



Long Term Plan – Forest School



Year	Maths	English	Foundation Curriculum	Tool Use and Possible Themes
1	<ul style="list-style-type: none"> • Compare quantities – equal to, more than, less than • To make ten • To regroup (fair swap) • To match numbers and quantities • To make ten • To locate numbers on a number line • To add with number bonds within 10 • To know all number bonds to 10 • To know all number bonds to 20 • To investigate all possible sets of two numbers to make a given number • To partition numbers • To place objects in to arrays • To pictorially represent multiplication sentences • To make multiplication stories • To count in 2s, 5s and 10s • To recognise half and quarters of shapes • Measuring length/mass • Recognise and name 2D and 3D shapes in the environment • Identify and make patterns • Prepositional language • Give directions • Identify left and right 	<ul style="list-style-type: none"> • Use drama and role play as opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings. • Use a treasure hunt to find parts of a narrative to sequence. • Write a letter to a character from a book or the Wonder Wood. • Spellings – use a stick to write in the ground. Play games involving spelling patterns <p style="text-align: center;">Reading</p> <ul style="list-style-type: none"> • Role-playing stories – to develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. • Reciting poetry - Develop pleasure in reading, motivation to read, vocabulary and understanding by: learning to appreciate rhymes and poems, and to recite some by heart. 	<p style="text-align: center;">Computing</p> <ul style="list-style-type: none"> • Human Bee-Bots – children programme each other using directional language. <p style="text-align: center;">Geography</p> <ul style="list-style-type: none"> • Map Making he/she can draw around objects to make a plan. • Enquiry and Investigation he/she can collect information about his/her local environment. e.g. Using tally charts. • Enquiry and Investigation he/she can use aerial photographs to identify key landmarks, and basic human and physical features of the area studied. • Human and Physical Geography can use basic geographical vocabulary to identify and describe key physical features e.g. forest, soil, vegetation, season and weather. • Following directions and maps he/she can follow directions: up, down, left, right, forwards and backwards. • Following directions and maps he/she can use a simple plan to follow a route. e.g. A route around the school or local area or his/her route from home to school. <p style="text-align: center;">Art</p> <ul style="list-style-type: none"> • Name, match and draw lines/marks from observations. • Draw shapes from observation. • Investigate textures by describing, naming, rubbing, copying. • Recognise pattern in the environment • Make rubbings to collect textures and patterns • Construct and joining recycled, natural and manmade materials (link with D&T) <p style="text-align: center;">DT</p> <ul style="list-style-type: none"> • Design he/she can tell someone about his/her design ideas. • Design he/she can create a drawing of his/her idea and templates for his/her design. <p style="text-align: center;">PSHE</p> <ul style="list-style-type: none"> • Why do we need rules? • Working together. Belonging to a group. Discussion and listening to others. • Compromising. <p style="text-align: center;">History</p> <ul style="list-style-type: none"> • Historical understanding he/she can use pictures and role play to tell stories from the past. <p style="text-align: center;">Science</p>	<p>We are explorers. Local area / school environment study.</p> <p>Tools: Whittling Y shaped peeler Palm drill Hammer – nails MUST BE removed straight after. + DT tools e.g. hand drill and hack saw Basic knots</p>



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			<ul style="list-style-type: none"> • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Identify and describe the basic structure of a variety of common flowering plants, including trees. • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals • Identify and name a variety of common animals that are carnivores, herbivores and omnivores • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • Distinguish between an object and the material from which it is made • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • Describe the simple physical properties of a variety of everyday materials • Compare and group together a variety of everyday materials on the basis of their simple physical properties. • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies. 	
<p>2</p>	<p>To use the greater than, less than and equals sign</p> <ul style="list-style-type: none"> • To count within 100 by counting the tens first. • Using sticks (bunches of) to represent place value. • To use partitioning to add • To add numbers with regrouping • To identify fractions of a length/shape/quantity – halves, thirds, quarters • Pictograms/Tallys/Sorting • To sort by more than one criteria – Carroll and Venn diagrams • Measuring and comparing length and mass • Compare and sort everyday (WW) objects 	<ul style="list-style-type: none"> • Use drama and role play as opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings. • Correspond with characters living in the Wonder Wood – letters to fairies, emails to the little people. • Poetry around the seasons • Write instructions on how to build a den, use a tool etc. • Talk for writing – talk to a tree. <p style="text-align: center;">Reading</p> <ul style="list-style-type: none"> • Role-playing stories - Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming increasingly familiar with 	<p style="text-align: center;">Computing</p> <ul style="list-style-type: none"> • Algorithms - Human roomers • We are Zoologists <p style="text-align: center;">Geography</p> <ul style="list-style-type: none"> • Map Making he/she can draw maps of real life and made up places. • Map Making he/she can create keys for symbols on his/her map. • Human and Physical Geography he / she can identify seasonal and daily weather patterns in the UK. • Following directions and maps he/she can follow directions on a map: North, South, East, West. • Following directions and maps he/she can draw a route showing features. <p style="text-align: center;">Art</p> <ul style="list-style-type: none"> • Observe and draw shapes and outlines. Notice how shapes look different when turned or seen from above (basic perspective) • Draw shapes in between objects. • Investigate textures by describing, naming, rubbing, copying. • Change and modify threads and fabrics by knotting. <p style="text-align: center;">DT</p>	<p>Tools:</p> <ul style="list-style-type: none"> Whittling Y shaped peeler Palm drill Hammer – nails MUST BE removed straight after. Bow Saw/Saw horse + DT tools e.g. hand drill and hack saw Basic knots



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	<ul style="list-style-type: none"> • Identify lines of symmetry • Give directions/describe movement in terms of right angles • Describe the position of objects <p>Give a sensible estimate of up to 50 objects.</p> <ul style="list-style-type: none"> • Add and subtract numbers using concrete objects including: a two-digit number and ones; a two-digit number and tens. • Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot using objects in WW. • Measure capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. 	<p>and retelling a wider range of stories, fairy stories and traditional tales.</p> <ul style="list-style-type: none"> • Reciting poetry - Develop pleasure in reading, motivation to read, vocabulary and understanding by: continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. • Non-Fiction books relating to the environment and animals - Develop pleasure in reading, motivation to read, vocabulary and understanding by: being introduced to non-fiction books that are structured in different ways. 	<ul style="list-style-type: none"> • Through exploring and assembly he/she can find ways to make his/her structures more stable so they are freestanding. e.g. The use of a base, overlapping joints • Make he/she can independently cut wood/dowelling using a hacksaw and bench hook - modify for bow saw and saw horse. <p style="text-align: center;">PSHE</p> <ul style="list-style-type: none"> • Why do we need rules? <p style="text-align: center;">History</p> <ul style="list-style-type: none"> • Historical understanding he/she can use pictures and role play to tell stories from the past <p style="text-align: center;">Science</p> <ul style="list-style-type: none"> • Explore and compare the differences between things that are living, dead, and things that have never been alive. • Identify that most living things live in habitats to which they are suited • Describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other • Identify and name a variety of plants and animals in their habitats, including micro-habitats • Describe how animals obtain their food from plants and other animals • Understand a simple food chain, and identify and name different sources of food. • Observe and describe how seeds and bulbs grow into mature plants • Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). • Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. 	
<p>3</p>	<ul style="list-style-type: none"> • Using sticks (bunches of) to represent place value. • Interpret data using a pictogram/bar chart • To classify shapes into Venn/Carroll diagrams • Measure and compare length, mass and volume • Measure and calculate perimeter • Identify angles in the environment 	<ul style="list-style-type: none"> • Use drama and role play as opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings. • Correspond with characters living in the Wonder Wood – letters to fairies, emails to the little people. • Write persuasive letters to companies/Miss McKenzie about Wonder Wood events e.g. Keep the 	<p style="text-align: center;">Computing</p> <ul style="list-style-type: none"> • Making leaflets using photos taken from the Wonder Wood. <p style="text-align: center;">Geography</p> <ul style="list-style-type: none"> • Map Making he/she can make a simple sketch map of physical features in his/her local area. • Map Making he/she can take photographs of the local area to help them produce a simple map. • Following directions and maps he/she can use 4 points on a compass; North, South, East and West. <p style="text-align: center;">Art</p>	<p>Tools: Whittling Y shape peeler and pencil peeler Palm drill Hammer – nails MUST BE removed straight after. Bow Saw/Saw horse Lopper (1:1)</p>



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	<ul style="list-style-type: none"> • Divide a 2 digit number by a 1 digit number using objects (with and without remainders) • To solve problems where items are shared equally. (12 sticks between 3 children) • To subtract with regrouping (using sticks/stones) 	<p>Wonder Wood.</p> <ul style="list-style-type: none"> • Write a non-fiction text about WW sessions, seasons, variety of trees or animals etc. • Poetry around the seasons • Write instructions on how to build a den, use a tool etc. • Talk for writing – talk to a tree. <p style="text-align: center;">Reading</p> <ul style="list-style-type: none"> • Performing plays and poetry. Using non-fiction books relating to the environment - Develop positive attitudes to reading and understanding of what they read by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Develop positive attitudes to reading and understanding of what they read by: preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. • Storytelling - Develop positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. 	<ul style="list-style-type: none"> • Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk, pastels, pens etc. • Experiment with draw different forms and shapes eg figures drawn in outline. • Plan, design and make models from observation or imagination <p style="text-align: center;">DT</p> <ul style="list-style-type: none"> • Design he/she can generate and develop his/her ideas through discussion. • Design he/she can design products that are functional and designed for purpose. <p style="text-align: center;">PSHE</p> <ul style="list-style-type: none"> • Why do we need rules? <p style="text-align: center;">Science</p> <ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant • Investigate the way in which water is transported within plants • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. • Compare and group together different kinds of rocks (including those in the locality) on the basis of appearance and simple physical properties • Describe in simple terms how fossils are formed when things that have lived are trapped within rock • Recognise that soils are made from rocks and organic matter. • Recognise that light from the sun can be dangerous and that there are ways to protect their eyes • Recognise that shadows are formed when the light from a light source is blocked by a solid object • Find patterns in the way that the size of shadows change. 	<p>+ DT tools e.g. hand drill and hack saw</p>
<p>4</p>	<ul style="list-style-type: none"> • To represent four digit numbers with place counters (replace with sticks, stones etc) • To record data in Venn and Carroll diagrams • Present data in a bar chart • Measure and calculate perimeter 	<ul style="list-style-type: none"> • Use drama and role play as opportunities for pupils to develop and order their ideas through playing roles and improvising scenes in various settings. 	<p style="text-align: center;">Computing</p> <ul style="list-style-type: none"> • Filming using IPADS Movie Maker using the Wonder Wood as a set. <p style="text-align: center;">Geography</p> <ul style="list-style-type: none"> • Map Making he/she can make a simple scale drawing e.g. 1 sq cm = 1 sq m. <p style="text-align: center;">Art</p> <ul style="list-style-type: none"> • Use wet media to make different marks, lines, patterns, textures and shapes. • Continue to develop skills to suggest 3 dimensions in drawings. 	<p>Tools: Whittling Y shape peeler and pencil peeler Palm drill</p>



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	<ul style="list-style-type: none"> • Estimate, compare and calculate measures • To round numbers to the nearest 10/100 using number line drawn with a stick. • To calculate fractions of amounts and quantities (There are 12 stones, 2/3 of them are yours. How many do I have left?) • Use a tree diagram to classify shapes (start by classifying different sorts of leaves outside, then link to shapes inside) • To complete a symmetrical pattern using WW objects. 	<ul style="list-style-type: none"> • Correspond with characters living in the Wonder Wood – letters to fairies, emails to the little people. • Write persuasive letters to companies/Miss McKenzie about Wonder Wood events e.g. Keep the Wonder Wood. • Write a non-fiction text about WW sessions, seasons, variety of trees or animals etc. • Poetry around the seasons • Write instructions on how to build a den, use a tool etc. • Talk for writing – talk to a tree. <p style="text-align: center;">Reading</p> <ul style="list-style-type: none"> • Story telling - Develop positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. • Performing poetry and plays - Develop positive attitudes to reading and understanding of what they read by: preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. • Identifying, classifying objects. - Retrieve and record information from non-fiction. 	<p style="text-align: center;">DT</p> <ul style="list-style-type: none"> • Design he/she can create a cross sectional drawing of his/her design. • Make he/she can create a shell or frame structure, strengthening with diagonal struts. • Make he/she can cut slots. • Make he/she can use a hand drill to make tight holes and loose holes – modify for palm drill • Evaluate he/she can evaluate his/her work against his/her own design criteria,. • Could design a torch using led and wires, could be a wooden design? Drill hole for lead. <p style="text-align: center;">Science</p> <ul style="list-style-type: none"> • Recognise that living things (including those in the locality) can be grouped in a variety of ways • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • Recognise that environments can change and that this can sometimes pose dangers to living things. • Explore a variety of everyday materials and develop simple descriptions of the states of matter 	<p>Hammer – nails MUST BE removed straight after. Bow Saw/Saw horse Lopper Flint and Steel + DT tools e.g. hand drill and hack saw</p>
5	<ul style="list-style-type: none"> • To represent six digit numbers with place counters (replace with sticks, stones etc) • Describe direction 	<ul style="list-style-type: none"> • Write persuasive letters to companies/Miss McKenzie about Wonder Wood events e.g. Keep the Wonder Wood. 	<p style="text-align: center;">Computing</p> <ul style="list-style-type: none"> • Photography/editing of the natural environment from different perspectives. <p>Geography</p> <ul style="list-style-type: none"> • Map Making he/she can make a simple thematic map based on his/her own data. • Following directions and maps he/she can use the 8 points on a compass. 	<p>Maps / Treasure island. Tools: Whittling Y shape peeler, pencil</p>



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<ul style="list-style-type: none"> • Represent data in a variety of ways • Multiply and divide whole numbers by 10,100,1000 (using whiteboards with digits on, moving child holding them to the left/right depending on multiplication or division) • Draw coordinate grid using a stick in the dirt, practise coordinates. • Simple ratio – 1 stone for every 2 sticks. I have 10 sticks, how many stones do I need (useful lead into year 6 work) • Create parallel lines and right angles using wool and trees. 	<ul style="list-style-type: none"> • Use for role-play or stimulus for narrative. • Write a non-fiction text about WW sessions, seasons, variety of trees or animals etc. • Write instructions on how to build a den, use a tool etc. • Talk for writing – talk to a tree. • Write a discursive text – Should Wonder Wood sessions be banned? Should the school be allowed to build on the Wonder Wood? <p style="text-align: center;">Reading</p> <ul style="list-style-type: none"> • Story telling - Maintain positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. • Performing poetry and plays- Maintain positive attitudes to reading and understanding of what they read by: learning a wider range of poetry by heart. • Maintain positive attitudes to reading and understanding of what they read by: preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. • Research the environment - Retrieve, record and present information from non-fiction. 	<ul style="list-style-type: none"> • Following directions and maps he/she can follow a route on a small scale map. <p style="text-align: center;">Art</p> <ul style="list-style-type: none"> • Use simple perspective in their work using a single focal point and horizon. • Develop an awareness of composition, scale and proportion in drawings and paintings e.g. foreground, middle ground and background. • Shape, form, model and construct from observation or imagination. • Use recycled, natural and man-made materials to create sculptures (as framework for modroc) <p style="text-align: center;">DT</p> <ul style="list-style-type: none"> • Make he/she can build frameworks using a range of materials: wood, card, corrugated plastic. • Make he/she can select the most appropriate way to join or secure materials within his/her design – knots. <p style="text-align: center;">History</p> <ul style="list-style-type: none"> • Historical understanding he/she can place events, people and changes into correct periods of time and the periods of time in chronological order. <p style="text-align: center;">Science</p> <ul style="list-style-type: none"> • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • Describe the life process of reproduction in some plants and animals. • Raise questions about their local environment throughout the year. • Describe the movement of the Earth, and other planets, relative to the Sun in the solar system • Describe the movement of the Moon relative to the Earth • Describe the Sun, Earth and Moon as approximately spherical bodies • Use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky. • Learn that the Sun is a star at the centre of our solar system and that it has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a ‘dwarf planet’ in 2006). • Understand that a moon is a celestial body that orbits a planet (Earth has one moon; Jupiter has four large moons and numerous smaller ones). • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object 	<ul style="list-style-type: none"> peeler and sheath knives. Palm drill Hammer – nails MUST BE removed straight after. Bow Saw/Saw horse Lopper Flint and Steel + DT tools e.g. hand drill and hack saw
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			<ul style="list-style-type: none"> • Explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall. 	
<p>6</p>	<ul style="list-style-type: none"> • Ratios of quantities • Algebra – one stick + one leaf = etc • Use language of estimation and approximation. (How many leaves on a branch/tree?) • Use all four operations to solve ‘real life’ word problems. • Fibonacci sequence in nature investigation/golden ratio. • Generate and describe linear number sequences (using sticks to create linear pattern) • Solve problems involving similar shapes where the scale factor is known or can be found. (This leaf is 3.4cm. Increase the size of the leaf by a scale factor of 2.5, how big will the leaf be now? Can you find a leaf of that length?) • Create a coordinate grid in the dirt with a stick. Practise coordinates, translations and missing coordinates. • Calculate and interpret the mean as an average. How many bugs can you find each week? What is the mean number of bugs? How long does it take for you to find ‘your’ tree when blindfolded? What is the class average/mean? 	<ul style="list-style-type: none"> • Write persuasive letters to companies/Miss McKenzie about Wonder Wood events e.g. Keep the Wonder Wood. • Use for role-play or stimulus for narrative. • Write a non-fiction text about WW sessions, seasons, variety of trees or animals etc. • Write instructions on how to build a den, use a tool etc. • Talk for writing – talk to a tree. • Write a discursive text – Should Wonder Wood sessions be banned? Should the school be allowed to build on the Wonder Wood? <p style="text-align: center;">Reading</p> <ul style="list-style-type: none"> • Maintain positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. • Reciting poetry - Maintain positive attitudes to reading and understanding of what they read by: learning a wider range of poetry by heart. • Performing poetry and plays - Maintain positive attitudes to reading and understanding of what they read by: preparing poems and plays to read aloud and to perform, showing 	<ul style="list-style-type: none"> • Creative IPAD skills using the Wonder Wood for inspiration. • Stop/Go animation using the sticks and leaves. <p style="text-align: center;">Computing</p> <ul style="list-style-type: none"> • Map Making he/she can use photographs and standard and non-standard measurements to create an accurate map of an area. <p style="text-align: center;">Geography</p> <ul style="list-style-type: none"> • Map Making he/she can use photographs and standard and non-standard measurements to create an accurate map of an area. <p style="text-align: center;">Art</p> <ul style="list-style-type: none"> • Create imaginative work from a variety of sources e.g. observational drawing, themes, poetry, music <p style="text-align: center;">DT</p> <ul style="list-style-type: none"> • Design he/she can create an exploded diagram of his/her design. • Evaluate he/she can collect feedback from others to find out how to improve his/her product. • Make he/she can cut accurately to 1mm: strip wood, dowel & square section – modify for bow saw/whittling. <p style="text-align: center;">PSHE</p> <ul style="list-style-type: none"> • Supporting Others - What is a partnership? <p>History</p> <ul style="list-style-type: none"> • Historical understanding he/she can place events, people and changes into correct periods of time and the periods of time in chronological order. <p style="text-align: center;">Science</p> <ul style="list-style-type: none"> • Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals • Give reasons for classifying plants and animals based on specific characteristics. • Classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). 	<p>Tools:</p> <ul style="list-style-type: none"> Whittling Y shape peeler, pencil peeler and sheath knives. Palm drill Hammer – nails MUST BE removed straight after. Bow Saw/Saw horse Lopper Flint and Steel + DT tools e.g. hand drill and hack saw



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		<p>understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <ul style="list-style-type: none"> • Researching the environment - Retrieve, record and present information from non-fiction. 		
<p>All</p>	<p style="text-align: center;">PE - All year groups</p> <ul style="list-style-type: none"> • Build confidence, resilience, muscle strength, balance, coordination and agility. • Take part in team games e.g. predator/prey or wide games such as 1,2,3, obstacle courses and woodland gym activities. • Take part in non-competitive physical activity such as walking briskly to and from the Wonder Wood. • Good for reflection of learning - choreograph and perform nature inspired dance e.g. snowflakes journey, the storm arrives, animals of the wood. <p style="text-align: center;">Spoken Language - All year groups</p> <ul style="list-style-type: none"> • Communicate effectively – outlining how to play a game, describing the colour of the sky. • Share poems, stories, plays, opinions and the narratives of people from the past, landscapes and wildlife. • Encourage questioning. • Reflection upon experiences and emotions. • Communicate effectively within a team working on a specific task. • Give and follow clear instructions. <p style="text-align: center;">Computing</p> <ul style="list-style-type: none"> • Use technology to discover more information about wildlife, material, methods, history etc. • Use keys and Apps to identify wildlife. E.g. ForestXplorer on UKS2 IPADS identifies trees by leaves and bark. • Use a range of technology to gather, capture, record and analyse. 			