

Kentmere Academy and Nursery- Knowledge and Skills- Forest School

Early Years

Year Group	Learning Objective	Knowledge	Skills
<p>Early Years</p> <p>Nursery</p> <p>PSED</p>	<p>To follow safety rules. To follow instructions. To dress independently. Understand why we wear protective clothing. To work in pairs or as part of a group. Confidence to ask adults for help To understand what makes them feel happy and sad. How to carry and use scissors safely.</p>	<p>To understand and follow rules/boundaries/format of sessions independently. To put on the waterproofs and wellies independently. To understand why we wear them. To fully understand and demonstrate safety procedures during forest school. Understand how we can work pairs or small groups to carry out a task. To understand the importance of safety of self and others. To understand adults are there to help when needed. To understand different feelings, happy and, sad. To understand what certain resources/tools are used for and how to use them safely e.g. scissors.</p>	<p>To follow rules/boundaries/format of sessions. Put on own waterproofs and wellies and say why we wear them e.g. protect ourselves etc. To demonstrate safety procedures during forest school. To work in pairs and as part of a group. To demonstrate safety for self and others. To show confidence in asking adults for help. To confidently try new activities. To demonstrate own feeling using thumbs up and thumbs down at the beginning and end of the session. To demonstrate using tools-scissors safely and returning to the designated area.</p>

<p>Early Years</p> <p>Nursery</p> <p>Understanding of the world</p>	<p>To manage risk.</p> <p>Investigate the local environment</p> <p>Investigate the weather.</p> <p>Investigate ways to look after the environment.</p> <p>Investigate mini-beasts.</p> <p>Investigate plants.</p> <p>Investigate found objects.</p> <p>To tie knots.</p> <p>Understand fire safety.</p>	<p>To understand the risks when exploring.</p> <p>To notice aspects of their local environment.</p> <p>To develop language/vocabulary related to plants, natural objects and mini beasts.</p> <p>To notice changes in the weather linked to the seasons.</p> <p>To ask questions related to what they can see/find in their local environment.</p> <p>To understand the changes taking place within each season.</p> <p>To understand how things grow and how they change over time.</p> <p>To understand what we use knots for.</p> <p>To understand importance of rules and good listening skill in order to keep safe.</p> <p>To understand the need to look after our environment.</p>	<p>To demonstrate exploring and taking risks in their natural environment.</p> <p>To talk about different features of objects in their environment, plants, natural found objects and animals/mini-beasts.</p> <p>Questioning about aspects of their familiar world.</p> <p>To talk about why things happen and how things work e.g changes in seasons.</p> <p>To begin to talk about growth, decay, and changes over time.</p> <p>To attempt to use the string e.g to tie things together.</p> <p>To demonstrate the rules around the fire pit independently.</p> <p>To talk about safely around fires.</p>
<p>Early Years</p> <p>Reception</p> <p>PSED</p>	<p>To listen to one another's ideas.</p> <p>To understand different feelings, scared, frightened, worried.</p> <p>To understand what certain resources/tools are used for.</p>	<p>To understand the importance of listening to one another's ideas about how to organise an activity.</p> <p>To understand others needs and feelings when working as part of a group or class e.g. scared, frightened,</p>	<p>To demonstrate listening to one another's ideas e.g. about how to organise an activity.</p> <p>To show sensitivity to others needs and feelings when working in pairs or as part of a group or class.</p> <p>To show own feelings happy, sad, not sure using thumbs up, sideways, down at the beginning and end of session.</p>

	<p>To use tools safely and return to designated area.</p> <p>To understand 'how' and 'why' questions.</p> <p>To show persevere when met with a challenge.</p>	<p>worried etc.</p> <p>To understand what certain resources/tools are used for and how to use them safely e.g. palm drill, peeler.</p> <p>To understand where and what a designated area is and why it is important to put tools away after use.</p> <p>To understand 'how' and 'why' questions about their activity, interests, findings etc.</p> <p>How to persevere when met with a challenge.</p>	<p>To choose and use their own resources/tools safely.</p> <p>To use the correct tools for the purpose.</p> <p>To answer questions 'how' and 'why' questions about their activity, interests and findings.</p> <p>To demonstrate confidence in sharing to the whole group what they have done during the forest school session.</p> <p>Demonstrating perseverance when trying out a new activity.</p>
<p>Early Years</p> <p>Reception</p> <p>Understanding of the world</p>	<p>To identify similarities and differences are in relation to places.</p> <p>To identify similarities and differences are in objects and materials.</p> <p>To identify similarities and differences in living things.</p> <p>To identify different changes that can take place in the seasons, plants and mini-beasts.</p> <p>To build a shelter/den.</p> <p>To name and tie a simple/basic knot.</p>	<p>Be aware of what similarities and differences are in relation to places.</p> <p>Be aware of what similarities and differences are in objects and materials.</p> <p>Be aware of similarities and differences in living things.</p> <p>Understand different changes that can take place in the seasons, plants and mini-beasts etc.</p> <p>Understand what a shelter/den is and how to build one.</p> <p>To tie and name a simple/basic knot</p> <p>Understand the dangers of fires.</p>	<p>To explain similarities and differences in relation to places.</p> <p>To explain similarities and differences in relation to objects and materials.</p> <p>To explain about similarities and differences in relation to living things.</p> <p>To explain the changes taking place.</p> <p>To demonstrate with a group building their own shelter/den.</p> <p>To demonstrate and name a simple/basic knot.</p> <p>To demonstrated and explain an understanding of the dangers of fires.</p> <p>To explain what things we can cook on an open fire and how to do it safely.</p>

	<p>To understand the dangers of fires. To understand how to make a fire safely and what simple foods we can cook on an open fire.</p>	<p>Understand how to make a fire and what we can cook on an open fire.</p>	
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Cycle A- Year 1/2

Year Group	Topic	Week	Learning Objective	Knowledge	Skills
<u>Year 1/2</u>	Dinosaur Planet!	Autumn 1 'Get to know a tree' activity (Book-play forests school way pg 30)	To identify and name common plants and trees (deciduous and evergreen).	To know what common and wild plants are and the differences between them. To understand the similarities and differences between deciduous trees and evergreen.	Exploring Nature. Physical skills. Using the senses. To identify and name common and wild plants. To identify deciduous and evergreen trees.
<u>Year 1/2</u>	Muck, Mess and Mixtures	Autumn 2 'Woodland trust' activity Wildlife team games (book-play forest school way pg 126)	To create a home for an hedgehog. Identifying animal footprints.	How hedgehogs live and what they eat. The different animals found in the woodland, foxes, badgers, hedgehogs etc.	Creativity. Teamwork. Following instructions. Physical skills. Science. To name a woodland animal. To match footprints to animals.
<u>Year</u>	Bright	Spring 1	To create a bridge as part of a group using natural and man-	What bridges are used for. What a bridge looks like.	Taking risks. Teamwork.

<u>1/2</u>	Lights, Big City		made materials. To sort natural and man-made materials.	How bridges are structured. What man-made materials are. What natural materials are.	Empathy-helping others. Listening to others ideas. Perseverance. Physical skills. Categorizing. Sense of Achievement. Identifying man-made materials. Identifying natural materials.
<u>Year 1/2</u>	Bright Lights, Big City	Spring 2 '3D Maps' Activity (Book-forests school adventure pg 26)	To create a map using natural material of the school field and forest school area.	What a map is. Why we use a map? Knowledge of the area. How objects can represent something else. Being aware of different features of the environment.	Teamwork. Creativity. Mapping skills. Naming features of the surrounding environment. Knowing and naming representation. Listening to others ideas. Following instructions. Managing risks. Connect with nature.
<u>Year 1/2</u>	The Scented Garden	Summer 1 'Scavenger hunt' activity (Book-Play forest school way	To identify herb plants. To name different herbs. To create a body using natural materials. To identify and name the 5 senses.	Knowledge of different herbal plants. What herbs can be used for. Knowing what the 5 senses are. Knowing where they are on the body.	To name different herbs. To name the 5 senses. To say where they are on the body. Using the 5 senses. Being active. Connecting with nature. Creativity. Teamwork.

		pg26)			Sharing feelings.
<u>Year</u> <u>1/2</u>	Bounce	Summer 2 Book-Play the forest school way pg 102	Survival. To identify dead wood. To sort sticks and twigs into different thicknesses. To explain fire safety rules.	The importance and understanding of fire safety, hazards. Understanding the importance of risk assessments. Rules around the fire e.g. kneeling position, distance. Knowledge of materials that will burn easily e.g. dead wood. How to Prepare materials for fire lighting. Importance of good listening skills.	Perseverance. Teamwork. Demonstrating the fire safety rules Sense of achievement. Focus. Memory. Fine motor skills. Assessing risks. Science. Listening skills. Following instructions. Responsibly. Problem solving. Patience.

Cycle B- Year 1/2

Year Group	Topic	Week	Learning Objective	Knowledge	Skills
<u>Year 1/2</u>	Moon Zoom	Autumn 1 Building shelters/tying essential knots (Book-Play the forests school way pg 82&91)	To create a structure using natural materials. To tie simple knots. To explore nature.	To understand what knots are and how they are used in everyday life. To understand what a shelter is and the different kind of shelters that can be built. The kind of materials that can be used to build a shelter, type of branches, ground conditions, lengths of wood etc. Understanding safety of self and others e.g. transporting branches Understanding the tools and resources needed and safety when using and storing them.	Memory. Concentration. Persistence. Fine motor skills. Confidence. Teamwork. Maths. Being active. Managing risk. Sense of achievement. Connecting with nature. Listening skills. Architecture. Empathy. Self-reliance.
<u>Year 1/2</u>	Memory Box	Autumn 2 Picture frames (book-Play the forest school way-pg 75)	To explore the forest school area using their senses. To create a senses collage using natural materials To tie a knot to create a picture frame.	Knowledge of safety when touching and exploring nature. Knowledge of different herbal plants. What herbs can be use for. Knowing what the 5 senses are. Knowing where they are on the body. What a picture frame looks like.	To name different herbs. To name the 5 senses. To say where they are on the body. Using the 5 senses. Being active. Connecting with nature. Creativity. Teamwork.

				What and how to use natural materials to create a frame.	Sharing feelings. Imagination. Focus. Confidence. Self-esteem. Maths. Independence.
<u>Year 1/2</u>	Towers, Tunnels and Turrets	Spring 1	To create a tower as part of a group using natural and man-made materials. To sort natural and man-made materials.	What tower is. What a tower looks like. How towers are structured. What man-made materials are. What natural materials are.	Taking risks. Teamwork. Empathy-helping others. Listening to others ideas. Perseverance. Physical skills. Focus. Confidence. Maths. Tying knots. Categorizing. Sense of Achievement. Identifying man-made materials. Identifying natural materials.
<u>Year 1/2</u>	Towers, Tunnels and Turrets	Spring 2 Woodland trust, RSPB website	To identify living things, birds, mini beats. To describe living things. To discuss basic needs.	What are living things? Which creatures live on the ground/under the ground and above the ground. The basic needs for living things. The kind of language used to describe living things.	Caring for the environment. Caring for living things. Exploring nature. Being active. Taking risks. Focus. Confidence.

					<p>Science.</p> <p>Naming mini-beasts.</p> <p>Naming woodland animals.</p> <p>Discussing basic needs for living things.</p> <p>Describing living things.</p>
<p><u>Year</u> <u>1/2</u></p>	<p>Splendid Skies</p>	<p>Summer 1</p>	<p>To discuss current season</p> <p>To create a collage in groups using natural materials to represent different seasons.</p>	<p>Understanding that we have 4 different seasons.</p> <p>The changes that take place in each season.</p> <p>The different kinds of weather associated with each season.</p>	<p>Risk taking.</p> <p>Teamwork.</p> <p>Empathy.</p> <p>Listening skills.</p> <p>Following instructions.</p> <p>Connect with nature.</p> <p>Talk about the 4 different seasons and the changes that take place.</p> <p>Maths.</p> <p>Creativity.</p> <p>Science.</p> <p>Confidence.</p> <p>Sense of achievement.</p>
<p><u>Year</u> <u>1/2</u></p>	<p>Coastline</p>	<p>Summer 2</p> <p>Book-Play the forest school way pg 102</p>	<p>Survival.</p> <p>To identify dead wood.</p> <p>To sort sticks and twigs into different thicknesses.</p> <p>To explain fire safety rules.</p>	<p>The importance and understanding of fire safety, hazards.</p> <p>Understanding the importance of risk assessments.</p> <p>Rules around the fire e.g. kneeling position, distance.</p> <p>Knowledge of materials that will burn easily e.g. dead wood</p> <p>How to Prepare materials for fire</p>	<p>Perseverance.</p> <p>Teamwork.</p> <p>Demonstrating the fire safety rules</p> <p>Sense of achievement.</p> <p>Focus.</p> <p>Memory.</p> <p>Fine motor skills.</p> <p>Assessing risks.</p> <p>Science.</p>

				lighting. Importance of good listening skills.	Listening skills. Following instructions. Responsibly. Problem solving. Patience.
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