

# Archbishop Runcie CE First School

## Forest School Long Term Plan



### Our original Mission

“A school for the education of children only of the labouring mining and manufacturing and other poorer classes in the Parish of Gosforth and for no other purpose.”

The school first existed as a force for social change and we remember this within our historic original mission as we continue to inspire and transform the minds and hearts of everyone we serve today and, thus, the wider world.

In light of our ever changing community, we seek to develop [love and determination](#) and, in doing so, enable everyone associated with our school to experience life in all its fullness, as promised by Jesus.

### Current Mission

Inspired by the parable of the lost sheep, our mission is to enable everyone within our school community to flourish through our unconditional [love and determination](#), as demonstrated by the good shepherd. We are reminded that every single member of our school community is equally valued and loved in the image of God.



### Vision

In 1 Corinthians 16:13-14, Paul urged the church in Corinth to:

**Be courageous; be strong.  
Do everything in love.**

This epistle helps us understand;

- that God's love sets self aside, over and over, endlessly, for the good of others.
- that our thoughts and deeds should spring from, and be done, in [love](#) and with strength and courage – referred to as [determination](#).

### Values

Rooted in the epistle above, the Christian values of [love and determination](#) are at the core of teaching and culture within the school.

Forest School is an inspirational process that offers all learners regular opportunities to achieve and develop confidence and self-esteem through hands-on learning experiences in a woodland or natural environment with trees. At Archbishop Runcie we have a small, wooded site on our grounds.

Our main ethos for forest school is to let the children choose and instigate their own learning. When children go to forest school, we let them explore, investigate and learn from nature. There are many opportunities for child led learning, teamwork and the building of self esteem as well as adult led activities linked to curriculum plans. Each session also includes an opportunity to cook a snack on an open fire.

Examples of Forest School activities include:

- Nature exploration including seasonal exploration
- Building dens and other structures
- Fires and cooking
- Games and invitations for imaginative play
- Natural crafts
- Using tools, such as potato peelers, knives and saws
- Scavenger hunts and adventure

In all session, children have continuous access to den building equipment, investigational tools such as bug finders, magnifying glasses, trowels and digging equipment, mud kitchen and clip boards and paper.

<b>*Sp</b>	Opportunity for spiritual development
<b>*Mo</b>	Opportunity for moral development
<b>*So</b>	Opportunity for social development
<b>*Cu</b>	Opportunity for cultural development

## Long term Plan Overview

	EYFS		Key Stage 1		Key Stage 2	
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4
<b>Autumn Term Progression of skills</b>	<i>Understanding our Environment: Boundaries, rules and teamwork. Show an awareness of risk.</i>	<i>Understanding our Environment: Boundaries, rules and teamwork. Recognise how to travel safely over uneven ground.</i>	<i>Understanding our Environment: Boundaries, rules and teamwork. Talk about how to carry equipment safely.</i>	<i>Understanding our Environment: Boundaries, rules and teamwork. Talk about how to carry large sticks/log safely.</i>	<i>Understanding our Environment: Boundaries, rules and teamwork. Talk about the benefits of being outside.</i>	<i>Understanding our Environment: Boundaries, rules and teamwork. Understand the rules of Forest school and are actively involved in setting boundaries for the session.</i>
<b>Adult led Activities</b>	Seasonal exploration – Autumn (making leaf pictures.) Text: Leaf Man  <i>*Sp/*So</i>	Seasonal exploration – Autumn, hibernation (linked to Kapow DT) Text: Bear Snores On  <i>Sp/*So</i>	Environmental Art - observational drawing and using a range of media to explore outdoor art (leaf/bark rubbing, adding texture to observational drawings linked to Kapow Art). Making a windmill (Linked to Kapow DT).  <i>Sp/*So</i>	Structures – Den building. Explore stability and methods to strengthen structures. (Linked to Kapow DT) Building an outdoor chair for baby bear, testing strength and durability.  <i>Sp/*So</i>	Constructing structures of different shapes and sizes. Revisit knot tying for pyramid building. Learning how to tie knots. Tying knots for different purposes. Using knots to strengthen structures. Making pyramid stick structures using sticks. (Linked to Humanities).  <i>Sp/*So/*Cu</i>	Building frames with sticks from the woodland area. Revisit notes and lashing techniques to join frame. Complete observation drawing to display in frame. (Linked to Kapow DT/Art).  <i>Sp/*So</i>
<b>Food cooked on the fire</b>	Session 1 – Crumpets Session 2 – Cinnamon apple	Session 1 – Crumpets Session 2 – Cinnamon apple	Session 1 – Crumpets Session 2 – Cinnamon apple	Session 1 – Crumpets Session 2 – Cinnamon apple	Session 1 – Crumpets Session 2 – Cinnamon apple	Session 1 – Crumpets Session 2 – Cinnamon apple

<b>Spring Term Progression of skills</b>	<i>Fire – Introduction to the fire pit area, moving around with support.</i>	<i>Fire – observe and talk about the safety of the fire and how to be safe around it, moving</i>	<i>Fire – Contribute to fire lighting by gathering fuel collecting materials</i>	<i>Fire - experience using a flint and steel to spark a flame. Using fire for cooking.</i>	<i>Fire - Light a piece of cotton wool using the flint and steel. Using fire for cooking.</i>	<i>Fire - Light a campfire using a flint and steel. Using fire for cooking.</i>
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	<i>Using fire for cooking.</i>	<i>around the area independently. Using fire for cooking.</i>	<i>Using fire for cooking.</i>			
<b>Adult Led Activities</b>	<i>Seasonal Changes - Winter into spring Crafts to include Lunar New Years (spr1) and Easter (spr 2).  Sp/*So/*Cu.</i>	<i>Seasonal Changes - Winter into spring Crafts to include Lunar New Years (spr1) and Easter (spr 2). Identifying and creating habitats for woodland animals  Sp/*So/*Cu.</i>	<i>Den Building – Children will engage in den building large and small scale, making dens for themselves and bug hotels/fairy houses on a smaller scale.  Sp/*So.</i>	<i>Planting – Children to begin the vegetable/herb patch in the outdoor area.  Sp/*So</i>	<i>Forces in Nature – Design an egg protector that will protect the egg from gravity. The egg must be off the ground and protected from predators and the elements.  Sp/*So</i>	<i>Classification – Children will locate and identify newly-discovered amphibian species using a simple dichotomous key. Children can go onto research these amphibian to discover which can be found in the amazon rainforest.  Sp/*So/*Cu.</i>
<b>Food cooked on the fire</b>	Session 1 – Cheese toastie Session 2 – Hot Cross Buns	Session 1 – Cheese toastie Session 2 – Hot Cross Buns	Session 1 – Cheese toastie Session 2 – Hot Cross Buns	Session 1 – Cheese toastie Session 2 – Hot Cross Buns	Session 1 – Cheese toastie Session 2 – Hot Cross Buns	Session 1 – Cheese toastie Session 2 – Hot Cross Buns

<b>Summer Term Progression of skills</b>	<i>Teamwork and problem Solving Children cooperatively participate in activities. Children begin to give preferences for different activities. Children can begin to solve problems with support.</i>	<i>Teamwork and problem Solving Children can play team games. Children can communicate their ideas to adults and other children. Children start to think about how they could solve a problem before asking an adult for help. Children can work as part of a team to complete scavenger hunts and small projects.</i>	<i>Teamwork and problem Solving Children build trust in their peers through playing games. Children can clearly communicate their ideas and take on board the ideas of others. Children mostly solve problems as part of a team, with minimal input from an adult. Children can work in a group to research and find what they need. Children understand how working as part of a team can help them to achieve a greater goal.</i>
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<b>Adult Led Activities</b>	<i>Seasonal Changes -</i> Spring into Summer Crafts to include Spring/Summer crafts and planting/growing  <i>Sp/*So</i>	<i>Seasonal Changes -</i> Spring into Summer Crafts to include Spring/Summer crafts and planting/growing  <i>Sp/*So</i>	<i>Growing Sunflowers –</i> Discussing where would be a good place to plant a sunflower. Planting individual sunflowers. <i>Painting with natural          colour –</i> Using berries, leaves, mud etc, create paint to use.  <i>Sp/*So</i>	<i>Creating Local          landmarks –</i> using found material create St Mary’s lighthouse <i>Planting –</i> Grow a range of herbs/vegetables  <i>Sp/*So</i>	<i>Rock Art –</i> Exploring rock and stones to make art  <i>Sp/*So</i>	<i>Wild flower sketching –</i> Begin to sketch wild flowers found in the woodland.  <i>Sp/*So</i>
<b>Food cooked on the fire</b>	Session 1 –Waffles Session 2 – smores	Session 1 – waffles Session 2 – smores	Session 1 – waffles Session 2 – smores	Session 1 – waffles Session 2 – smores	Session 1 – waffles Session 2 – smores	Session 1 – waffles Session 2 – smores