocabulary or **provide cards with symbols** or images to support understanding, and classroom displays are used to support this.*



*Teachers consider the questions that will be asked of groups and individuals, and the ways they will check pupils' understanding by engagement and fulfilling a task.*

*Working scientifically skills are revisited and built on throughout the year – observation, engagement and enjoyment are the watchwords for more able children are given open ended tasks, or create challenges for their peers to attempt. Leading a team of learners or being a 'study buddy' is another way of extending more able children by tasking them with explaining a task to a less able child.*

# IMPACT

*The impact of Forest School is good mental wellbeing; finding solace in nature and using the natural world to regulate yourself.*

*This is a lifelong skill as children develop they are able to go to the forest for-rest.*

*Appreciating flora and fauna by being able to name common wild species and understand why all plants have a part to play in the ecosystem.*