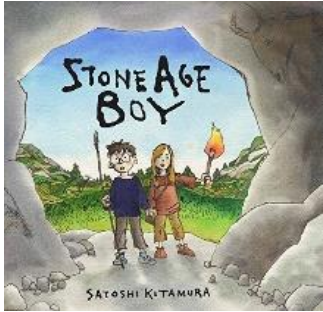

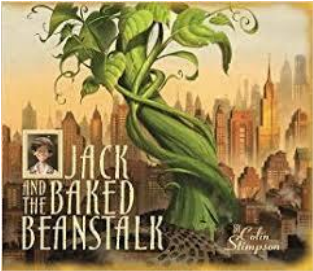
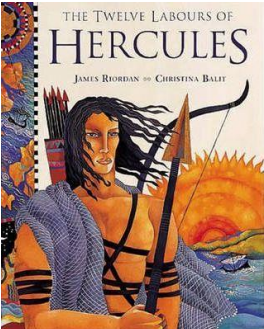
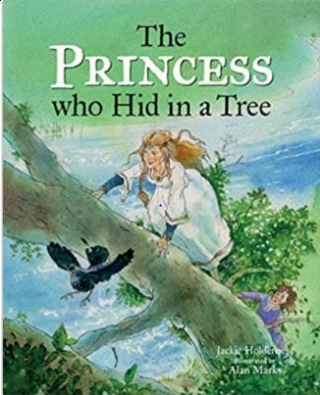
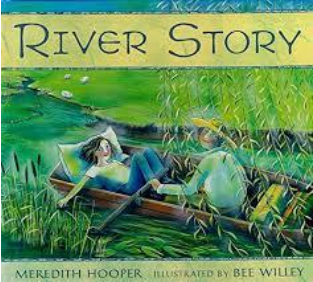


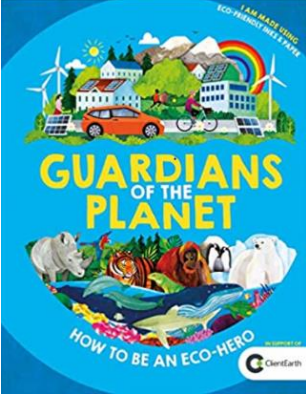
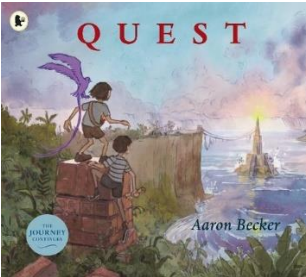
Year 3				
Text driver	Activity	Term	Resources	Notes
<p>Stone Age Boy by Satoshi Kitamura</p> 	<ol style="list-style-type: none"> <li>1. Build Stone Age camp (DT).</li> <li>2. Create cave paintings and display (Art).</li> <li>3. Cook Stone Age food (Fresh Salmon) over a camp fire (DT).</li> <li>4. Sing Stone Age songs by the fire.</li> </ol>	Autumn 1	<ul style="list-style-type: none"> <li>• Branches from our site (Hazel).</li> <li>• Meat and non-meat food sources.</li> <li>• Forest School cooking implements.</li> <li>• Firewood.</li> </ul>	<ul style="list-style-type: none"> <li>• Children can learn how to gather wood and start a small fire using Forest School skills.</li> <li>• Additional skills would include food preparation and cooking using cooking implements (HISTORY - NC Objective 1): fish caught in the lake.</li> <li>• Children can use their senses to experience cooking and eating by an open fire outside and record adjectives on clipboards.</li> </ul>
<p>Longitudinal study: what will encourage mini-beasts in a certain habitat?</p>	<p>Create a journal to record a local biodiversity chart.</p>	<p>8 sessions throughout the year.</p>	<ul style="list-style-type: none"> <li>• Magnifying glasses.</li> <li>• Pooters.</li> <li>• Journals.</li> <li>• Identification charts</li> </ul>	<ul style="list-style-type: none"> <li>• Journals could be turned into MS PowerPoint presentations in line our ICT curriculum.</li> </ul>

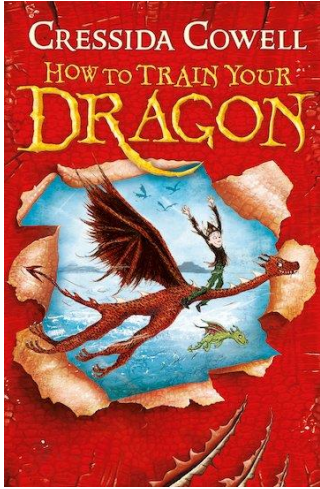
			including branching database questions and answers.	<ul style="list-style-type: none"> <li>• <a href="#">LINK TO ICT: Create a flowchart using Purple Mash (NC Objectives 3 and 6)</a></li> </ul>
<p>Flood by Alvaro F. Villa</p> 	<p>1. Design and build flood defences for the Forest School bug hotels (DT/PSHE).</p>	<p>Spring 1</p>	<ul style="list-style-type: none"> <li>• Sandbags (24).</li> <li>• Sand.</li> <li>• Collapsible trenching tools.</li> <li>• Bug hotel.</li> <li>• Outdoor clothing and footwear.</li> </ul>	<ul style="list-style-type: none"> <li>• Prior to building the flood defences the children can build bug hotels to defend when floodwater threatens.</li> <li>• The children can also learn how strengthen their defences using wattle fencing.</li> <li>• Experiencing this activity enabled the children to empathise with the characters in the story thereby enriching their writing based on our experience last year.</li> </ul>
<p>Jack and the Baked Bear</p>	<p>1. Using skills like coppicing</p>	<p>Spring 2</p>	<ul style="list-style-type: none"> <li>• Secateurs</li> <li>• Bill Hooks</li> </ul>	<ul style="list-style-type: none"> <li>• This is a great opportunity to learn</li> </ul>

<p>Stalk by Colin Stimpson</p> 	<p>and wattling, the children recreate their own 'Baked Bean Stalk' by working together to first coppice then wattle/join the branches. Finally, the branches can be decorated with leaves just like the one in the book.</p>		<ul style="list-style-type: none"> <li>• Hand saws</li> <li>• Gloves</li> <li>• Protective eyewear</li> </ul>	<p>how to coppice a woodland and practice camouflaging techniques like 'leaf knitting' to create a screen hiding a mini den/nest up a tree.</p>
<p>The Twelve Labours of Hercules</p> 	<ol style="list-style-type: none"> <li>1. Design and build (Coppicing, whittling and sawing logs) Hercules' club to re-enact one of his labours.</li> <li>2. Create a new character for the writing</li> </ol>	<p>Summer 2</p>	<ul style="list-style-type: none"> <li>• Branches from our site (Hazel).</li> <li>• Elder wood would need to be sourced externally.</li> <li>• Opinel foldable knives for whittling.</li> <li>• Potato peelers for whittling</li> </ul>	<ul style="list-style-type: none"> <li>• The re-enactment can be a drama activity, which can be linked to assessing a history skill for the Ancient Greeks (Topic - Summer 2)</li> </ul>

	<i>outcome (create a thirteenth labour).</i>		(SEND children with limited fine motor skills) <ul style="list-style-type: none"> <li>• Art supplies: wood rounds (CW to mill) and pipe cleaners.</li> </ul>	
<b>Year 4</b>				
<b>Text driver</b>	<b>Activity</b>	<b>Term</b>	<b>Resources</b>	<b>Notes</b>
	<ul style="list-style-type: none"> <li>• A drama-based activity where the children play the roles of the main characters (Frideswide and Arwen) and build a den to hide from the king's soldiers. This is a play-based activity where the children could use the trees' foliage to illustrate how creatures use</li> </ul>	Spring 1	<ul style="list-style-type: none"> <li>• Hand saws (See risk assessment)</li> <li>• Gloves</li> <li>• Safety goggles</li> <li>• Wooden saw horses</li> <li>• Outdoor clothing</li> </ul>	<ul style="list-style-type: none"> <li>• The children can learn the importance of coppicing trees using the tools to cut branches to help create their hiding place in the forest prior to the other children (the king's soldiers) beginning their hunt for them in character.</li> <li>• (HISTORY - NC Objective 3, Anglo-Saxon History unit)</li> </ul>

	<p><i>it to camouflage themselves and survive in their natural habitats.</i></p>			
 <p>RIVER STORY MEREDITH HOOPER · ILLUSTRATED BY BEE WILLEY</p>	<ul style="list-style-type: none"> <li>• To coincide with the geography unit on 'The Water Cycle', mimic the text by recreating a river's course (mountains, valleys, floodplains, coastline).</li> </ul>	<p>Summer 1</p>	<ul style="list-style-type: none"> <li>• Tarpaulins</li> <li>• Tent pegs</li> <li>• Mallets</li> <li>• Sand</li> <li>• Ballast</li> <li>• Collapsible trenching tools</li> <li>• Water in containers</li> <li>• Forest School trolley</li> </ul>	<ul style="list-style-type: none"> <li>• Children plan their river course using illustrations from the text. Then, they work collaboratively to build their river course resolving any problems that they encounter. This task could see the children earning value house points for collaboration and resilience.</li> <li>• <a href="#">LINK TO Science (NC Objective 9) and Geography: Water cycle (NC Objective 5)</a></li> </ul>

	<ul style="list-style-type: none"> <li>Using the 'Wood like to meet' chapter of the text, take a leaf and bark rubbing of a tree. Then, use their characteristics to try to identify the species and count how many of those trees there are in the school's wooded area.</li> </ul>	<p>Summer 2</p>	<ul style="list-style-type: none"> <li>Tracing paper</li> <li>Crayons</li> <li>Tree identification handouts</li> <li>Clipboards and questionnaires</li> </ul>	<ul style="list-style-type: none"> <li>The children can learn about the importance of conserving their natural environment as they learn more about trees as living things.</li> <li><b>LINK TO Science:</b> <i>Living Things and their Habitats (NC Objective 2: I can observe features of living things and sort them into different groups.)</i></li> </ul>
<p>Quest by Aaron Becker</p> 	<ul style="list-style-type: none"> <li>Create a map of the wooded area to represent the children's interpretation of the setting.</li> <li>On a smaller, miniature scale, create a scene from the book and their</li> </ul>	<p>Summer 1</p>	<ul style="list-style-type: none"> <li>'Parchment paper' for an aged map (Art - tea-stained paper)</li> <li>Elder wood would need to be sourced externally.</li> <li>Art supplies: wood rounds</li> </ul>	<ul style="list-style-type: none"> <li>By creating their interpretation of a scene from the book, the children will be able to write a narrative describing their own journey through the kingdom.</li> </ul>

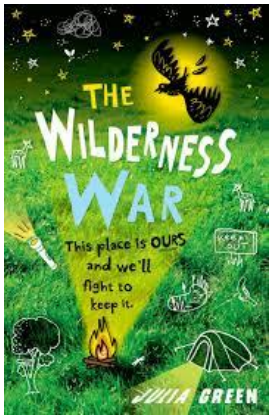
	<p>map: create elder wood characters for that scene as well as mini dens/dwellings.</p>		<p>(CW to mill) and pipe cleaners.</p>	
<p>How to train your dragon By Cressida Cowell</p> 	<ul style="list-style-type: none"> <li>Using natural materials gathered from the woodland, the children create a dragon's eye to match their character profile, which is the outcome of their writing. The dragon's eyes would be located within the woodland using a map (Dragon's view), which is an important part of the story.</li> </ul>	<p>Summer 2</p>	<ul style="list-style-type: none"> <li>Clay.</li> <li>Glass dragon's eye(s), £5.50 for 100</li> <li>Craft knives.</li> </ul>	<ul style="list-style-type: none"> <li>Similar to the 'Boggit' woodland spirit art/craft, the children will create a dragon's eye or nest using the natural materials to hand. This could accompany Forest School skills like teaching the children to whittle or build a dragon's den using wattle fencing (some of which is already in place).</li> <li>Year 4 will be learning about the Vikings during this term; subsequent cross-curricular sessions could</li> </ul>

				<p><i>support the delivery and assessment of history:</i></p> <ul style="list-style-type: none"><li><i>• Making clay thumb pots and decorating them with Viking symbols.</i></li><li><i>• An archaeological dig in the woodland area using the skills practised by archaeologists.</i></li><li><i>• Carving Norse and Anglo-Saxon symbols using whittling tools.</i></li></ul>
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Year 5				
Text driver	Activity	Term	Resources	Notes
<p>Wild animals of the north by Dieter Braun</p> 	<ul style="list-style-type: none"> <li>Taking a cue from the text, the children will experience the joy of being outdoors in autumnal weather conditions. The activity will focus on creating a natural habitat for one of the creatures from the picture book using techniques demonstrated by Mr Bishop:             <ul style="list-style-type: none"> <li>Use of tools to create a miniature den structure.</li> </ul> </li> </ul>	Autumn 2	<ul style="list-style-type: none"> <li>Pictures taken from book:              </li> <li>Or small cuddly toys of similar woodland creatures.</li> <li>Tools (secateurs and shears).</li> </ul>	<ul style="list-style-type: none"> <li>The text contains facts and beautiful illustrations about some of the incredible and diverse species, which can be found in the northern hemisphere.</li> <li>The children will be informed that the local council has sold the woodland for development. As a result, their creatures' habitats will be torn down to make way for houses. This will inform the children's writing by enabling them to make a prediction about</li> </ul>

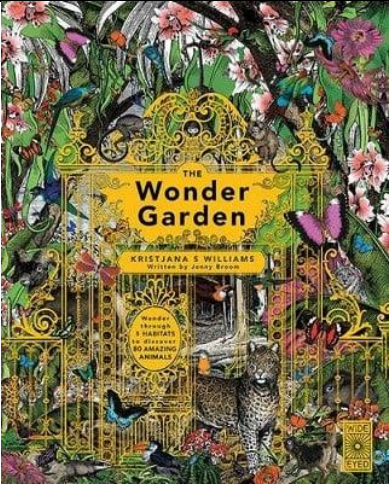
	<ul style="list-style-type: none"> <li>• Use of 'leaf knitting' to camouflage the den with interlocking leaves (like a full-size shelter).</li> </ul>		<ul style="list-style-type: none"> <li>• Gloves.</li> </ul>	<p>how their chosen creature would feel when its habitat was destroyed. Being in the woodland and building a safe habitat will allow the children to make inferences about their creatures would feel if their habitats were endangered. Inferences could be justified aloud as the children refer back to the activity's sensory experience.</p> <p><u>Alternatives:</u></p> <ul style="list-style-type: none"> <li>• Great Kapoke Tree Book</li> <li>• What would your animals say if their habitat was being destroyed?</li> </ul>
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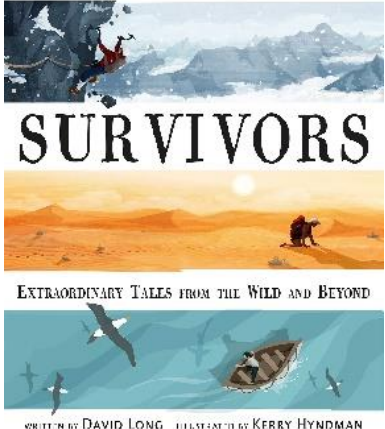


- Choosing from a modelled example, the children build a shelter using tarpaulins and know tying skills. The shelter must be wind and shower resistant as the children create a hideout like the one in the text. The shelter must also be camouflaged and have a lookout post. Extend with building a campfire and roasting marshmallows.

### Summer 1

- Tarpaulins
- Tent pegs
- Paracord
- Knot tying examples
- Flashlights
- Fire lighting kits (kindling, tinder, petroleum jelly, fire steels, Kevlar gloves, fire blankets and water to make the site safe) (See risk assessment.
- The children should form groups of four in the classroom and plan their shelters based on the diagrams shown.
- [LINK TO Science: living Things and their Habitats \(NC Objective 1\)](#)

Year 6				
Text driver	Activity	Term	Resources	Notes
	<p>The Wonder Garden: Wander through the world's wildest habitats and discover more than 80 amazing animals - The children choose a habitat and build a miniature nest for their creature (Macaw in the Amazonian rainforest, bear</p>	<p>Spring 2</p>	<ul style="list-style-type: none"> <li>• Secateurs</li> <li>• Bill Hooks</li> <li>• Hand saws</li> <li>• Gloves</li> <li>• Protective eyewear</li> </ul>	<ul style="list-style-type: none"> <li>• This is a great opportunity to learn how to coppice a woodland and practice camouflaging techniques like 'leaf knitting' to create a screen hiding a mini den/nest up a tree.</li> </ul>

<p><i>Survivors</i> by David Long</p>  <p>EXTRAORDINARY TALES FROM THE WILD AND BEYOND</p> <p>WRITTEN BY DAVID LONG ILLUSTRATED BY KERRY HYNDMAN</p>	<p><i>in the Black Forest).</i></p> <p>1. Do you have what it takes to be a survivor? Using Forest School skills, the children must work together to build a shelter and prepare a hot drink using the Kelly's Kettle (Fire making).</p>	<p>Summer 2</p>	<ul style="list-style-type: none"> <li>• Branches from our site (Hazel).</li> <li>• Fire making equipment: tinder, kindling wood, cotton wool, fire steel and Vaseline.</li> <li>• Kelly's Kettles (5).</li> </ul>	<ul style="list-style-type: none"> <li>• This experience will form the basis for the English writing outcome of creating your own tale of survival in the Amazonian rainforest.</li> <li>• The children must work in groups to plan their shelter using the resources provided (Tarpaulin, para cord and tent pegs/clips).</li> <li>• The skills being developed are teamwork, communication, resilience in problem solving)</li> </ul>
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<i>Timetable - Forest School</i>	
<i>Year</i>	<i>Activity</i>
<i>Autumn 1</i>	<i>Year 3: Stone Age Boy by Satoshi Kitamura</i>
<i>Autumn 2</i>	<i>Year 5: Animals of the North by Dieter Braun</i>
<i>Spring 1</i>	<i>Year 3: Flood by Alvaro F. Villa</i> <i>Year 4: The Princess who hid in the Tree by Jackie Holder</i>
<i>Spring 2</i>	<i>Year 6: The Wonder Garden: Jenny Broom (author)</i> <i>Year 3: Jack and the Baked Bean Stalk by Colin Stimpson</i>
<i>Summer 1</i>	<i>Year 4: The River Story by Meredith Hooper</i> <i>Year 5: The Wilderness War by Julia Green</i>
<i>Summer 2</i>	<i>Year 4: Guardians of the Planet - How to be an Eco-Hero</i> <i>Year 6: Survivors by David Long</i>

Key questions:

1. How will each Forest School session be delivered?
  - Mr Bishop (Forest School Leader) will plan and deliver each session supported by the school's Forest School Assistants (Mrs Bartley, Mrs Cousins) where practical.
2. How much notice should be given by Mr Bishop in order to prepare each session?
  - Half a term will give Mr Bishop sufficient time to request the purchase of additional and perishable resources.
3. How will each session be publicised to parents?
  - Mr Bishop will produce a letter for each session for which a parental signature will be needed. Prior to the session, Mr Bishop will review and where necessary update the relevant Forest School Risk Assessment. Finally, following each session the school's website and newsletter will be updated with a report on the session and where appropriate photographic evidence to celebrate the children's success.