

The Moorlands Primary Federation  
Forest School Curriculum Plan 2023-2024

<b>Autumn Term – Summer Term</b>	<b>Week 1</b> Forest School Safety; Plant Identification & Boundary identification	<b>Week 2</b> Using natural materials 2D Sculpture	<b>Week 3</b> Using natural materials 3D Sculpture	<b>Week 4</b> Den-building	<b>Week 5</b> Tools	<b>Week 6</b> Bushcraft
<b>Nursery/EYFS</b>	<b>Forest School Safety; Plant Identification &amp; Boundary Hunt</b> To discuss safety rules for Forest School area. Forest school rules. To explore the area with reference to safe risk taking.	<b>Using natural materials 2D Sculpture</b> 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	<b>Using natural materials 3D Sculpture</b> To experiment with freestanding structures. To build knowledge, to be able to use sticks to create a basic (tripod)	<b>Den Building</b> Den structure on a small scale (e.g. for a small soft toy), using malleable material such as playdough as a joining material. To select covering materials (e.g. leaves)	<b>Tools</b> To be able to safely handle & use a Bow Saw with adult support (e.g. make a wood biscuit)	<b>Bushcraft</b> To know how to keep safe around a fire. To sort stick sizes. To know how to ensure a fire is safely extinguished.
<b>Year 1</b>	<b>Forest School Safety; Plant Identification</b> To understand similarities and differences between tree sizes, colours and barks. To be able to identify the different parts of a tree.	<b>Using natural materials</b> To be able to use senses to investigate the Forest Schools area Sound – Listening Map; Taste – Woodland picnic, Touch feely bag, items like fir tree, bark, seed cases conkers, Smell, damp woodland, mosses, cut grass, barks.	<b>Using natural materials 3D Sculpture</b> 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	<b>Den Building</b> 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/tape, to fix them in place.	<b>Tools</b> To be able to safely use a Bow Saw and a Hack Saw with adult support	<b>Bushcraft</b> To begin to understand that fire needs fuel + oxygen + heat. To introduce flint and steel to make a spark. To use fire to cook.
<b>Year 2</b>	<b>Forest School Safety; Plant Identification</b> To know what a seed is. To know where seeds come from. To be able to name seeds.be able to identify seeds.	<b>Using natural materials To be able to use sculpture</b> To develop and share ideas and imagination, using colour, pattern, texture, shape and form in the development of artworks. explore natural materials – Forest Art To create tree parts artwork (lined to the work of Andy Goldsworthy)	<b>Using natural materials 3D Sculpture</b> To build on previous week to make sculpture 3D. To understand structures need solid/wider base.	<b>Den-building</b> 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. To select covering materials (e.g. leaves)	<b>Tools</b> To be able to use a Bow Saw with increasing independence. To be able to use a Bit and Brace with adult support.	<b>Bushcraft</b> To understand fire triangle. To know how to prepare a fire for lighting ie stick size To use stick method to cook over fire. Hygiene
<b>Year 3</b>	<b>Forest School Safety; Plant Identification</b> To do a scavenger hunt and be able to use tree and plant identification kits to identify them.	<b>Using natural materials</b> To consolidate prior learning on use of natural materials to create ephemeral art. To be able to create a group sculpture using natural	<b>Using natural materials 3D Sculpture</b> To use natural material to create hanging woven art, i.e. dream catcher (willow)	<b>Den-building</b> To do loop knots in order to peg out a tarpaulin shelter (premade timber-hitched line.	<b>Tools</b> To be able to whittle sticks using potato peelers.	<b>Bushcraft</b> To work in small groups with adult support to use Kelly-kettle to boil water for hot chocolate

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		resources, making contrasting concentric rings around an object. Leaf rubbing Leaf lacing. Bark rubbing.				
<b>Year 4</b>	<b>Forest School Safety; Animal and Plant Identification</b> To be able to identify woodland animals and / or birds that might be found in a UK forest	<b>Using natural materials</b> To select an animal as inspiration for a piece of woodland artwork. To be able to use natural materials to make animal pictures and picture frames. To be able to select woodland materials that capture the characteristics of the animal they have chosen (e.g. materials that would work ell to express a fox's bushy tail / hedgehog's prickly spines. To understand how to introduce a sense of energy and movement into their animal picture.	<b>Using natural materials 3D Sculpture</b> To understand importance of worms in woodland environment. To make wormeries to observe worms at work	<b>Den-building</b> To create a supporting line for tarpaulin by using timber hitches. To use loop knots to peg out.	<b>Tools</b> To be able to cut wood using loppers and secateurs.	<b>Bushcraft</b> To begin prepare a fire site. To prepare natural equipment to be able to cook over an open fire, e.g. toasting.to independently
<b>Year 5</b>	<b>Forest School Safety; Animal and Plant Identification</b> To understand how to 'collect with respect'	<b>Using natural materials</b> To create a 2D puzzle or game to challenge peers. To encourage logical thinking	<b>Using natural materials 3D Sculpture</b> To recreate 2D puzzle or game into 3D. To be able to problem solve	<b>Den-building</b> To use lashing to create a freestanding shelter, without the use of tarpaulin.	<b>Tools</b> To be able to use a Bill Hook safely.	<b>Bushcraft</b> To be able to make own tinder nest by using a pencil sharpener to make shavings. To be able to make fire by friction, using flint and steel.
<b>Year 6</b>	<b>Forest School Safety; Plant Identification</b> To be able to identify a range of evergreen, deciduous, coniferous and broadleaf trees. 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. To be able to record results in a 'Plant Diversity' table. To be able to identify signs of wildlife or animals.	<b>Using natural materials</b> To understand the characteristics of different biomes. To know that England's woods and forests are temperate and deciduous. To be able to recognise seasonal signs in the forest. 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)	<b>Using natural materials 3D Sculpture</b> To independently make a movable sculpture e.g. puppet. To use gained knowledge to problem solve.	<b>Den-building</b> To be able to make a raised log bed for a shelter. To be able to make a snow shelter.	<b>Tools</b> To be able to use a Bow Saws, Hack Saws, potato peelers and knives independently. 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 splints for fires.	<b>Bushcraft</b> 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. To be able to make fire by friction, using a lighting stick. To be able to make hot chocolate using Kelly Kettle independently.