

Forest School Curriculum for Tree Tots - Templegate Tiny Tots Preschool

Registered Co. No. 7394284

Charity No. 1140718

<u>Intention - what do we want them to learn</u>	<u>Implementation- how will we do this</u>	<u>Impact- what will this look like when achieved</u>	<u>Links to learning areas of EYFS</u>
How to use tools safely to create something	<ul style="list-style-type: none"> ● Introduce tools in small groups ● Explain what each tool can be used for with demonstrations and participation ● Model correct use of tools ● Demonstrate how to look after the tools ● Demonstrate how to use tools safely ● Use tools for a purpose ● Allow children to use the tools safely to produce an item ● Follow the children's interests linking it to what they would like to make ● Offer support and encouragement 	Child is able to make something of their choosing independently, knowing how to take care of the tools and how to use them safely including transportation.	Physical PSED Communication and Language Active Learning
How to be safe by a fire, know what it needs to light, how to be safe around it, how to safely extinguish a fire	<ul style="list-style-type: none"> ● Set boundaries and share these with the group ● Play games to help promote safety around the fire ● Encourage children to find sticks that are dry and compare different lengths ● Demonstrate how to light a fire ● Explain what the fire needs to keep alight ● Demonstrate the safe way to extinguish a fire. 	Child demonstrates a clear understanding of how to remain safe around the fire. Child knows what sticks are needed for the fire. Child knows what is needed to keep the fire lit Child can demonstrate (verbally or physically) how to extinguish the fire.	Understanding the world PSED Maths Communication and Language Active Learning
Prepare food for the fire, and know how to cook safely.	<ul style="list-style-type: none"> ● Teach hygiene routines and embed them into daily practice. ● Cook a variety of foods for the children to enjoy ● Involve the children in the preparation and cooking (where appropriate) process. ● Reiterate safety messages regarding tools 	Child knows what is part of a healthy lifestyle. Child is happy to try new foods Child helps with preparation of snack times.	Physical PSED Communication and Language Active Learning

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	<ul style="list-style-type: none"> and fires. ● Promote healthy eating ● Encourage children to help with cleaning and tidying routines such as washing up-model this process and invite children to help, supporting where needed. 		
Be able to identify some local flora and fauna in the area	<ul style="list-style-type: none"> ● Engage in craft activities that incorporate items in the local area. ● Bug hunts ● Wildlife camera ● Bird and bug surveys ● Tree elves ● Exploration and identification# ● Games ● Using books to help identify and gauge interest. ● Making habitats 	Child will spontaneously identify several flora and fauna species in local area	Understanding the World Physical PSED Communication and Language Active Learning Literacy
Observe the seasons changing and how they look and feel different from each other.	<ul style="list-style-type: none"> ● Photographic diaries ● Exploring the outdoor area ● Identifying changes around them ● Attending Forest School throughout the year ● Appreciate play and exploration in all weathers. ● Using books to help identify and gauge interest. 	Child can identify the season spontaneously using evidence around them	Understanding the World Physical PSED Communication and Language Active Learning Literacy
How to look after their local area.	<ul style="list-style-type: none"> ● Litter picking ● Identifying flora and fauna and how to look after/promote it ● Exploring and appreciating local area ● Making habitats 	Child actively looks after area e.g. picking up rubbish.	Understanding the World Physical PSED Communication and Language Active Learning

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<p>Develop strength, balance, dexterity and stamina</p>	<ul style="list-style-type: none"> ● Climbing trees ● Balancing on logs ● Using swing ropes ● Walking to local woodland sites ● Running, skipping through large spaces. 	<p>Child can competently move around the forest school area, engage and challenge themselves. Child can walk for a prolonged distance.</p>	<p>Physical PSED</p>
<p>Develop resilience, self regulation,</p>	<ul style="list-style-type: none"> ● Group games ● Challenging activities ● Supportive staff ● High staff ratio 	<p>Child has a 'have a go' attitude to learning and will persevere at tasks.</p>	<p>Characteristics of effective learning PSED</p>
<p>Develop autonomy</p>	<ul style="list-style-type: none"> ● Encouraging children to have a go ● Encourage children to manage risks with support from appropriate adults ● Give children opportunities to develop skills in self help such as dressing selves for forest school ● Encourage children to be an active part of the group and help in routine tasks such as carrying equipment, washing up, preparing snacks, leading the group. 	<p>Child demonstrates a 'can do' attitude. Child is independent in a range of self care routines. Child is keen to help at group times.</p>	<p>PSED Physical Characteristics of effective learning.</p>
<p>Build sense of self and self awareness</p>	<ul style="list-style-type: none"> ● Allowing children to have the freedom to lead their own play ● Encourage children to have own interests. ● Offer a range of activities that promote challenges that are appropriate to them. 	<p>Child will speak positively of themselves. Child is confident in new situations.</p>	<p>PSED Characteristics of effective learning</p>
<p>Develop social cooperation</p>	<ul style="list-style-type: none"> ● Group games that promote group cohesiveness ● Small groups that do not change and are familiar to them ● Encourage cooperation with routines such as helping to prepare and tidy snack. ● Promote team work on completing tasks such as carrying logs, using tools together. ● Collective goals such as making habitats. 	<p>Child is a happy member of their group, offering help to others. Child will happily share resources with others Child will take turns during conversations.</p>	<p>PSED Physical Communication and Language</p>

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