



Copthorne CE Junior School

"Creating confident, curious learners with God's love"



Curriculum Intent

At Copthorne CE Junior School, we prepare our children for lifelong learning by delivering an **ambitious, engaging, vibrant and inclusive** curriculum. Through ensuring a **progression of knowledge and skills** for all learners, our children will become **subject experts** within a **challenging, broad and balanced** curriculum.

Our children are encouraged to gain new knowledge, explore new skills, **develop resilience, make connections** and so **become critical thinkers**, who are **creative, curious and confident**.

Our Christian values are woven into all aspects of school life and the learning that takes place. Children become **collaborative, respectful and compassionate** members of our **diverse** community.

We believe that when leaving the school, our children will have the tools to be **active, independent learners**, who **take risks**, are **inquisitive** and have a **thirst for learning**. This allows them to flourish as they continue on their educational journey.

Forest School Intent

Our Forest School curriculum is based around the following:

Copthorne CE Junior School's own curriculum vision of "Creating **Confident, Curious** Learners" directly mirror the core principles of Forest School.

Through **engaging** with nature and wildlife, children gain more **knowledge, compassion, respect** and a **sense of wonder** or the diversity within their immediate environment and how we affect the wider (regional/global) environment in general.

Small, achievable tasks, both **collaborative and independent**, enable all learners to succeed at their own level. Over time and through the experience of the changing seasons, children begin to make **connections** between learning, becoming ever more **inquisitive, respectful and curious** about the natural environment, beginning to **take risks** and follow their own interests. Being **active learners** increases **self-esteem and confidence**, with this translating into all areas of learning, whether back in school or into the wider community.

Put simply, working in the outdoor environment gives children time to **work collaboratively with a sense of purpose**, learn to **solve problems and take risks**. The experience of regular Forest School sessions helps to build **resilient, inquisitive and imaginative** learners, with **perseverance and skills** relevant to all aspects of daily life ... no matter what the weather!

FOREST SCHOOL CURRICULUM MAP

Each year, the children will experience a different season within the same area of woodland, allowing them to observe the changes in flora and fauna, as well as learn and apply skills in contrasting weather and site conditions.

FOREST SCHOOL SEASON EXPERIENCED			
Autumn	Winter	Spring	Summer
Year 5	Year 6	Year 4	Year 3

Forest School Curriculum Progression

Boundaries, Risk Taking, Safety

Foci	Year 3	Year 4	Year 5	Year 6
Boundaries, Risk Taking, Safety	Identify and confidently explain where the boundaries are and remain within these boundaries without adult support Support peers with the safety rules and procedures of Forest School Confidently retell and adhere to the fire circle and safety rules, with adult supervision Navigate different uneven terrains with confidence, with adult supervision Move logs and carry stick safely	Be involved in deciding the forest school safety rules Collaborate decisions of the forest school boundaries and remain within them Adhere to the rules and safety procedures without adult support Support other children to adhere to the rules and safety procedures Navigate different uneven terrains with confidence, without adult supervision	Lead decisions of the forest school boundaries and remain within them Lead small groups of peers to adhere to the rules and safety procedures	Demonstrate and explain all the safety rules and procedures to a younger year group Perform a simple risk assessment prior to forest school sessions, such as before setting out from school (route to/from site), prior to an activity, or an assessment based on changes at the site (such as daily weather or storm damage)

Shelter Building

Foci	Year 3	Year 4	Year 5	Year 6
Shelter Building	Help build a shelter (e.g. dens) with a small group of peers, with adult support. Help build a tepee-style (tripod method) or lean-to shelter using natural materials with a small group of peers, with adult support. Build small shelters, for example for fairies and elves, with adult support.	Use a mallet safely to hit in support pegs (sharpened natural materials), with adult supervision. Identify the materials needed in shelter building and describe the materials finally used. Work with a larger group of peers to build a shelter without adult support. Begin to use string or cord using simple knots to secure den making materials in place	Tie a simple knot to secure rope or string. Create a shelter with camouflage. Work successfully as a group, having considered and evaluated each members' contributions. Compare and evaluate shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose. With adult support, make a secure low-level rope swing considering how purpose affects design	Shelter building challenge to make a 'den for the day' – working in teams the children plan, build and review their shelters (recap the different ways to build shelters). Work successfully as a group, having considered and evaluated each members' contributions. Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose.

Using Tools and Equipment

Foci	Year 3	Year 4	Year 5	Year 6
Using Tools & Equipment Tools will only be used when the children are ready to do so. Children's ability to use tools will develop at different ages	<u>Introduction to tools:</u> knives for whittling, mallets, hand spade and fork, folding saw, bow saw, palm drill, hand drill, secateurs Clear understanding of tool safety expectations, with use of gloves, correct positioning and handling, as well as tool carrying and storage Confidently explain the need for and use of 'Blood Bubble' when using a whittling knife <u>Use of tools (1:1 / adult-led small group):</u> • bow saw (pairs) or folding saw (1:1) to cut discs • palm/hand drill to make hole in discs • clipper knife to sharpen a stick / peel bark • secateurs to shorten thin sticks to specific lengths for mini dens	<u>Review tool use and safety:</u> knives for whittling, mallets, hand spade and fork, folding saw, bow saw, palm drill, hand drill, secateurs Independent enforcement for themselves and others with tool safety expectations, such as use of gloves and Blood Bubble Peer support for positioning and handling of tools within tasks <u>Use of tools (1:1 / adult-led small group):</u> • bow saw (pairs) or folding saw (1:1) to cut lengths of wood for specific purposes, including angled cuts for pegs • palm/hand drill to make holes • clipper knife to shape and smooth wood (making dice / name triangular prisms name plates / willow pencils) • secateurs to shorten thin sticks to exact lengths	Lead a group on the safe use (including gloves, positioning and handling) of basic tools Children should be able to ask an adult to use a tool if they see it important for completing their chosen task, explaining tool function for task success <u>Use of tools (1:1 / adult-led small group):</u> • bow saw (pairs) or folding saw (1:1) to cut lengths of wood to specific (making bow & arrow) • palm/hand drill to make holes • clipper knife to shape and smooth wood (making mushrooms) • secateurs (or loppers with adult supervision 1:1) to shorten sticks to exact lengths	Children use tools independently (with the exception of the whittling knives) and confidently, supporting peers in use effectively Confidently share knowledge and skills of tool use and safety with children from a younger year group <u>Use of tools (1:1 / adult-led small group):</u> • bow saw (pairs) or folding saw (1:1) to cut lengths of wood to specific depths and lengths (making mallets) • palm/hand drill to make holes • clipper knife to shape and smooth wood (making mushrooms or butter knives) • secateurs to shorten thin sticks to exact lengths

Using the Fire Circle

Foci	Year 3	Year 4	Year 5	Year 6
Using the Fire Circle (including food technology)	Understand and say why it is important to be safe around a campfire Know procedures for fire safety, including use and location of the fire bucket, fire blanket, fire gloves and first aid equipment Understand the basic principles of the fire triangle Help build a campfire under adult supervision. Make sparks with a fire steel, leading to ignition of cotton wool (with petroleum jelly), with adult supervision Understand method (and principles) for safe extinguishing of a small fire Toast a s'more, waffles (re-heat) and toast sliced bread or rolls with adult supervision	Be safe around a campfire and explain the fire circle rules to others With adult supervision, prepare a communal campfire using the correct fuel with adult support; for example, sizing of sticks, kindling, logs and how to build them to initially ignite, then maintain the fire alight Light cotton wool using a fire steel independently, under adult supervision Build a temporary mini fire lasting for 10 minutes and extinguish it with adult supervision With adult supervision, demonstrate and explain how to increase oxygen and use appropriate fuels (tinder) to keep a fire alight Cook puff pastry on stick over the fire with adult supervision	Be safe around a campfire and identify potential hazards Work as team to prepare a communal camp fire, gathering and sorting materials and successfully lighting it using fire steel, with adult supervision Identify and explain the skills and resources necessary to prepare a mini campfire, identifying natural tinder materials and testing (with adult supervision), then explaining which are / are not effective and why Follow a simple recipe, for example damper bread, to prepare and cook on a stick with adult supervision Bake a fruit on the fire embers, such as foil-wrapped chocolate banana or baked apple (core out + brown sugar + butter)	Be safe around a campfire and identify potential hazards Make and tend a communal campfire with adult supervision Follow a simple soup recipe, for example vegetable stew, and prepare (using appropriate chopping boards and knives), cook over the fire and serve to group Make charcoal sticks and charcoal paper ('dragon tissue') with adult supervision Follow a simple recipe, for example damper bread, and cook on a stick with adult supervision to serve alongside the soup/stew

Problem Solving, Team Building, Exploration and Play

Foci	Year 3	Year 4	Year 5	Year 6
Problem Solving, Team Building, Exploration and Play	Scavenger hunts Mini den building Fairy homes Group den building <u>Blindfold games</u>, including: 'Glove Monster', 'Blindfold Lego' and 'Follow the Drum' <u>Team games</u>, including: 'Go Find It', 'electric shock', 'Shrinking Rope Circle', 'Floor is Lava', 'Crocodile, Crocodile, Can we cross the river?' Clay tree faces Bark rubbing Simple face painting (crushed coloured chalk)	Scavenger hunts Den building Mini bridge building Bark rubbing and leaf 'bashing' <u>Blindfold games</u>, including: 'Blindfold Rope Line' and 'Blindfold Maze (Blindfold Coding)' <u>Team games</u>, including: 'Go Find It', 'Lean Walk', 'Camouflage (Eagle's Nest)', 'Shark Attack (Floor is Lava Tag)' Clay heads (golems and gargoyles) on a stick (pine needle hair) / animals (e.g. hedgehogs with pine needle spikes) World tribal design face painting (crushed coloured chalk / charcoal)	Scavenger hunts Bridge building (across ditch) <u>Blindfold games</u>, including: 'Sheep and Shepherd' and 'Blindfold Target Shoot' <u>Team games</u>, including: 'Get Over the Electric Fence (stuck together)', 'Hide and Seek Sardines', 'Spot the Coin' Decorated clay bowls / pots – including post-fire painting Dreamcatchers / weaving frames (willow, wool and forest materials) Floor art using autumnal leaves, pine cones and seeds Making and using twine (forest rope) from stripped brambles Woollen bracelets made using paired 'swing braiding' method	Scavenger hunts Den building Bridge building (across ditch) Groups choose own favourite blindfold and team games to play or create their own and teach the group Explain and lead blindfold and team games with a younger year group Clay work using scratch and slip joining techniques including post-fire painting

Science: Nature and Environment

Foci	Year 3	Year 4	Year 5	Year 6
Science: Nature and Environment	Identify common mini-beasts using a simple field guide or key Identify and discuss safety surrounding any potentially harmful flora (seasonal), such as fungi or those with berries, spikes or stings Identify a tree and make a bark rubbing Go on a nature walk (in and out of bounds – adult led) to create a journey stick Identify the current season and how the flora and fauna might change in the coming years Clean and maintain the Forest School site, understanding the potential human impact of litter and damage on the flora and fauna Sit spot – listen and watch nature	Identify a wider range of mini-beasts using field guides or keys and discuss the habitats in which they live Discuss the changing of the seasons and identify evidence to support ideas Identify and discuss safety surrounding any potentially harmful flora (seasonal), such as fungi or those with berries, spikes or stings Identify 3-4 of the most common trees within the site (oak, beech, Scots pine, holly) as well as other common foliage, such as ivy, fern and bramble Identify pollution or stress indicators on the local environment and investigate the causes (natural or man-made) and ways to reduce them Sit spot – listen and watch nature, identifying one common key bird call	Apply understanding of habitats to the construction of and maintenance of a 'bug hotel' and protected 'wild' area Identify common trees and other flora based on leaves, seeds, bark and shape Identify and discuss safety surrounding any potentially harmful flora (seasonal), such as fungi or those with berries, spikes or stings Undertake a biodiversity study to assess the health of the site, collecting and identifying mini-beasts, as well as using keys or online Apps to identify a wider range of flora (e.g. Leaf Snap) Sit spot – listen and watch nature, identifying one or two common bird calls	Apply understanding of habitats to the maintenance of a 'bug hotel' and protected 'wild' area Develop and improve the biodiversity of new or damaged areas, planting seedlings or saplings to encourage wildlife Identify and discuss safety surrounding any potentially harmful flora (seasonal), such as fungi or those with berries, spikes or stings Share knowledge and understanding of flora, fauna, seasonal changes and environmental protection (including pollution indicators) with a younger year group Sit spot – listen and watch nature, identifying one or two common bird calls

Key Vocabulary

Foci	Fire Safety (& Cooking)	Tools & Equipment	Nature, Environment Flora & Fauna	Misc. Terminology
Key Vocabulary	<u>Fire</u> Dragon Rules, fire circle, fire triangle, flint and steel, cotton wool, petroleum jelly (vaseline), fire dish, tinder, tend (fire), kindling, char cloth, fire bucket, fire blanket, fire gloves, extinguish, bury, dragon tissue, charcoal sticks, flame, smoke, ash, embers <u>Cooking</u> Hygiene, toast, bake, roast, grill, temperature, popcorn (and 'popcorn machine', kernels, puff pastry, waffles, marshmallow, s'more, skewer, chocolate banana, sweetcorn (corn on the cob), sugar-roasted apple, damper bread, stew, chop, slice, boiling, peel, sterile, wash-up, dry	<u>Tools</u> Flint and steel, bowsaw, secateurs, bushcraft knife, whittling knives, hand drill, palm drill, drill bit, sawhorse, loppers, folding saw, mallet, hand fork, hand spade, bucket, hand axe (adult only), peeler <u>Equipment</u> Gloves, sand paper, art materials (including clay, paints, pens, scissors, etc...), twine, string, para cord, whittling wood, tarpaulin, camouflage netting, folding tables, wash-up bowl, paper towels, bin bags, litter pickers, toilet tent, tent pegs, parachute tent, trolley	<u>Nature & Environment</u> Seasons, canopy, under-story, ground layer, stress, drought, pond, soil (type), stagnant, biodiversity, natural, man-made, pollution, environment, ecosystem, habitat, camouflage <u>Flora</u> Oak, beech, Scots pine, holly, willow, nettle, bramble, ivy, fungi, edible, poisonous, seed, seedling, catkin, pollen, pollination, dispersal <u>Fauna</u> Life cycle, food chain, mice, rat, fox, hedgehog, frog, squirrel, birds (various), herbivore, omnivore, predator, prey, insect (including: bee, wasp, ground beetle, millipede, centipede, harvestman, woodlice, slug, snail etc...), nest, den, drey, eggs	Whittle, strip, saw, cut, split, shaving, slice, thin, thick, diagonal, sharpen, smooth, sand off, bind, tie, knot, join, attach, drill, brace (bracing hand)