



# Yew Tree Primary School

## EYFS FOREST SCHOOL CURRICULUM OVERVIEW

### RESPONSIBILITY:

We are responsible for what we do – if it's to be, it's up to me! We are prepared, organised and recognise consequences of our actions on ourselves and others.

### RESPECT:

We are respectful by treating others how we wish to be treated – using manners, being thoughtful, kind and celebrating diversity

### COURAGE:

We are brave and we take chances. We develop resilience to keep going even when things are tough. We face our fears and we are not afraid to make mistakes.

### AMBITION:

We believe we can achieve in anything that we put our mind to. We aim high, love learning, have a positive 'can do' attitude and aim to be the best!

### PRIDE:

We are proud of who we are and where we are from. We believe in our abilities and celebrate our success. We are a family at Yew Tree!

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| Intent | Curriculum Aim        | To offer a broad, balanced & inclusive curriculum which acts as a starting point to stimulate awe, wonder & curiosity and which encompasses 'Learning Without Limits' so that children are empowered and able to achieve their full potential.                                                                                                                                                                                 | <b>What does this mean for Forest School?</b> <ul style="list-style-type: none"> <li>High quality outdoor learning and Forest School should engage, inspire and challenge our children.</li> <li>Our Forest School curriculum is designed to engage, inspire and challenge our children. Our curriculum fosters children's curiosity, deepens their understanding and appreciation of the natural world and provide ways of developing practical life skills.</li> <li>Its aims are:               <ol style="list-style-type: none"> <li>to provide memorable learning experiences that supports and enhances other areas of the school curriculum through high quality outdoor experiences.</li> <li>to develop pupils physical, social, emotional and self-esteem needs.</li> <li>to provide an engagement with nature and the environment for health, wellbeing and developing character, resilience and positive risk taking.</li> <li>to foster a connection that leads to respect and care for the natural world, an appreciation of biodiversity and sustainability.</li> </ol> </li> <li>Our Forest School curriculum encourages all our children, regardless of their background and ability, to achieve their full potential.</li> <li>It allows them to express their creativity through exploration and discovery. It offers many opportunities to for learners to deepen and contextualise their learning across the curriculum as well as promote personal, social emotional development, health and wellbeing.</li> </ul> |
|        | Curriculum Objectives | <ul style="list-style-type: none"> <li>To develop the child as a responsible and confident citizen who is prepared to live in an ever-changing and diverse world.</li> <li>To develop the child as an individual who embraces challenge and makes the most of every opportunity to learn.</li> <li>To develop the child as a life-long learner who has a range of skills, which ensure a high level of achievement.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |



# Yew Tree Primary School

## Forest School Key Skills & Knowledge Overview

| Term<br>Year | Autumn 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Autumn 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Spring 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Spring 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Summer 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Summer 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
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| EYFS         | Exploring the Forest School Environment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Discovering Natural Materials                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Problem Solving and Building                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Caring for Nature                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Risk Taking and Physical Challenge                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Independence and Reflection                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| YN           | <p><b>Key Vocabulary</b><br/>forest, woods, tree, leaves, sticks, mud, grass, explore, look, listen, smell, touch, safe, boundary, circle</p> <p><b>Key Skills and Knowledge</b><br/>Begin to explore the forest school area using their senses (touching bark, smelling leaves, listening to nature).</p> <p>Learn simple forest school boundaries and begin to stay within them.</p> <p>Develop confidence moving over natural surfaces such as grass, mud and uneven ground.</p> <p>Begin to notice plants, trees and natural materials in the environment.</p> <p>Join group routines such as the forest school circle and tidy-up time.</p> <p>Start to handle natural objects safely (sticks, stones, leaves).</p> | <p><b>Key Vocabulary</b><br/>stick, stone, leaf, mud, collect, build, pile, carry, scoop, container, autumn, cold, wind</p> <p><b>Key Skills and Knowledge</b><br/>Explore a variety of natural materials such as sticks, leaves, mud and stones.</p> <p>Use simple tools for exploration (spoons, scoops, small containers).</p> <p>Begin to create simple structures or arrangements using natural objects.</p> <p>Develop fine motor skills through collecting and manipulating small natural items.</p> <p>Show curiosity about seasonal changes such as falling leaves and colder weather.</p> <p>Begin cooperative play with peers when exploring materials.</p> | <p><b>Key Vocabulary</b><br/>log, branch, den, shelter, carry, lift, heavy, build, mud, soil, strong, try again</p> <p><b>Key Skills and Knowledge</b><br/>Begin to move larger natural materials such as sticks or logs with support.</p> <p>Experiment with building simple dens or shelters using branches or fabric.</p> <p>Develop gross motor strength through lifting, carrying and balancing.</p> <p>Explore mud and natural materials for sensory play.</p> <p>Begin to follow simple instructions during group building activities.</p> <p>Show persistence when structures fall down or need rebuilding.</p> | <p><b>Key Vocabulary</b><br/>plant, flower, seed, grow, bug, insect, worm, habitat, soil, gentle, care</p> <p><b>Key Skills and Knowledge</b><br/>Begin to recognise that plants and animals need care.</p> <p>Explore habitats such as logs, soil and leaf piles.</p> <p>Observe small creatures with adult support.</p> <p>Handle living things gently and return them to where they were found.</p> <p>Participate in simple activities that care for the environment (watering plants, planting seeds).</p> <p>Develop patience when observing nature.</p> | <p><b>Key Vocabulary</b><br/>balance, climb, jump, step, careful, safe, risk, try, strong, steady</p> <p><b>Key Skills and Knowledge</b><br/>Attempt new physical challenges such as balancing on logs.</p> <p>Develop climbing confidence on safe natural structures.</p> <p>Practise safe movement around sticks and uneven ground.</p> <p>Learn to recognise simple risks with adult guidance.</p> <p>Build confidence trying new outdoor activities.</p> <p>Begin to assess their own comfort levels during physical play.</p> | <p><b>Key Vocabulary</b><br/>choose, create, build, explore, share, tidy, summer, warm, change</p> <p><b>Key Skills and Knowledge</b><br/>Explore the forest school area with growing independence.</p> <p>Choose materials for play and simple building.</p> <p>Participate in group reflection at the end of sessions.</p> <p>Show pride in what they have created or explored.</p> <p>Demonstrate increasing confidence in outdoor routines.</p> <p>Begin to understand that nature changes throughout the year.</p> |

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|  |  <p><b><u>Forest School Experiences</u></b><br/>First visits to the forest school site and establishing routines.</p> <p>Sensory exploration walks (listening to sounds, touching bark, smelling leaves).</p> <p>Collecting natural objects such as leaves, sticks and stones.</p> <p>Simple nature hunts.</p> <p>Free exploration of the outdoor area.</p> <p>Forest school circle games and songs.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |  <p><b><u>Forest School Experiences</u></b><br/>Leaf collecting and leaf art.</p> <p>Mud kitchen play.</p> <p>Building simple stick piles or small structures.</p> <p>Using scoops, containers and small tools for digging.</p> <p>Autumn nature walks.</p> <p>Creating natural transient art.</p> |  <p><b><u>Forest School Experiences</u></b><br/>Simple den building using tarps or fabric.</p> <p>Moving and stacking logs with support.</p> <p>Mud and water exploration.</p> <p>Cooperative building activities.</p> <p>Creating pathways or obstacle courses with natural materials.</p> <p>Sensory play with soil, bark and leaves.</p> |  <p><b><u>Forest School Experiences</u></b><br/>Bug hunts and observing insects.</p> <p>Turning logs to explore habitats.</p> <p>Planting seeds or flowers.</p> <p>Watering and caring for plants.</p> <p>Nature observation activities.</p> <p>Gentle handling of living things.</p> |  <p><b><u>Forest School Experiences</u></b><br/>Balancing on logs and stepping stones.</p> <p>Climbing small natural structures.</p> <p>Jumping and exploring physical movement outdoors.</p> <p>Simple tool introduction with close support.</p> <p>Exploring different terrain such as mud or slopes.</p> <p>Confidence-building physical games.</p> |  <p><b><u>Forest School Experiences</u></b></p> <p>Free exploration of favourite forest school activities.</p> <p>Choosing materials to build simple structures.</p> <p>Group storytelling or reflection in the forest circle.</p> <p>Creating nature art or sculptures.</p> <p>Celebrating forest school achievements.</p> <p>Seasonal nature walks.</p> |
|  | <p style="text-align: center;"><b><u>Nursery – Introduction to Safety and Tools</u></b></p> <p><b><u>Safety Skills</u></b><br/>Children begin to develop an awareness of safety in the outdoor environment through adult modelling and supported experiences. Children will learn to:</p> <ul style="list-style-type: none"> <li>• Follow simple forest school rules and routines.</li> <li>• Recognise boundaries within the forest school area.</li> <li>• Move safely around sticks, logs and uneven ground.</li> <li>• Carry sticks safely (pointing down and away from others).</li> <li>• Use tools only when supported by an adult.</li> <li>• Begin to recognise simple risks such as slippery surfaces or sharp sticks.</li> <li>• Understand the importance of being gentle with living things.</li> <li>• Help tidy and store tools safely after use.</li> </ul> <p><b><u>Tool Experiences</u></b><br/>Tools are introduced mainly through <b>exploration and adult-supported use</b>. Children may experience:</p> <ul style="list-style-type: none"> <li>• Scoops and small spades for digging.</li> <li>• Containers and buckets for collecting natural materials.</li> <li>• Small trowels for soil exploration.</li> <li>• Simple mallets or small hammers with soft materials.</li> <li>• Mud kitchen utensils.</li> <li>• Magnifying glasses for observing insects</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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| YR   | <p><b>Key Vocabulary</b><br/>forest school, environment, boundary, rules, explore, balance, log, stump, branch, nature, respect, care, area</p>  <p><b>Key Skills and Knowledge</b><br/>Move confidently and safely across uneven woodland terrain.</p> <p>Identify key features of the forest school site (trees, logs, digging area, fire circle).</p> <p>Demonstrate understanding of forest school rules and boundaries.</p> <p>Use natural materials in imaginative play and simple building.</p> <p>Show increasing independence in exploring the forest area.</p> <p>Begin to care for the outdoor environment by returning resources and respecting nature.</p> | <p><b>Key Vocabulary</b><br/>materials, structure, build, construct, tool, hammer, peeler, teamwork, problem, season, autumn, winter</p>  <p><b>Key Skills and Knowledge</b><br/>Select and combine natural materials to build simple structures.</p> <p>Demonstrate control when using simple tools such as peelers or small hammers with support.</p> <p>Identify seasonal changes occurring in autumn and early winter.</p> <p>Work collaboratively with others to transport and organise materials.</p> <p>Begin to solve simple practical problems (e.g. making something balance or stand).</p> <p>Show care when using resources and return them appropriately.</p> | <p><b>Key Vocabulary</b><br/>shelter, structure, stable, strong, balance, support, teamwork, plan, fix, improve</p>  <p><b>Key Skills and Knowledge</b><br/>Plan and build simple shelters or structures using available materials.</p> <p>Work collaboratively to carry and place larger natural objects safely.</p> <p>Use problem-solving skills to strengthen or stabilise structures.</p> <p>Demonstrate increasing resilience when faced with challenges outdoors.</p> <p>Show awareness of safe lifting and carrying techniques.</p> <p>Reflect on what worked well in their building or den-making.</p> | <p><b>Key Vocabulary</b><br/>habitat, wildlife, protect, environment, plant, grow, roots, insects, minibeast, nature</p>  <p><b>Key Skills and Knowledge</b><br/>Identify simple habitats and the animals that live there.</p> <p>Show respect for wildlife and understand the importance of leaving habitats undisturbed.</p> <p>Help maintain the forest school area (tidying, protecting plants).</p> <p>Take part in planting or growing activities.</p> <p>Explain simple ways to care for the natural environment.</p> <p>Show curiosity by asking questions about plants, animals and insects.</p> | <p><b>Key Vocabulary</b><br/>risk, safety, tool, saw, peeler, handle, careful, challenge, steady, control</p>  <p><b>Key Skills and Knowledge</b><br/>Demonstrate controlled climbing, balancing and jumping.</p> <p>Assess simple risks before attempting an activity.</p> <p>Use tools such as peelers or small saws with adult supervision.</p> <p>Explain basic safety rules when using tools or exploring.</p> <p>Support peers in taking turns and staying safe during challenges.</p> <p>Show perseverance when attempting more difficult physical tasks.</p> | <p><b>Key Vocabulary</b><br/>independent, plan, create, design, teamwork, lead, responsibility, reflect, improve</p>  <p><b>Key Skills and Knowledge</b><br/>Plan and carry out their own forest school activity or project.</p> <p>Use tools and resources with increasing independence and responsibility.</p> <p>Explain what they enjoyed and learned during forest school sessions.</p> <p>Demonstrate teamwork and leadership in group activities.</p> <p>Show responsibility for tidying and caring for the forest school area.</p> <p>Reflect on how their skills and confidence outdoors have developed.</p> |
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|  |  <p><b><u>Forest School Experiences</u></b><br/>First visits to the forest school site and establishing routines.</p> <p>Mapping and exploring the forest school site.</p> <p>Creating simple nature collections.</p> <p>Loose parts play with sticks, logs and natural materials.</p> <p>Exploring different areas (digging area, log circle, mud area/kitchen).</p> <p>Simple group games in the forest.</p> <p>Beginning environmental care routines (tidying and returning resources).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |  <p><b><u>Forest School Experiences</u></b><br/>Building small structures with sticks and logs.</p> <p>Using simple tools (vegetable peelers for bark, small hammers).</p> <p>Creating nature-based artwork and sculptures.</p> <p>Transporting materials using wheelbarrows or buckets.</p> <p>Autumn habitat exploration.</p> <p>Seasonal activities such as leaf piles/leaf art.</p> |  <p><b><u>Forest School Experiences</u></b><br/>Designing and building simple dens or shelters.</p> <p>Team building challenges.</p> <p>Creating obstacle courses using logs, planks and crates.</p> <p>Problem-solving activities such as making structures stronger.</p> <p>Transporting larger natural materials.</p> <p>Collaborative construction projects.</p> |  <p><b><u>Forest School Experiences</u></b><br/>Habitat exploration and minibeast hunts.</p> <p>Creating bug hotels or small habitats.</p> <p>Planting vegetables or flowers.</p> <p>Maintaining the forest school area.</p> <p>Observing seasonal changes in plants and wildlife.</p> <p>Discussing ways to care for the environment.</p> |  <p><b><u>Forest School Experiences</u></b><br/>Advanced balancing and climbing activities.</p> <p>Using tools such as peelers or small hand saws with supervision.</p> <p>Simple woodwork activities (e.g., making stick creations).</p> <p>Creating obstacle courses.</p> <p>Carrying and moving larger materials safely.</p> <p>Practising safe risk-taking.</p> |  <p><b><u>Forest School Experiences</u></b><br/>Planning and leading small forest school projects.</p> <p>Independent den building or construction.</p> <p>Tool use with increasing independence.</p> <p>Creating large collaborative structures.</p> <p>Reflecting on forest school experiences.</p> <p>End-of-year celebration activities in the forest.</p> |
|  | <p style="text-align: center;"><b><u>Reception – Developing Responsibility and Tool Skills</u></b></p> <p><b><u>Safety Skills</u></b><br/>Children develop increased independence and awareness of risk.<br/>Children will learn to:</p> <ul style="list-style-type: none"> <li>• Explain basic forest school safety rules.</li> <li>• Assess simple risks before starting activities.</li> <li>• Carry and transport materials safely.</li> <li>• Use designated working spaces (e.g., tool area).</li> <li>• Understand the importance of personal space when using tools.</li> <li>• Demonstrate safe movement when climbing or balancing.</li> <li>• Support peers in staying safe during activities.</li> <li>• Take responsibility for tidying and maintaining equipment.</li> </ul> <p><b><u>Tool Skills</u></b><br/>Children begin to use a wider range of tools with <b>direct adult supervision</b>.<br/>Children may learn to use:</p> <ul style="list-style-type: none"> <li>• Vegetable peelers for bark stripping or whittling soft sticks.</li> <li>• Lightweight hammers for tapping nails into wood slices.</li> <li>• Hand saws (introduced later in Reception with close supervision).</li> <li>• Secateurs for cutting small stems (adult-supported).</li> <li>• Digging tools such as spades and trowels.</li> </ul> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

