



## Be Ambitious, Spark Imagination, Celebrate Success

### Go Wild Outdoor Learning Plan

#### Intent

At Ravensdale Infant and Nursery School, we have adequate grounds which we continue to establish each term, to deliver 'Go Wild' outdoor learning sessions to groups of up to 30 children per session. Each session is delivered with a Forest School ethos and is a valuable and vital resource in helping our young people explore, learn and discover possibilities beyond the limits of the classroom. Our core values are - that of respect for others, our natural environment and ourselves.

We aim to foster the young person's well-being and motivation, natural curiosity and interest through the provision of a happy and stimulating learning environment. Our outdoor learning sessions gives learners the chance to have first-hand opportunities within a natural setting. The experiences outdoors allow them to take safe and controlled risks, which help build their self-esteem and desire to find out more about the world around them.

#### Implementation

At Ravensdale Infant and Nursery School we provide learners from Nursery to Year 2, a different environment in which they can find new ways of learning and a chance to develop a great sense of achievement. All young people are given equal opportunities to succeed in an alternative environment and at their own level of development. Our outdoor learning sessions provide an opportunity for young people to develop their emotional intelligence and well-being, through their interaction with the natural environment and with each other.

The outdoor sessions intend to provide a unique 'unstructured' platform for learning, in which the opportunities that arise, stem from the discoveries by the young people and the 'unexpected'. The Forest School Leader provides a safe and encouraging environment and sessions are very much based on the children's prior knowledge and desires. The Leader is a facilitator of their learning and our observations of the learners lay at the base of future session planning. The Leader takes in to account a young person's interests and builds on previous experiences, it is therefore that sessions are planned weekly. The environment and activities aim to support the young person's social, emotional and physical development as well as their behavioural needs.

#### Impact

Within this learning programme, children are developing a variety of life skills – independence, competence, co-operation and communication and are encouraged to assess safety issues for themselves and others. It also intends to engender a sense of respect and appreciation for the habitat around us and begin to instil an environmental ethic. Within this programme children will:

Lead: S.Hill - 2023

- engage in outdoor activity in a natural environment throughout the seasons, exploring both by themselves and with others.
- investigate and experiment, with a variety of natural resources.
- Develop imagination and creativity through a range of practical experiences.
- make discoveries using senses.
- use language to describe, explain, predict, ask questions and develop ideas.
- develop an appreciation of natural beauty and a sense of wonder
- care for personal safety, as well as that of others
- care for the natural environment and create an awareness of wider environmental issues.
- develop relationships and effective communication with others.
- develop independence, confidence and a sense of ownership within their own learning discoveries.

The following planning provides a guide to the suggested content for each year group and each half term. Session observations, evaluation and reflection may often impact the preceding sessions. Planning may therefore be altered or changed based on the children’s abilities, development/progress or interests. Safety is of paramount importance, weather conditions may also effect session planning and/or outlined activities. This is in line with our outdoor learning policy and Forest School Ethos.

As outlined in the Impact, key skills, learning intentions and intended outcomes are intrinsic to the Forest School ethos and are therefore developed throughout every session over each half term. The plans below include additional skills, learning intentions and development specific to the half term and year group.

Year group: 2				
	Core skills, learning and development	Content	Vocabulary	Suggested Texts
Autumn 1 How do we celebrate and remember	Introducing boundaries and rules Reintroduction to Forest School Collaboration, social skills, communication Identification – fauna and flora Tool use and safety Using tools: gardening tools, mallets, hammering tools Understanding uses of trees by humans and the natural world. Development and management of woodland – identifying deciduous and evergreen trees, deadwood/safety in surroundings. Printmaking Use of shadows /sunlight Tying and knots	Boundaries, rules, safety Understanding Go Wild ethos – creating a shared environment Friendship bracelets Identification and seasonal changes Seeds, leaves, roots, tree hunt, leaf, pairs, clay leaf prints, cotton sheet prints , Hapa Zome Planting from seeds Seasonal changes/deciduous trees Uses of trees – habitats, oxygen, food, medicine etc Shadow nature portraits, shadow leaf canopy Leaf mobiles Basic lashings /clove hitch for crafts	Boundaries Location Tree names and parts Bough, branch, hollow, Oxygen, medicinal, furniture uses Deciduous, evergreen, not living, deadwood Veins, Habitat, Hapa zome Mallet, pegs, tarpaulin	Everybody’s welcome (library text)  Tree full of wonder  What the oak tree sees  It starts with a seed.  The Busy Fox Tidy
Autumn 2	Weaving Pointillism Use of natural materials to create art	Boundaries, rules, safety Poppy weaving /weaving frames Stick stars (group projects)	Mosaic Weaving Pointillism	Remember, remember 5 <sup>th</sup> Nov Poppy Day

Celebrate and Remember Art week 6 <sup>th</sup> Nov Willow weaving visitor?	Collage / Overlapping Sculpture 3D art Natural den building Lashing, basic knots Mosaic tiles /transient art	Transient art Decorative pebble painting (pointillism) – animal/nature images Stone mosaic tiles (clay) Micro shelters (animals) Weaving –knotting willow Ribbon Christmas trees Ribbon shelters /wrapped wool natural shelter Tyre weaving Leaf collages Planting /looking after plants grown by others	Build, stable, secure, Habitat Transient Micro shelter Allotment Knotting Natural / man-made Lashing	<b>Bird songs</b> <b>Calvin can't fly</b> <b>Jasper the Jay</b>  <b>Rain</b>
--	--	---	---	--

	<b>Nurture Group</b>			
	<b>Core skills, learning and development</b>	<b>Content</b>	<b>Vocabulary</b>	<b>Suggested Texts</b>
<b>Autumn 1</b>	<p>Introducing boundaries and rules Introduction to Forest School ethos</p> <p>Team building games and activities – developing relationships, communication and social skills Identification of fauna and flora and change of environment. Use of tools; gardening tools, mallets, digging tools Tool safety and risk assessing. Uses of wood – what can we do with it? How can we use it during Go wild? Development and management of area Use of tools: loppers, secateurs including safety and risk assessing. Relaxation /safe spaces</p>	<p>Boundaries, rules, safety Boundary games, team games (travel challenge, friendship bracelets, sign post challenge) Identification of plants and trees, naming plants parts, Seasonal changes/deciduous trees Scavenger hunt, leaf pairs, clay leaf prints, Hapa Zome, leaf mobiles Planting from seeds Stick crafts Maintenance of areas following the summer break – Wild patch, Cosy Kitchen, Nature Nook, digging pit. Den building (new static dens, micro shelters) Management of wildlife (birds). Cloud watching Decorate a pumpkin</p>	<p>Boundaries Location Tree names and parts Bough, branch, hollow, Oxygen, medicinal, furniture uses Deciduous, evergreen, not living, deadwood Veins, Habitat, Hapa Zome Mallet, pegs, tarpaulin</p>	<p>Everybody's Welcome (L)</p> <p>The Stick Book The Den building Book</p> <p>Ready Steady Grow 365 outdoor activities The Nature Adventure Book</p>
<b>Autumn 2</b>	<p>Boundaries and rules Team building games and activities – developing relationships, communication and social skills Identification of fauna and flora and changes to environment. Use of tools; gardening tools, mallets, digging tools Tool safety and risk assessing Uses of wood – what can we do with it? How can we use it during Go wild?</p>	<p>Boundaries, rules, safety Boundary games, team games (travel challenge, friendship bracelets, sign post challenge) Identification of plants and trees, naming plants parts, Seasonal changes Scavenger hunt, leaf pairs, clay leaf prints, Hapa Zome, leaf mobiles Stick crafts</p>	<p>Build, stable, secure, Habitat Transient Micro shelter Allotment Knotting Natural / man-made Lashing</p>	<p>Everybody's Welcome (L)</p> <p>The Stick Book The Den building Book</p> <p>Ready Steady Grow 365 outdoor activities The Nature Adventure Book</p>

	<p>Development and management of area Use of tools: loppers, secateurs including safety and risk assessing. Relaxation /safe spaces</p> <p>Use of natural materials Natural den building Lashing, basic knots</p>	<p>Maintenance of areas Wild patch, Cosy Kitchen, Nature Nook, digging pit. Den building (new static dens, micro shelters) Management of wildlife (birds). Cloud watching</p> <p>Stone mosaic tiles (clay) Weaving –knotting willow Ribbon shelters /wrapped wool natural shelter Tyre weaving Kites Clay tree decorations (nature prints) Planting /looking after plants grown by others Reindeer twigs,</p>		
--	---	---	--	--

	Year group: RECEPTION			
	Core skills, learning and development	Content	Vocabulary	Suggested Texts
<p><b>Spring 1</b> <b>Can you tell me a tale in the woods?</b></p>	<p>Introducing boundaries and rules Introduction to Forest School Collaboration, social skills, communication</p> <p>Simple wrapping and tying using wool Safe use of tools outdoors – branches, twigs, scissors Combining natural and man-made materials Use of clay</p> <p>Combining natural and man-made materials Simple habitats</p> <p>Wildlife: caring for birds</p>	<p>Boundaries, rules, safety</p> <p>Clay hedgehogs Make a hedgehog house (boxes and twigs, leaves etc) Build a bonfire (imaginary - no fire)</p> <p>Wrapping and tying to make webs Rain collectors Nature framing Stick web weaving Mud paintings using twigs/small branches /Make own paintbrushes /nature stencils Independent use of nature e.g. branches, twigs (dens, shelters etc)</p> <p><b>The Big Bird watch</b> Make apple bird feeders Create bird nests (collaborative project)</p>	<p>Clay Nature Branches, twigs, hedges Holly, brambles, ivy, Safe, poisonous Habitat Mud, soil Textures Weave/wrap Nature frames Habitat Natural Man-made Shelter</p>	<p><b>Follow my leader</b> <b>Walter’s wonderful web</b> <b>Incy Wincy Spider</b> <b>One Winter’s Night</b> <b>Cub’s first Winter</b> <b>The first snow</b></p> <p><b>The busy tree</b> <b>What’s in a tree? (library Non-fiction)</b></p> <p><b>A garden to save the birds</b> <b>A bird’s Nest</b> <b>Spike’s Best Nest</b> <b>Birds have feathers (library)</b> Birds (library) Bird sounds book</p>

<b>Spring 2</b> <b>Can you tell me a tale in the woods?</b>	Collaboration, social skills, communication Identifying fauna and flora Plant life cycle Simple naming of plant parts Importance of plants Simple insect habitats Planting and growing – looking after plants Basic weaving ##	Boundaries, rules, safety Scavenger hunt Life cycle – story of a plant Simple naming parts of a plant, types of plants Planting – flowers/ sunflowers in the growing area. Wild flowers on top playground or by shed? Seed art (transient art) Why are plants important? Wildlife/bees pollination Nature egg weaving (using natural materials) Planting: Brussels – march, potatoes - march, peas – April outside, Sow carrots outside (march) Bottle bug houses	Fauna Flora Safe, poisonous plants, trees (names) seed, shoot, leaf, stem, petal, pollen Insects (names) Habitats Life cycle Growing, change Care Soil	<b>10 perfect things</b> <b>Sunflowers</b> <b>Sprout’s surprise</b> <b>Oliver’s vegetables</b> <b>Planting seeds (library Non-F)</b> <b>All about seeds (library Non F)</b> <b>Roots (library Non-F)</b> <b>Ladybird moves home</b> <b>Willbee the Bumblebee</b> <b>Honey Bee</b>
--	---	---	---	--

Year group: 1				
	Core skills, learning and development	Content	Vocabulary	Suggested Texts
<b>Summer 1</b> Do all animals have claws?	Introducing boundaries and rules Introduction to Forest School ethos Collaboration, social skills, communication Combining natural and man-made materials Use of natural materials Simple wrapping and knots Identifying woodland creatures from habitat and environmental clues. Conservation	Boundaries, rules, safety Tracks, trails, measuring, identification, flour foot print, clay prints: pattern, texture Develop minibeast area – log pile, stone piles Make own paints (pestle and mortar), easels and nature paintings, prints, Habitats: micro habitats, Den building	Identification Seasonal vocabulary Nature Bird feed Migration Habitats Wood, woodland Camouflage (deciduous, evergreen)	<b>The wild woods</b> <b>Look what I found in the woods (share parts of this book).</b>  Habitats (library)
<b>Summer 2</b> Do all animals have claws?	Simple lashings and knots Habitats: pond Weaving Looking after the environment Transient art Planting and growing Combining natural and man-made materials Using natural materials Conservation	Boundaries, rules, safety Treasure/scavenger hunt/collecting / treasure pictures using stick frames. Amphibians - pond area. Nature weaving Looking after the environment Leaf crafts Butterfly transient art Straw people Planting pumpkin seeds – outdoors	Nature frames Identify Weaving Materials Natural, manmade Bogarts Habitat Plant names and labelling Environment Maintain /manage Scavenger Hunt Amphibiens	<b>The Ugly Bug Club</b> <b>Dave Explores the Outdoors</b>  <b>What’s in a pond? (library Non-F)</b> <b>The Bog Baby</b> <b>Frog on the log</b> <b>Tad (library)</b> <b>No place like home</b> <b>Ready steady Grow NF</b>

	Year group: NURSERY	Area: Outdoor Learning		
Term and topic	Core skills, learning and development	Content	Vocabulary	Suggested Texts
<b>Spring 1</b> Does everything grow?	Introducing boundaries and rules Introduction to Forest School Observation: identifying nature Using and returning simple equipment Exploring den building equipment Identifying birds by obvious features e.g. robin, magpie Uses of natural materials Combing manmade and natural materials Using simple tools – gardening Sorting and classifying	Exploring boundaries, rules, safety Self-exploration What can we find in our environment? Use stick frames to spot nature. Look around us to spot wonderful colours in nature. <b>The Big Bird Watch</b> Bird identification Nest building with branches /twigs Pine cone egg hunt Wire threading bird kebabs Practise using and returning blue bucket equipment and tools. Den building using canes and cane holder	Nature, safe, boundary, Bird names Shelters, den, teepee Nest home/habitat Pine cone, acorn Kebab, bird feeder Branch, twig Thread tools Frost, icy, slippery campfire tarpaulin	<b>Follow my leader</b> <b>Wow, said the owl</b> <b>Watch the birds in Grandad’s garden</b> <b>Peely Wally</b> <b>Bird Builds a Nest</b> <b>Robin’s Winter Song</b>  <b>Baby animals in nests (library – non-fiction)</b> <b>The wonder tree</b>
<b>Spring 2</b> Does everything grow?	Respecting rules, boundaries Planting and growing Observing and identifying nature Combining natural and manmade materials Using and returning simple equipment Using simple tools – gardening Using the natural environment Identifying fauna and flora – safety Exploring den building equipment Collaboration, social skills, communication	Boundaries, rules, safety Scavenger hunt French beans/runner beans (inside April outside may) Nature monsters, clay Safe use of digging tools (tool talk) Egg hunt	Scavenger hunt Grow, plant, sow Soil, compost Height and size vocabulary Nature Explore, investigate	<b>The Listening walk</b> <b>Countryside</b> <b>Nature trail (Peppa)</b> <b>Jasper’s Beanstalk</b> <b>You’re not so scary Sid</b> <b>We’re going on an egg hunt.</b>
<b>Summer 1</b> What is it like to be beside the sea?	Developing and exploring habitats Identifying insects Observing and identifying nature Combining natural and manmade materials Using and returning simple equipment Using simple tools – gardening Collaboration, social skills, communication Den building; clips, pegs, use of mallets	Minibeast hunt Bee pine cones Butterfly feeders Wormery – string shapes String mud painting (worms) String shapes – collaborative task Flour worm art with natural found objects Card minibeast shapes natures frames Develop bug houses and beetle traps. Spider action song	Insects (names) minibeast Habitat – pond, wormery, hive Identify Hunt Explore Nectar, flowers, pollen	<b>1, 2, 3 Where are you?</b> <b>Tiny Creatures</b> <b>Incy Wincy Spider (song)</b> <b>What I am? Worm book.</b> <b>What’s in the soil (library non-fiction)</b> <b>Little Frog</b> <b>Home sweet home – frogs</b> <b>Minibeast Madness</b> <b>Mr Bumble</b>

<b>Summer 2</b> What is it like to be beside the sea?	Growing fruits for food Fauna and flora Habitats Observing changes to the environment (seasons) Sunshine, Thunder Looking after ourselves - fire safety, heat/sun Collaboration, social skills, communication Den building: clips, pegs, use of mallets	Adventures Collecting, picking fruits Collecting and sorting materials, exploring texture Where would we find these materials? Looking after the environment. Kitchen roll pen dye– sun art, wiggly caterpillars, butterflies Transient art: shells, sticks - Andy Goldsworthy	Harvest, ripe, berries, squash, squeeze Wood, woodland, grow, change, environment Care for, look after, help Sort, share, Weather, season, thunder, lightning, rain shower	<b>The very busy day</b> <b>Cub's First Summer</b> <b>What's Next?</b> <b>Book: Blackberry mouse –</b> Jam on toast? <b>Down in the Wood's at</b> <b>sleepy time</b> <b>Ten Wiggly Wiggly</b> <b>caterpillars</b> <b>Butterfly Butterfly</b>
--	--	--	--	---

Additional Book suggestions – fiction	Non-fiction	Games
<b>One Snowy night – Nick Butterworth</b> <b>Foxes in the snow</b> <b>One Winter's Day</b> <b>Sam's Snowflake</b> <b>The lost Duckling</b> <b>Tiger In The Snow</b> <b>Kipper</b> <b>Rain</b> <b>The wonder of thunder</b> A seed is sleepy L Tad L	<b>Plants pollen and pollinators</b> <b>Hidden Bugs</b> <b>British Trees</b> <b>Trees Knowledge Masters Minibeasts</b> <b>Ready Steady Grow</b> <b>The magic and mystery of trees</b> <b>Learn about Bees</b> <b>In the woods I spy</b> <b>Usborne beginners insects, trees and flowers books</b> <b>My first minibeast I spy</b> <b>The Pollinators L</b> <b>The predators and the pray L</b> <b>The Decomposers L</b> <b>The Helpers and the Pests L</b> <b>Invertebrate Have No Backbone L</b> <b>Birds have feathers L</b> <b>Habitats L</b> <b>Birds L</b> <b>Otters L</b> <b>Flowers, Roots, Fruit, Seeds (library collection)</b> <b>A planet full of plastic L</b> <b>Caring for the world L</b> <b>Planet Earth L</b>	Isn't it funny how a bear likes honey FS1 Crocodile, Crocodile, can we cross your river? Year 1 Hunt the animals – Year 1 Forest fire FS2 Planets/ change to incorporate woodland 123 where are you? Floor is lava Year 1/2 Owl, Owl going to sleep FS2 Rope circle – dodge ball – Year 2 Shark island /Icebergs Beans – FS1/2 Fox and rabbit – Year 1 Bats and moths – year 2  Other games Kim's game with natural resources

