



Queen Eleanor Primary Curriculum- Forest School - Intent, Implementation, and Impact Overview.

Intent	Implementation	Expected Impact
<p>The Queen Eleanor’ Forest school curriculum is designed by a qualified level 3 forest school leader, the focus will be on our students and our core vision, that all members of our school community will be inspired to learn, equipped to succeed, have an enriched experience during their time here and as such, will go on to excel in all aspects of life.</p> <p>As a Creative Education Trust school, we place high importance on creativity and seek to provide children with a broad and relevant curriculum. In doing so, will teach them the skills that they need to succeed throughout their lives.</p> <p>We recognise the importance of inclusive, powerful knowledge, which can help students acquire a better understanding of forest school.</p> <p>The intent for our Forest School curriculum is to compliment the National curriculum to enable our students to holistically learn and have an interest and responsibility for nature such as habitats, seasonal change. As well as mental wellbeing resilience and relationships. Equipping the children with knowledge and confidence to teach what they have learnt to friends and family. All the while ensuring that there is equity and opportunity to all the children, thus allowing children’s ambition to grow and succeed.</p>	<p>Forest school sessions are carefully planned to ensure progression, providing opportunities for the children to apply their newfound knowledge and interests from the classroom into the forest school environment.</p> <p>We aim to achieve this through a range of engaging holistic sessions based on the children’s interests, which is linked with the curriculum topic such as Science (plants, habitats, life cycles), Geography (local environment, sustainability), PSHE (risk awareness, teamwork, and wellbeing), and PE (gross motor skills and coordination) using the appropriate vocabulary relevant to the topic. This will provide students with levels of substantive knowledge, by immersing the children in a variety of risk assessed activities each session.</p> <p>Within our Forest School sessions we ensure that students can develop leadership and responsibility, critical thinking and reflection, communication and oracy, emotional literacy, self-regulation and emotional literacy, leadership, experiences and character education.</p> <p>We aim to achieve this by;</p> <p>Every activity will be risk assessed</p> <p>Children will know the expectation at the start of each session</p> <p>Each child will be equipped with the suitable PPE enabling them to participate</p> <p>Holistically learn about nature, plants, insects etc thus encouraging a sense of responsibility. An example would be planting crops for the children to look after.</p> <p>Encouraging children to get out of their comfort zone by giving them experiences and activities that they don’t usually have the opportunity to do.</p>	<p>By the time our students leave Queen Eleanor we expect that they have developed a large range of invaluable skills both physical and mental.</p> <p>The students will have learnt the positive impact, being outside has on their mental health, enabling them to have respect and responsibly to nature and to have reassurance that nature can be a ‘go to ‘ place, which they find safe and that they are able to calm their emotions and enjoy being outside.</p> <p>We expect our student’s individual character, such as their emotional literacy and self-regulation to have evolved allowing them to understand more about themselves, to have trust in their abilities and to the confidence and self-esteem, that they can achieve anything they put their mind to.</p> <p>With the activities designed, to support the children’s self-growth. They will be confident to communicate with peers of all ages, understand that they have responsibility look after themselves and those around them, the ability to risk assess and manage risks. Their critical thinking and reflection will allow them to thrive with friendships, relationships, and in a workplace environment.</p> <p>Creating an immersive learning environment enables the children to apply their skills, vocabulary, scientific understanding and insightful general knowledge. Confidently communicating their ideas through oracy, throughout their education and beyond.</p>



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We have developed the Forest School curriculum to enrich and nurture our students' interest, by giving them alternative learning environment. We will be developing their independence, critical thinking and reflection, communication, emotional literacy, self-regulation and character education.

We believe that the Forest School curriculum and the knowledge acquired through holistic learning will provide and prepare the children with invaluable skills, contributing significantly towards developing them into successful and responsible citizens who contribute positively to the world both within and beyond school.

Scaffolding the skill set for activities, at each stage allowing the child a sense of accomplishment and achievement. An example of this would be fire lighting, first they learn how to make the spark, then lighting a fire.

The children will learn to use a variety of suitable tools competently and confidently. They will also learn how to clean and maintain the tools.

Modelling how to do the activity, giving confidence the activity can be achieved

Learn what each individual child is interested therefore support their learning journey, by supplying them with further knowledge such as books on their favourite topic, giving advice or giving them the correct tools to use.

Give the children the opportunity to work in groups or on their own with some activities such as knot tying the children all master one knot to their peers, which they then have to teach to others.

At the end of each session have a reflection time, what they liked the most what they didn't, what could be changed to continue their learning journey.

To have the opportunity to win awards with various schemes such as the RSPB, woodland trust and food for life which are relevant to forest school.