

FOREST SCHOOL INFORMATION

This pamphlet outlines the underpinning ethos of Forest School and provides an idea of some of the activities that take place during Forest School sessions. These are examples only and all programmes are tailored to the needs of the group.

Forest School is a distinct and defined approach to learning and involves long-term, frequent and regular sessions in a woodland or natural environment. It is about exploring and experiencing the natural environment and activities take place in all weather. Clothing guidelines are available on request.

ETHOS

Forest School provides a rich and stimulating natural environment with activities that are carefully managed to include an element of challenge and help children to develop awareness of risk and the skills and confidence to manage risks. Forest School provides opportunities for pupils of all ages and abilities to develop self-esteem and self-confidence. Regular Forest School enables pupils to form positive relationships, develop emotional intelligence and improve their resilience and concentration skills. Pupils learn to co-operate with their peers and adults and develop a sense of responsibility. The open and free environment of Forest School fosters the development of children's natural intelligence. It provides activities which enable them to problem solve and ask questions enabling them to become more independent, confident and creative learners.

At Forest School we

- Learn respect for our natural environment
- Develop and foster curiosity and interest in the natural world
- Learn skills which enable us to explore in a safe way
- Respect each other - we are all different, we learn in different ways, we like different things
- Respect boundaries, they are there to help keep us safe
- Delight in the simple things (sights, smells, sounds, discoveries)



FOREST SCHOOL AND THE CURRICULUM

Forest School sessions are child centred and designed to enable pupils to acquire new skills as they become ready for them. The activities maintain a degree of challenge and excitement, whilst remaining safe and controlled.

A typical session will usually include the following elements

- Boundary setting
- Routine songs/games
- Time for exploration, interaction and practising new skills
- Group and/or individual challenges
- Time for reflection and evaluation



Sessions are planned to reflect group needs and where possible experiences can be linked to work in the school curriculum. The ideas listed below are a representative sample only and show links to attainment targets taken from the new National Curriculum.

- **English** - story telling(reading and retelling tales, role play and drama); language (expressive and receptive); writing (narratives about personal experiences, real and fictional narratives).
- **Maths** - shapes, measure, problem solving, calculation.
- **Science** - Animals, Living things and their Habitats, Plants, Rocks, Materials: properties and their uses, Seasonal changes, Sound.



- **Art and Design** - sculpture, craft and design, producing creative work, know about great artists, evaluate work.
- **Design Technology** - develop creative and practical expertise, design and build prototypes for a range of users, cook nutritional food.
- **Geography** - physical geography; use geographical language; use a compass to describe locations, features and routes; use field work to investigate local environment; use field work to observe, measure, record and present physical features in a local area.
- **History** - develop awareness of past; use historical terms to describe events or changes in living memory and significant local events beyond living memory; learn about local historical events, people and places.



- **Music** - uses their voices expressively and creatively; improvise and compose music for a range of purposes, play untuned instruments, listen with attention to detail and recall sounds.
- **PE** - develop fundamental movement skills; take part in competitive and team games; take part in adventurous and challenging outdoor activities.

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