

Woodland School

During each key stage pupils' complete projects focused on an area of Woodland as part of their curriculum and development. Although the skills and knowledge progression is a one year cycle each year the children work through the skills and knowledge, they will look at the specific areas in a different time of year therefor having a completely new experience as the years progress. Although the curriculum is designed in years progression it can also be used to assess what children already know and where they may be gaps in their knowledge and understanding of the world.

Key Knowledge

Pupils learn to become more competent, confident and expert in their techniques, and apply them across different outdoor and physical activities. Pupils learn how to analyse their own performance compared to previous experiences and demonstrate improvement. Pupils learn to use a range of strategies to problem solve and be creative. Pupils learn to develop their technique and improve their performance in Woodland School sessions. Pupils learn to understand and apply the long-term health benefits of physical activity. Pupils learn to build upon our core attitudes and for children to recognise their own weaknesses and strengths. Pupils learn to develop an appreciation and respect for their environment. Pupils learn to put their science knowledge and understanding into real life situations and understand the impact of these knowledge and skills on the wider community.

Key Concepts

During the Woodland School pupils explore the following key concepts:

- Geographical skills and orienteering – Linked to the Geography curriculum.
- Building, problem solving and teamwork – Linked to PSHE, design and technology and pe curriculum.
- Cooking- Linked to the design and technology and science curriculum.
- Creating – Linked to the art and design and design and technology curriculum.
- Nature and the environment – Linked to the science curriculum.
- Physical development and healthy lifestyles – linked to the pe curriculum.

Deepening Understanding

When learning during the Woodland School pupils will deepen their knowledge in:

- The key attitudes of the school

Year Group Learning Expectations

Year R

Geographical skills and orienteering.

I can explore my surroundings freely.
I know where the boundaries of woodland are and the rules around these boundaries.
I can use the vocabulary of position and direction in my play.

Building- problem solving and teamwork

I can build a fairy or teddy shelter.
I can create a small worlds garden.
I can work as a part of a team.
I can take part in team games- understanding rules of how to work as a team in such games as sardines in a tin, hide and seek, white hanky etc

I can share ideas with my peers.
I can listen to others.

Cooking

I can understand why we need rules about fire safety.
I know what the fire safety rules are and how to follow them.
I can practice my cooking skills when making mud pies.
I understand key vocabulary in cooking e.g whisk, mix, stir, combine etc
I know how to collect water for cooking.
I am able to use cooking tools to support our learning.
I can prepare some ingredients ready for cooking.
I know why some ingredients need to be cooked before eating.
I understand about the necessity of heat on liquid and food to cook.
I can express myself through sensory play, and am beginning to verbalise the textures, smell sound etc of natural materials when combining them.

Creating

I can rub bark on trees and compare our surroundings.
I can make mud paint for mark making.
I can design and create a wooden bug out of a cookie.
I can mix natural materials to create colours.
I can observe and sketch the environment around me.
I can notice and observe natural colours in the woods.

Tool work

I understand why we need a safe circle around us when using tools.
I am able to chop vegetables, use a knife for chopping.
I can use a potato peeler for peeling vegetables safely.
I am beginning to use a potato peeler for whittling sticks for marshmallow cooking.
I can use a drill and saw to create a wooden bug cookie.

Nature and the environment

I can create a Journey stick- representing different times of the year (photograph for children to reflect on change)
I can begin to understand the relationship between seeds and plants.
I know what plants need to grow.
I am becoming familiar with the environment and can reflect on changes in seasons.
I know where we get our water from in woodland and why its important for us to save water.

Physical development and healthy lifestyles

I am becoming familiar with terrains of the woodland.
I can climb ladders safely.
I understand the dangers involved in climbing and know not to climb to high.
I can collect firewood and logs safely.
I am beginning to use a wheelbarrow independently.
I am able to reflect on why being outside is good for us.

Year Group Learning Expectations

Year 1

Geographical and orienteering skills

I can use simple compass directions (North, South, East and West)
I can use directional language (near and far; left and right)
I can describe the location of features and routes on a map.
I can recognise landmarks and human and physical features.
I can devise a simple map and use basic symbols in a key.

Building- problem solving and teamwork

I can research, observe and build a shelter for a small animal.
I can build a simple tripod structure that can self-support.
I can participate in woodland team games and abide by the simple rules.
I can work as a part of a team.
I can take turns in leading and being led.

Cooking

I can gather fuel for the fire.
I understand why dry wood is needed to light a fire, and am beginning to understand where to find dry wood.
I am safe around the fire, I understand why we have fire safety rules and in can abide by them.
I understand what items may need to be cooked.
I am building my vocabulary when cooking.
I understand what is needed to create a fire and know why we use some fuels.
I am beginning to be able to build a fire.
I am able to prepare items for cooking.
I can observe the changes on different food items when they are heated e.g. Marshmallows when cooked.
I enjoy making mud pies and experimenting with textures and different natural materials in my play.
I can express myself through sensory play, and am able to verbalise the textures, smell sound etc of natural materials when combining them.

Creating

I can use natural materials to create.
I can talk about my ideas.
I can reflect on my creations, I am beginning to be able to recognise what went well and what I can improve on.
I am able to create a basic knot.
I am starting to understand why knots have a place and importance in woodland.
I am able to mould clay using my hands and simple tools.
I can create a tree face out of clay, I can reflect on what works well when joining clay together.

Tool work

I understand why we have a safe circle when using tools and I am beginning to be able to enforce and keep to the safe circle rules.
I am able to use a knife for chopping and am able to do this safely.
I can whittle using a potato peeler.
I can peel vegetable safely.
I am beginning to be able to use a bow saw to cut tree branches, I understand the motion needed.
I am beginning to be able to spark a fire using firelighters.

Nature and the environment

I can identify and name a variety of wild and garden plants.
I can describe the plant structure (including trees).
I am beginning to identify deciduous and evergreen trees.

I can identify and describe the basic structure of a variety of common flowering plants, including trees.
 I am able to observe closely, using magnifying glasses, and comparing and contrasting familiar plants.
 I am able to describe, identify and group plants and flowers together.
 I am able to draw diagrams showing the parts of different plants including trees.
 I am able to keep records of how plants have changed over time, for example the leaves falling off trees and buds opening; and compare and contrast what they have found out about different plants.
 I am able to identify and name common animals that live in the woodland
 I am able to identify which animals in our locality are carnivores, herbivores and omnivores
 I am starting to be able to identify and name a variety of common animals from amphibians – mammals.

Physical development and healthy lifestyles

I am able to move safely around the woodland.
 I can carry sticks safely.
 I am beginning to be able to assess situations for risk.
 I can create a simple obstacle course.
 I can climb ladders and trees safely.
 I understand the dangers involved in climbing and am able to assess the risk involved.
 I am able to use a wheelbarrow independently.

Year Group Learning Expectations

Year 2

Geographical and orienteering skills

I can use simple compass directions (North, South, East and West)
 I can use directional language (near and far; left and right) to describe the location of our locality.
 I can describe the location of features and routes on a map.
 I can recognise landmarks and human and physical features.
 I can devise a simple map and use basic symbols in a key.
 I can create a map from an aerial photograph.
 I am beginning to be able to track for animals.

Building- problem solving and teamwork

I am beginning to be able to evaluate risk.
 I can support my team in making decisions around safety.
 I can express my ideas and views appropriately when taking part in team games.
 I am able to lead my team with confidence.
 I can participate in team games, developing simple tactics for attacking and defending.
 I am able to listen to others and understand that others have valid opinions.
 I can independently create a tripod structure.
 I am beginning to understand how to use lashing and frapping techniques to make frames.
 I can create a lean to shelter, independently or with limited support.

Cooking

I understand, abide by and enforce fire safety rules.
 I am able to structurally build a fire with some help.
 I understand what a fire needs to stay alight.
 I know how to safely feed a fire.
 I am able to wrap dough around a stick to create a damper.

I can cook a damper over a fire.
I know how to check if something is cooked.
I know roughly how long it takes to cook a damper on an open fire.
I am able to pop corn on an open fire.
I can reflect on how the heat from the fire has reacted with the corn and how the state is changed irreversibly.

Creating

I am able to recognise different natural materials in the woodland.
I can use a range of vocabulary to describe natural materials such as hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent.
I am able to use string/ rope/ wool to secure wood together and I am beginning to have a greater knowledge of knots and how they can secure wood together.
I am able to weave with sticks and wool.
I am able to mould clay into different shapes.
I understand how to join clay together using tools and water.

Tool work

I know how to keep a safe circle when using tools, I am able to abide to these rules.
I can saw wood with support.
I can use a palm drill.
I can whittle a stick using a potato peeler without support.
I can whittle a stick using a safety knife.
I understand the importance of safety gloves and how to use these appropriately.
I can make sparks with a fire steel.
I can use a hammer safely.

Nature and the environment

I can observe and describe how seeds and bulbs grow.
I know what I need to survive (water, food, air).
I can name and identify some trees in our grounds by using a simple ID guide.
I can observe my surroundings, notice and record changes in the woodland due to seasons and weather change.
I can identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
I can explore and compare the differences between things that are living, dead, and things that have never been alive.
I can identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
I can identify and name a variety of plants and animals in their habitats, including microhabitats.
I can describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.

Physical development and healthy lifestyles

I am able to risk assess in the woodland and can spot more obvious dangers.
I am able to climb to a safe height independently and encourage others to take safe risks.
I am beginning to be able to use lever and pulley systems.
I am able to build a simple obstacle course independently.
I can master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities when in woodland.

Year Group Learning Expectations
Year 3
Geographical and orienteering skills
<p>I can demonstrate understanding of the concept of a basic map.</p> <p>I can navigate my way around a simple orienteering course.</p> <p>I can understand the term 'orientate' or 'setting' a map.</p> <p>I can complete a simple 'star' orienteering activity in pairs / groups.</p> <p>I can record information accurately and neatly.</p> <p>I can follow rules when completing a star orienteering activity.</p> <p>I can track for animals.</p>
Building- problem solving and teamwork
<p>I can begin to describe how my structures work.</p> <p>I can co-operate and communicate clearly in team games.</p> <p>I can use a cow hitch.</p> <p>I can create a tarpaulin shelter, understanding the importance of shelter being waterproof.</p> <p>I can work successfully as a group, having considered and evaluated each members' contributions</p> <p>I can compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose.</p>
Cooking
<p>I am able to forage our woodland and surrounding area and am beginning to know what is edible in my locality.</p> <p>I am able to use a mortar and pestle to mix herbs and spices together.</p> <p>I am able to light a fire in a Kelly kettle.</p> <p>I am able to successfully keep a fire alight to heat the water in a Kelly kettle.</p> <p>I know if a fire is hot enough to cook on and what parts of a fire to cook different items on.</p> <p>I am able to keep a fire alight by understanding how and when to feed a fire and not smother the flames.</p> <p>I know what a fire needs to stay alight.</p> <p>I am able to prepare items independently for cooking using a range of appropriate tools, which I can select for their use.</p> <p>I am able to add ingredients to a Kelly kettle or saucepan to make soup.</p> <p>I am able to follow a recipe.</p>
Creating
<p>I am able to consider the structure of a bird's nest when trying to replicate the design and structure.</p> <p>I am able to create a bird's nest with my team.</p> <p>I am able to dig for, locate and gather clay from our local surroundings.</p> <p>I am to mould clay and create clay animals we have found in woodland.</p> <p>I am able to show and teach others techniques when joining clay together, I can reflect on what works well.</p>
Tool work
<p>I am confident when using the safe circle rules and am able to enforce the safe circle rules with my peers to keep others safe.</p> <p>I am able to confidently use a potato peeler to peel vegetables and I can teach others how to safely do this.</p>

I am able to confidently use a potato peeler to whittle wood and I can teach others how to safely do this.
I know how to use safety gloves, I know to only wear one glove when whittling so I have ultimate control over my whittling hand.
I am beginning to be able to use a knife for whittling.

Nature and the environment

I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
I can 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.
I can investigate the way in which water is transported within plants.
I can explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
I can identify that animals, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
I can identify animals in woodland and what they eat from their surroundings, I understand why these animals may live here.
compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
I can describe in simple terms how fossils are formed when things that have lived are trapped within rocks, I can investigate the woodland to see if any fossils can be found.
I can recognise that soils are made from rocks and organic matter.

Physical development and healthy lifestyles

I am able to create and build an obstacle course meeting a criterion.
I am able to consider the participants and who the obstacle course is aimed at when constructing.
I am able to construct more complex obstacle courses when needed.
I can risk assess a situation with support and can reflect on which parts of a course may be more dangerous than others.

Year Group Learning Expectations

Year 4

Geographical and orienteering skills

I can recognise features and symbols on the map.
I can understand how to orientate the map.
I can demonstrate understanding of a line orienteering course (short loop) and star orienteering.
I can build trust with a partner and work together when orienteering.

Building- problem solving and teamwork

I am able to work as a part of a team well.
I can listen to others and take instruction well.
I can take part in team games and am able to defend and attack when needed.
I can design and build varying sized shelters using tarpaulin and materials found in a woodland.
I can work successfully as a group, having considered and evaluated each members' contributions.
I can compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose.

Cooking

I am able to create a recipe with my team, understanding about the importance of taste testing and a range of flavours.
I can observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).
I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
I am able to use a mortar and pestle to mix herbs and spices together- I can create a pesto out of foraged herbs from woodland e.g. wild garlic and nettles.
I can plan a meal around the pesto we have made and complete the cooking of the meal on the camp fire.
I am able to forage wild berries, I understand the process of stewing these berries and how this changes their state.

Creating

I am able to plan and design a wind chime.
I can think about and select the best resources for the job.
I can use my knowledge of knots to help create a strong and sturdy structure that is fit for purpose.
I am able to weave string and wool to create my design.
I am able to research the best materials for a bug hotel.
I can implement my ideas and design.
I am able to create a bug hotel aimed at certain insects for a reason.
I can use creative design when building my bug hotels.

Tool work

I know how and why we have a safe circle when using tools, I am able to teach others about the safe circle.
I can saw wood and understand how to cut wood safely.
I can use a palm drill.
I can whittle a stick using a potato peeler without support.
I can whittle a stick using a safety knife with support.
I understand the importance of safety gloves and how to use these appropriately.
I can make sparks with a fire steel and light a piece of cotton wool on a shell independently.
I can use a hammer safely and a mallet when
I understand why plans and trees may need trimming and am able to use loppers and secateurs independently.

Nature and the environment

I can recognise that living things can be grouped in a variety of ways.
I can explore and use classification keys to help group, identify and name a variety of living things in the woodland.
I can recognise that environments can change and that this can sometimes pose dangers to living things.
I can construct and interpret a variety of food chains, identifying producers, predators and prey.
I am able to recognise how things grow, what they need and how they need to be cared for.
I am able to plant seeds for the production of food, safely and recognising how to produce the best product.

Physical development and healthy lifestyles

I am able to plan, create and build an obstacle course to meet a criterion.
I am able to reflect on my obstacle course and adapt elements.
I am able to evaluate what went well and what might need improving upon.

I am beginning to develop flexibility, strength, technique, control and balance when exploring the woodland.

Year Group Learning Expectations

Year 5

Geographical and orienteering skills

I can use the eight points of a compass and four figure grid references.
I can develop expertise in the orienteering skills of orientating a map, following a course, and recognition of relevant map symbols.
I can demonstrate an understanding of the relationship between pacing and distance. I can plan a short loop course for another pair to follow.
I can improve confidence in map reading and the transfer of information from map to ground.
I can apply skills of orienteering including thumbing the map, route choice and symbol recognition.
I can plan the most efficient route so that the course is completed in the quickest time.
I can complete the orienteering course in the fastest time possible competing against others.
I am able to make Jam from stewing foraged berries, I can reflect on how the state of the berries has changed and the process in making Jam.

Building- problem solving and teamwork

I can plan a shelter of my choice using my knowledge of shelter building.
I can build my planned shelter from my design work.
I understand why camouflage may be important and can create a camouflaged shelter when building.
I can take varied roles and responsibilities in my team when working together.
I am able to create more complex knots and can use these for purpose when building and problem solving.
I can take part in outdoor and adventurous activity challenges both individually and within a team.

Cooking

I know that some materials will dissolve in liquid to form a solution, and I can describe how to recover a substance from a solution.
I can use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
I can demonstrate that dissolving, mixing and changes of state are reversible changes.
I can explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning.
I understand and apply the principles of a healthy and varied diet.
I can prepare and cook a variety of foods using a range of cooking techniques.
I understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.
I am able to use a range of cooking devices independently including a Dutch oven and a frying pan – I can reflect upon the best equipment to use for different outcomes.
I am able to independently mix batter together to create a pancake.
I can observe when cooking a pancake when it needs to be turned and can independently make sure the pancake is cooked through.
I am able to forage our locality for elderflower and berries to create syrups and toppings for our pancakes.

Creating

I am able to plan and design a sculpture using a range of woodland materials.
I am able to research sculptures and learn from what others have produced before me.

I am able to select and find the best resources within woodland to create my sculpture.
I am able to build and assemble my sculpture from my design work.
I am able to evaluate and reflect on what I have made.
I am able to judge what went well and what could have been improved upon.

Tool work

I can use a knife to whittle wood using safety gloves independently.
I am able to teach others about the importance of a safe circle and how to whittle safely.
I am able to independently create a fire, using a fire steel, that food can be cooked on.
I am able to use a range of tools for different purposes.

Nature and the environment

I can describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
I can describe the life process of reproduction in some plants and animals.
I am able to nurture growing seeds to produce food.
I can independently recognise what the plants need to grow properly and I can analyse problems when growing and what may need to be changed to get the best crop.
I can name some common garden birds and talk about their features.
I can name the common trees in our grounds.
I can talk about how to encourage wildlife into an area.

Physical development and healthy lifestyles

I can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
I can identify the effects of air resistance, water resistance and friction, that act between moving surfaces.
I can recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
I can explain the beneficial effects of different outdoor activities on the body.
I can warm up and prepare appropriately for different outdoor activities.
I can explain why wearing appropriate clothing is important.

Year Group Learning Expectations

Year 6

Geographical and orienteering skills.

I can use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey Maps).
I can further develop navigational skills by planning ahead, identifying problems and making decisions.
I can learn to balance speed and accuracy Set, read and follow a bearing.
I can practice and develop pacing skills.
I am able to take a bearing from a map and use that bearing to find a control point.
I can combine map reading and compass skills.
I can measure the distance between control points and, using the map scale, estimate the number of paces required to reach each control.
I can successfully undertake an orienteering competition using an unfamiliar map in a new location.
I can demonstrate effective use of orientating a map, using a compass, setting, reading and following bearings, and scale to navigate around a score (scatter) orienteering course.

Building- problem solving and teamwork

I can build and set up a tent from a set of instructions.
I can delegate jobs to my team.
I can lead a team and be responsible for an outcome.
I can be led and will listen to others with enthusiasm.
I can work with others to research and obtain survival essentials.
I can take part in outdoor and adventurous activity challenges both individually and within a team.

Cooking

I can find and identify safe wild food.
I understand the rules for safe foraging.
I can collect, store and purify water.
I am able to safely prepare foods, I have some understanding of cross contamination of foods and I understand how to prepare raw foods safely.
I understand the consequences and importance of making sure foods are cooked correctly before eating them.
I am able to independently monitor the cooking of all food on an open fire.

Creating

I am able to design a bird box for the woodland.
I am able to recognise and select the best materials for the job.
I am able to join and fix materials together to make them fit for purpose.
I am able to review my planning and design and improve on my work.
I am able to independently build a bird box.
I am able to evaluate and review my finished product.
I am able to reflect on how I may have improved my product and give others on advise on what worked well and what didn't.

Tool work

I am able to teach others how to use tools safely.
I am able to use a range of tools independently around woodland when building etc.
I am able to select the correct tool for the task and explain my reasons for this choice.
I can use knives for a range of purposes including whittling, cutting rope, chopping food etc..
I understand the role and purpose of our woodland tools and am able to use them safely and for purpose including saws, drills, knives.
I am able to create a tool from wood that is fit for a purpose eg mallet, tent peg, spoon etc

Nature and the environment

I can describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.
I can give reasons for classifying plants and animals based on specific characteristics.
I can recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
I can recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
I can identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.
I can use and create a key to identify trees and animal tracking signs.
I know how to age a tree using trigonometry.

Physical development and healthy lifestyles

I know what I need to survive – shelter/fire/food

I am able to lead others in survival tasks.

I can explain what human need to survive.

I can navigate using natural indicators

I can take part in adventurous outdoor activities; challenging myself and behaving safely.

I am able to consider how to develop flexibility, strength, technique, control and balance when creating obstacle courses.