



Morley Memorial Primary School Long Term Planning 2023-24 Forest School Leader: Lucy Mutter

Forest School principles 1 (FS is long term), 5 (run by qualified practitioners) and 6 (FS creates a community for development and learning) are supported as part of the regular provision of Forest School sessions. This long term plan identifies appropriate times in which other principles could be focused on and supported and any suitable links to other subject and topic learning. The aim is to ensure that children have enough opportunities throughout their Forest School experience to develop in all areas.

Learning Dispositions	Motivated	Resilient	Courageous	Curious	Collaborative	Reflective
Subjects/ Focus	Autumn 1 Year 2	Autumn 2 Year 2	Spring 1 Year 4	Spring 2 Year 4	Summer 1 Year 4	Summer 2 Year 6
Topic	Traditional tales Magic	Traditional tails Christmas	Anglo Saxons	Anglo Saxons	Digestive system <i>What do you eat and where does it go?</i>	Transition Bushcraft Days
Stories / texts	Tree full of wonder Leaf Man Tree keepers Gemma Koonen	Spells Emily Gravett The shortest day Susan Cooper The Listening walk Paul Showers	The Lost Spells Robert MacFarlane	Tad Benji Davies Tidy Emily Gravett SAS Survival handbook Lofty Wiseman	Variety of non fiction information books on Flowering plants, trees, animals, birds and minibeasts.	The longest day: celebrating the summer solstice Wendy Pfeffer The SAS survival handbook John 'Lofty' Wiseman
Subject links	Science: Trees <i>Identify and name a variety of plants and animals in their habitats, including microhabitats</i> Seasonal adaptations: autumn. <i>observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies</i>	Science: Animals <i>Identify and name a variety of plants and animals in their habitats, including microhabitats</i> Seasonal adaptations: autumn. <i>observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies</i> Art: mixing colours <i>Can they mix their own brown?</i>	Seasonal adaptations: winter <i>observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies</i> <i>Understand that nature can be used to create many things: wattle and daub mini Anglo Saxon houses.</i> <i>History: Anglo Saxons: chronologically secure knowledge and</i>	Seasonal adaptations: spring <i>observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies</i> <i>Construct and interpret a variety of food chains, identifying producers, predators and prey</i>	Seasonal adaptations: summer <i>observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies</i> <i>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</i>	Geography Science Art Design and Technology THERE WILL BE 4 BUSHCRAFT DAYS PLANNED TO GIVE CHILDREN AN OPPORTUNITY TO USE ALL OF THE SKILLS LEARNT AT FOREST SCHOOL. SEE SEPARATE OUTLINE BELOW:



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			<i>understanding of British and local history.</i>			
<p>Principle 2: Forest school takes place in a natural wooded environment to support the link between the learner and the natural world</p> <p>Regular provision also includes den and shelter making and nature identification resources.</p>	<p>Meet the trees: <i>identify the trees at Forest School and learn their distinguishing features</i></p>	<p><i>Understand that natural materials can be used to help us by making something from a natural resource - dye</i></p>	<p><i>Looking after our environment: litter picking, log piling etc</i></p>	<p><i>Understand how nature is part of everyday life and traditional customs by making Romanian Martisor bracelets to celebrate Spring.</i></p> <p><i>Children understand the life cycle of animals and plants and can identify this in forest school. Observing the frogs reproductive cycle in context and creating model representations of the life cycle of frogs and or other creatures in Forest School, e.g. Mayfly</i></p>	<p><i>Start to produce Morley Guide to Cambridge plants and wildlife by observing, sketching, describing and identifying the plants and living things at Forest School.</i></p> <p><i>Identify one plant that can be foraged for food and make your own Elderflower cordial.</i></p> <p><i>Bushcraft skills are introduced, including foraging for and preparing food.</i></p>	
<p>Principle 3: Forest school aims to promote the holistic development of all involved, fostering resilient, confident, independent, and creative learners</p> <p>Regular creative provision also includes small world materials</p>	<p><i>Natural art: Leaves</i></p> <p><i>Printing with leaves, apples, conkers, print making.</i></p> <p><i>Use the natural materials creatively. Focus on leaves and link to Leaf Man story</i></p> <p><i>Magic potions</i></p>		<p><i>Understand that nature can be used to create many things: wattle and daub mini Anglo Saxon houses.</i></p> <p><i>Making an Anglo Saxon model village and whittling people.</i></p>	<p><i>Model making</i></p> <p><i>Cord making and paracord knotting</i></p>	<p><i>Fire cooking: how can we eat healthily using a fire to cook?</i></p>	



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and art materials for free use.						
<p>Principle 4: Forest school offers learners the opportunity to take supported risks.</p> <p>Regular provision also includes rope bridge.</p>	<p><i>Exploring conkers</i></p> <p><i>Cook simple food on the fire such as popcorn and bannock bread.</i></p>	<p>Christmas decorations:</p> <p><i>Use a peeler to remove bark from a stick.</i></p> <p><i>Use a hand saw to cut wood.</i></p> <p><i>With support use a hand drill to make a hole in a piece of wood.</i></p>	<p><i>Fire lighting and maintenance</i></p> <p><i>Saw and drill use.</i></p>	<p><i>Cutting accurately</i></p> <p><i>Developing our own whittling projects and ideas</i></p> <p><i>Bushcraft skills are introduced, including use of knives.</i></p>	<p><i>Fire lighting and maintenance</i></p> <p><i>Cooking on an open fire</i></p>	

(IN 2024 WE WILL RUN SURVIVAL DAY AND TREE DAY WHICH EACH CHILD WILL ATTEND).

Year 6 Bushcraft days	<p>Tree day</p> <p>ID, hazel, elder and willow use, Hapa zome with leaves. Whittling.</p>	<p>Sustainability day - water locating, filtering and preservation.</p> <p>Design a project to be sustainable.</p> <p>T shirt cord making - recycling.</p>	<p>Survival day</p> <p>Navigation, paracord craft and shelter building.</p> <p>Natural cord making</p> <p>Activities designed as an escape room game</p>	<p>Cookery day - fire lighting and maintenance. Preparing and cooking lunch on fire.</p> <p>Making stoves from tin cans</p>
Principle 1: Forest school is a long term process		<p><i>Understand how to find water in a natural environment.</i></p> <p><i>Make a water filter.</i></p> <p><i>Create something that could help to save water at Forest School.</i></p>		
Principle 2: Forest school takes place in a natural wooded	<p><i>Be able to identify different trees and what they can be used for.</i></p> <p><i>Harvest and use willow to create a</i></p>	<p><i>Design and create something to help us to be more sustainable.</i></p>	<p><i>Nature knowledge challenge</i></p>	



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<p>envt to support the link between the learner and the natural world</p>	<p><i>useful item such as a basket or a plant support.</i></p>			
<p>Principle 3: Forest school aims to promote the holistic development of all involved, fostering resilient, confident, independent, and creative learners</p>		<p><i>Create useful items using recycled materials.</i></p>	<p><i>Create a survival compass bracelet using paracord.</i></p> <p><i>Use 2 different knots.</i></p>	<p><i>Prepare and cook a meal on the fire for the group to share.</i></p>
<p>Principle 4: Forest school offers learners the opportunity to take supported risks.</p>	<p><i>Whittle a more complicated item such as a mushroom or spoon.</i></p> <p><i>Plan, design and create a whittled project.</i></p>		<p><i>Whittling challenge</i></p>	<p><i>Use stamping tools to perforate and cut metal.</i></p> <p><i>Light and maintain a fire and cook on it.</i></p>
<p>Principle 5: Forest School is run by qualified practitioners</p>				<p><i>Know how to light a fire safely.</i></p> <p><i>Maintain high levels of hygiene when cooking on a fire outside.</i></p>
<p>Principle 6: Forest School uses a range of learner centred processes to create a community for</p>		<p><i>Work together to design something to help us to be more sustainable.</i></p>	<p><i>Work as a team to develop observational skills when out in nature. Observation challenge</i></p> <p><i>Work together to solve riddles and clues in order to achieve an objective.</i></p>	<p><i>Prepare and cook a meal on the fire for the group to share.</i></p>



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development and learning.			<i>Shelter challenge: Build a waterproof shelter that you could sleep in.</i>	
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