



“Christ at the heart of all we do.”



St Anne's Catholic Primary School

Forest School

and

Gardening.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Forest School	Structures	Shelters	Warmth	Materials	Plants	Food
KS1 Forest School	Structures	Knots	Fire lighting	Tools	Plants	Food
EYFS Gardening	<p>Weed and prepare ground/beds</p> <p>Sow: Onions / Spinach</p> <p>Plant: Allium bulbs</p> <p>Activity: Bird Feeders</p> <p>Small bug homes</p> <p>Tool safety</p>	<p>Sow: Broad Beans</p> <p>Activity: Make cane toppers</p> <p>Frozen flowers / leaves</p>	<p>Sow – MARCH Early potatoes APRIL – carrots / leek / Peas</p> <p>Activity:</p>	<p>Sow – herbs MAY: mint, oregano, rosemary, thyme and sage Marigold</p> <p>Sow - beetroot</p> <p>Pea Shoot plants</p> <p>Activity: Milk bottle planters [for pea shoots]</p>	<p>Sunflowers - plant</p> <p>Harvest lavender</p> <p>Worms</p> <p>Activity: make lavender bags</p> <p>Make paper pots for planting seeds</p>	<p>Grass people Pansy Nasturtium</p> <p>Harvest beetroot – use for dye in crush printing</p> <p>Activity: crush painting</p> <p>Draw parts of a flower</p>

	EYFS	KS1
Autumn 1	<p>Understand how to respect and care for the forest as a place to play and learn.</p> <p>Main outcomes of learning sequence:</p> <ul style="list-style-type: none"> · I can drag sticks to transport them safely · I can carry a stick safely with a partner <ul style="list-style-type: none"> · Identifying shapes in natural objects. · Comparing homes and habitats for humans and animals. · Identify different animals and insects that use forest school. · Identifying natural materials. · Explore waterproof materials. · Constructing structures of different sizes (for self and animals/imaginary creatures) – use a mallet for tent pegs with adult supervision. 	<p>Developing understanding of how to respect and care for the forest as a place to play and learn.</p> <p>Main outcomes of learning sequence:</p> <ul style="list-style-type: none"> · I can safely transport sticks of all sizes <ul style="list-style-type: none"> · Identifying natural materials. · Identifying 3D shapes in natural objects. · Constructing structures of different shapes and sizes – use a mallet independently for tent pegs · Constructing 3D shapes from the maths curriculum to combine to make structures.
Autumn 2	<ul style="list-style-type: none"> · Reef knot – rope/twine <p>Shelters:</p> <ul style="list-style-type: none"> · Identify different animals and insects that use forest school. · Identify how they shelter from dangers. · Explore waterproof materials. · Construct a shelter for self and for animals. 	<ul style="list-style-type: none"> · Half hitch · Clove hitch
Spring 1	<p>Main outcomes of learning sequence:</p> <ul style="list-style-type: none"> · Identify changes seen during winter. · How to stay warm in cold weather. · Identify how animals stay warm · Explore materials for insulation and warmth. · Safety rules of fire pit area. 	<p>Main outcomes of learning sequence:</p> <ul style="list-style-type: none"> · Construction of a fire pit area. · Identify materials needed to light a fire. · Storage of materials. · How to construct a safe fire. • How to extinguish a fire safely.

		<p>Tools:</p> <ul style="list-style-type: none"> · I can begin to make sparks with a fire striker with adult support and direction.
Spring 2	<p>Main outcomes of learning sequence:</p> <ul style="list-style-type: none"> · Identify different materials around forest school. · Explore uses for different materials – make paper · Construct artwork – stick frames and natural pictures <p>Tools:</p> <ul style="list-style-type: none"> · I wear protection gloves when using tools · I can use basic tools safely, with adult support e.g. hammers and screwdrivers for basic woodwork 	<p>Tools:</p> <ul style="list-style-type: none"> · I wear protection gloves when using tools · I know and understand the tool safety rules. <ul style="list-style-type: none"> · I can use palm drills to make holes in thin pieces of wood. · I can use a vegetable peeler to whittle sticks · I can use a saw to cut through a small log
Summer 1	<p>Main outcomes of learning sequence:</p> <ul style="list-style-type: none"> · I can describe seasonal change. · I am beginning to understand seasonal change. · I can study living things without causing harm · Identify how plants grow. · Prepare vegetable beds. · Sow seeds. · Maintain veg beds. <p>Tools:</p> <ul style="list-style-type: none"> · I wear protection gloves when using tools · I can use basic tools safely, with adult support e.g. spades, trowels, forks for digging. 	<p>Main outcomes of learning sequence:</p> <p>I can describe and explain seasonal changes giving examples from Forest School.</p> <ul style="list-style-type: none"> · I can identify trees and plants within school grounds. · Pollination. · I know what plants need to grow – sow and plant out wild flowers. <p>Tools:</p> <ul style="list-style-type: none"> · I wear protection gloves when using tools · I can use independently use basic gardening tools safely – trowel, fork, rake, spade
Summer 2	<p>Main outcomes of learning sequence:</p> <ul style="list-style-type: none"> · Identify sources of food. · Harvest and identify foods from veg beds. · Observational drawing of foods. · Cook and eat foods harvested. 	<p>Main outcomes of learning sequence:</p> <ul style="list-style-type: none"> · Identify sources of food. · Harvest and identify foods from veg beds. · Observational drawing of foods. · Cook and eat foods harvested.