



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!

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.	What does this mean for Forest School? <ul style="list-style-type: none"> • High quality outdoor learning and Forest School should engage, inspire and challenge our children. • 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. • Its aims are: <ol style="list-style-type: none"> 1. to provide memorable learning experiences that supports and enhances other areas of the school curriculum through high quality outdoor experiences. 2. to develop pupils physical, social, emotional and self-esteem needs. 3. to provide an engagement with nature and the environment for health, wellbeing and developing character, resilience and positive risk taking. 4. to foster a connection that leads to respect and care for the natural world, an appreciation of biodiversity and sustainability. • Our Forest School curriculum encourages all our children, regardless of their background and ability, to achieve their full potential. • 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.
	Curriculum Objectives	<ul style="list-style-type: none"> • To develop the child as a responsible and confident citizen who is prepared to live in an ever-changing and diverse world. • To develop the child as an individual who embraces challenge and makes the most of every opportunity to learn. • To develop the child as a life-long learner who has a range of skills, which ensure a high level of achievement. 	



Yew Tree Primary School Forest School Key Skills & Knowledge Overview







Term Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	TOPIC 1	TOPIC 2	TOPIC 3	TOPIC 4	TOPIC 5	TOPIC 6
YN	<p style="text-align: center; color: blue;">Me and My Community/ Exploring Autumn</p> <div style="display: flex; justify-content: center; gap: 10px;">   </div> <p style="text-align: center;"><u>Key Skills and Knowledge</u></p> <p><i>NOTE: delayed start to topic due to transition and baseline.</i></p> <p>Understand that we need rules to keep us safe and happy. It is important to listen to adults at school and follow what they say.</p> <p>Follow simple instructions through outdoor games. Take part in different games and activities and begin to talk about which ones they enjoy.</p> <p>Name and locate key areas around the forest for safety.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things (wildlife, insects and farm animals).</p> <p>Notice ways that the local environment changes during different seasons (Autumnal changes).</p>	<p style="text-align: center; color: blue;">Once Upon a Time/ Sparkle and Shine</p> <div style="display: flex; justify-content: center; gap: 10px;">   </div> <p style="text-align: center;"><u>Key Skills and Knowledge</u></p> <p><i>NOTE: shorter topic due to EYFS Nativity and other Christmas events/activities.</i></p> <p>(Monday 11th November 2024) Commemorate Remembrance Day by planting Poppy seeds.</p> <p>(Monday 11th November 2024) Remembrance Day - Decorate pebbles to make pebble art – poppy mural.</p> <p>Use all their senses in hands-on exploration of natural materials. Explore autumn leaves and talk about the colours of the leaves and how they feel.</p> <p>Make leaf prints and rubbings.</p> <p>Make simple prints in dough using fingers, hands, feet and found autumnal objects.</p> <p>Create colourful floor art in celebration of the festival of light, Diwali.</p> <p>Use leaves, flowers and toher</p>	<p style="text-align: center; color: blue;">Starry Night/ Winter Wonderland</p> <div style="display: flex; justify-content: center; gap: 10px;">   </div> <p style="text-align: center;"><u>Key Skills and Knowledge</u></p> <p>Use natural found materials to make simple nest structures for birds.</p> <p>Make bird feeders.</p> <p>Explore and say how two places in the immediate/school environment are the same or different.</p> <p>Know that the environment changes throughout the day and year. Talk about the changes that have happened since the start of the school year (Winter).</p> <p>Compare the similarities and differences in the school environment in the day and at night (day and night walk using photographs).</p> <p>To know that some animals come out at night and sleep in the day.</p> <p>Name some common nocturnal animals.</p>	<p style="text-align: center; color: blue;">Dangerous Dinosaurs/ Puddles and Rainbows</p> <div style="display: flex; justify-content: center; gap: 10px;">   </div> <p style="text-align: center;"><u>Key Skills and Knowledge</u></p> <p>Work together to use natural materials to make a dinosaur small world.</p> <p>Use malleable materials to make fossil prints.</p> <p>Begin to use one-handed tools and equipment independently.</p> <p>Use large muscle movements to wave red, orange and yellow scarves to show how lava would erupt from a volcano, listening to loud, atmospheric music.</p> <p>Use natural mark making materials and tools to make cave paintings – muddy paint.</p> <p>Work together to take part in communal painting.</p> <p>Go on a 'welly and umbrella walk'. Jump in puddles and explore the rain as it falls.</p> <p>Take part in 'rainy' play.</p>	<p style="text-align: center; color: blue;">Sunshine and Showers/ Reflections</p> <div style="display: flex; justify-content: center; gap: 10px;">   </div> <p style="text-align: center;"><u>Key Skills and Knowledge</u></p> <p>Talk about changes during each season, including the weather, plants and animals.</p> <p>Describe observable features of different types of plants and trees and how they have changed (Spring compared to Autumn).</p> <p>Go on a 'Senses walk' around the nursery or school grounds stopping at different points to think about what they can hear, see, smell and feel.</p> <p>Take photographs of the plants/flowers/trees they see.</p> <p>Name simple parts of plants and trees.</p> <p>Explore spring flowers with hand lenses.</p> <p>Make imprints of flowers into malleable materials using rolling pins and other simple tools.</p> <p>Name bugs and insects they</p>	<p style="text-align: center; color: blue;">Big Wide World/ Splash</p> <div style="display: flex; justify-content: center; gap: 10px;">   </div> <p style="text-align: center;"><u>Key Skills and Knowledge</u></p> <p>Explore and talk about the ways that the weather, plants and animals of places can be different through pictures and stories.</p> <p>Identify patterns in the environment.</p> <p>World Environment Day – (5th June 2025) Talk about ways to look after their environment. Develop their sense of responsibility and membership of a community.</p> <p>Know that we should care for the environment. For example, rubbish needs to be put in the bin.</p> <p>Form a 'tidy team' to tidy up the Nursery gardens and collect any litter from the grounds using litter pickers.</p> <p>Show care for living things and the environment (allotments, planting etc.)</p> <p>Name animals from around the</p>







<p>Name some simple physical features in the immediate environment (school grounds and forest area).</p> <p>Take part in simple fieldwork activities, such as helping to take photographs of interests with support.</p> <p>Collect autumn treasures to explore and observe with hand lenses.</p> <p><i>NOTE: Exploring Autumn coverage continues into Autumn 2.</i></p>	<p>natural found materials to make mandala art.</p> <p>Use large muscle movements to wave shiny ribbon sticks whilst listening to 'magical' music and Diwali music.</p> <p>Make decorations using natural resources (Christmas).</p>	<p>Use malleable materials to make owls (possible link to Owl Babies).</p> <p>Make marks to represent nocturnal animals (bat drawing on black paper with various mark making tools).</p> <p>Use binoculars and telescopes with support.</p> <p>On a cold and frosty day, go for a walk around the school grounds.</p> <p>With support, take photographs of things that show that it is winter.</p> <p>Explore ice in their hands, talking about what happens and why.</p> <p>Explore making large-scale marks with coloured ice.</p>	<p>Use paint charts to explore colours in the environment.</p> <p>Know that weather is warmer in the summer with more sunshine and colder in the winter with more snow, hail and rain.</p> <p>Explore making coloured puddles using powder paint and spray bottles for fine motor development.</p> <p>Plant a rainbow and know how to look after and care for seeds (allotments/nursery garden planter).</p>	<p>may find in a garden.</p> <p>Understand the key features of the life cycle of a plant (growing) and animal (caterpillars/butterflies).</p> <p>Follow instructions when in different environments (allotments) and when handling simple equipment, such as trowels.</p> <p>Plant fruits and vegetables for the school community. (allotments/nursery garden planter).</p>	<p>world and compare to animals they know/have explored in the forest.</p> <p>Take part in playground games from around the world.</p> <p>Work together as a team to create a course to travel around using various obstacle course equipment (hoops, crates, planks etc.)</p> <p>Understand some positional language by following simple instructions.</p> <p>Explore the question, 'Why is water wet?'. Explore and play with water-themed toys and equipment and new activities.</p>
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In addition, throughout the year the children will:

Say what the daily weather is like.
 Understand the importance of rules and listening to key adults for safety.
 Notice ways that the local environment changes during different seasons (Winter, Autumn, Spring and Summer).
 Talk about what they see, using a wide range of vocabulary.
 Understand the need to respect and care for the natural environment and all living things (including farm animals).
 Keep our environment clean and tidy by doing regular litter picks.

In addition, across the year the children will plant:

	<p>Autumn 1</p> <p>Daffodils</p> 	<p>Autumn 2</p> <p>Strawberries</p> 	<p>Spring 1</p> <p>Mint</p> 	<p>Spring 2</p> <p>Wildflowers</p> 	<p>Summer 1</p> <p>Pumpkins</p> 	<p>Summer 2</p> <p>Potatoes</p> 
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EYFS	TOPIC 1	TOPIC 2	TOPIC 3
YR	<p style="text-align: center;">Build it up</p> <div style="display: flex; justify-content: center; gap: 10px;">   </div> <p style="text-align: center;"><u>Key Skills and Knowledge</u></p> <p><i>NOTE: delayed start to topic due to transition and baseline.</i></p> <p>Explore their immediate environment by going on a journey around the school outdoor grounds and forest area(s).</p> <p>Name and locate key areas around the forest for safety. Understand forest boundaries and commands through games such as 'hide-and-seek'.</p> <p>Move confidently in a range of ways and safely negotiate space, obstacles and terrains. Explore different ways of moving and travelling around the outdoor space to develop body strength, coordination, balance and agility to join in with games.</p> <p>Collaborate with others to manage large items.</p> <p>Work together as a team to use den building resources including tarpaulins, sheets of fabric, plastic crates and large pegs to make a camp (dens and tents).</p> <p>Work collaboratively, share ideas and use a variety of resources to build shelters.</p> <p style="text-align: center;">(Friday 1st November 2024)</p> <p>Use large muscle movements to wave shiny ribbon sticks whilst listening to 'traditional rhyme' style music and Diwali music.</p> <p style="text-align: center;">(Friday 1st November 2024)</p> <p>Create colourful floor art in celebration of the festival of light, Diwali.</p> <p style="text-align: center;">(Friday 1st November 2024)</p> <p>Use leaves, flowers and other natural found materials to make mandala art.</p> <p style="text-align: center;">(Monday 11th November 2024)</p> <p>Commemorate Remembrance Day by planting Poppy seeds.</p> <p style="text-align: center;">(Monday 11th November 2024)</p> <p>Remembrance Day – weave wool in and around sticks to create a poppy mural.</p>	<p style="text-align: center;">Long Ago/ Stories and Rhymes</p> <div style="display: flex; justify-content: center; gap: 10px;">   </div> <p style="text-align: center;"><u>Key Skills and Knowledge</u></p> <p><i>NOTE: partially shorter topic due to EYFS Nativity and other Christmas events/activities.</i></p> <p>Notice ways that the local environment changes during different seasons (Autumnal seasons).</p> <p>Take part, explore and play with traditional outside games, such as skipping, French elastic and hopscotch.</p> <p>Listen to traditional stories around the story telling area (KS1).</p> <p>Make use of props and materials when role playing characters in narratives and stories. Develop storylines in their pretend play and use talk to help work out problems and organise thinking and activities.</p> <p>Use materials to thread to make outdoor spider webs – linked to Incy Wincy Spider (fine motor and gross motor opportunities).</p> <p>Know how to care and respect for all living things and our environment (wildlife, insects and farm animals).</p> <p>Name animals that live in the forest and their habitats.</p> <p>Explore the outdoor environment to find things to photograph. Use viewfinders to explore the outside before taking photographs with support. Take photographs of their environment and the animals that they share it with.</p> <p>Make decorations using natural resources (Christmas).</p>	<p style="text-align: center;">Animal Safari/ Creep, Wiggle and Crawl</p> <div style="display: flex; justify-content: center; gap: 10px;">   </div> <p style="text-align: center;"><u>Key Skills and Knowledge</u></p> <p>Identify common features for different groups of animals, including wild and domestic animals.</p> <p>Visit the school farm each week, looking after and caring for the animals.</p> <p>Know that animals need food, water, sleep and exercise to be happy and healthy.</p> <p>Name a variety of mammals, reptiles and birds.</p> <p>To know that a habitat is a natural home for plants and animals.</p> <p>Know that animals build a home to provide shelter from the elements and other animals.</p> <p>Explore and find the different types of habitats/homes where animals and insects live.</p> <p>Use various natural resources, such as pebbles, straw, branches, twigs, log slices and feathers to build homes for animals to provide shelter.</p> <p>Share creations with their peers and describe its features.</p> <p>Create a habitat for a newly designed animal (innovate stage).</p> <p>Know that it is essential to take care of the environment to protect and care for the animals, in particular the harmful effect of litter. Go on a litter pick around the school grounds.</p> <p>Go on a minibeast hunt showing care and respect, taking into consideration to not damage habitats and the importance of this.</p> <p>Make a minibeast hotel using natural resources.</p> <p>Use malleable and natural found materials to make their favourite minibeast (innovate stage).</p> <p>Work together to set up an 'agility' course using a range of obstacle course equipment, such as, tunnels, cones, planks, crates and hurdles.</p> <p>Move confidently in a range of ways and safely negotiate space, obstacles and terrains.</p>

In addition, throughout the year the children will:

Say what the daily weather is like.
Talk about how the weather changes as the seasons change.
Understand the importance of rules and listening to key adults for safety.
Explain the reasons for rules for forest school, know right from wrong and try to behave accordingly.
Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
Notice ways that the local environment changes during different seasons (Winter, Autumn, Spring and Summer).
Talk about what they see, using a wide range of vocabulary.
Understand the need to respect and care for the natural environment and all living things (including farm animals).
Keep our environment clean and tidy by doing regular litter picks.

In addition, across the year the children will plant:

Autumn 1

Daffodils



Autumn 2

Strawberries



Spring 1

Mint



Spring 2

Wildflowers



Summer 1

Pumpkins



Summer 2

Potatoes

