

Hanley St Luke's Forest School Curriculum 2026 - 27



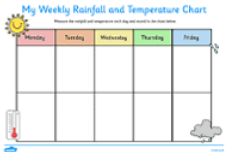
Curriculum Drivers

Careers	English	Behaviour	Leadership	Outdoor	Christian Life	STEM	Attendance
Careers: I Plan and Explore. I can use decision-making skills to plan my learning in order to explore the world of work and my place in it. I Explore I Plan	English: I Achieve I can read at least five times a week to develop fluency, confidence and a love of reading. I can achieve a greater understanding of texts we study through questioning and comprehension. I Achieve	Behaviour: I Decide I can decide on my best option and opportunities to form positive long-term relationships. I Decide	Leadership: I Focus. I can focus on my values and interests to help support the teachers who help me to learn. I Focus	Outdoor: I Discover I can apply my knowledge and skills to discover my strength and talents to learn through the outdoor provision. I Discover	Christian Life: I Achieve I can achieve together in love and faith with Christ at the centre of our mission together. All children of all faiths, abilities and personalities are empowered to thrive and succeed. I Achieve	STEM: I Discover and Explore I can take part in STEM opportunities such as scientific enquiry and maths reasoning in order to get STEM jobs in the future. I Discover I Explore	Attendance: I Decide I know that being at school as much as possible on time helps me to learn. I Decide
Termly Driver Focus 	I Discover: young people discover their strengths and talents I Explore: young people explore the world of work and their place in it.			I Focus: young people focus on their values and interests I Plan: young people use decision-making skills to plan their learning and career programs		I Decide: young people decide on their best options and opportunities I Apply: young people apply their skills and knowledge to their learning and career planning	

Year Group	EYFS	Year 1 Objectives	Year 2 Objectives	Year 3 Objectives	Year 4 Objectives	Year 5 Objectives	Year 6 Objectives
Topic/ Subject of interest		Autumn 1 – Five Senses Introduction to Forest School routines	Spring 1 – Why does Christmas matter to Christians? Confidence and cooperation	Spring 2 – Rocks Independence and problem-solving	Autumn 2 – Living Things and their Habitats Responsibility and collaboration	Summer 1 – Andy Goldsworthy Leadership and challenge	Summer 2 – BirdNet Project Mastery, reflection, and mentoring
Week 1 Rules & Introduction		Boundary walk using visual markers • Simple safety game (stop/go, listening signal) • Story-based introduction to Forest School ethos	• Boundary walk led by children • Match rules to pictures • Practise responding to signals	• Children help create a Forest School rules poster • Role-play safe/unsafe behaviours	• Small-group discussions on risk vs safety • Children monitor boundaries during play	• Site safety sweep • Hazard spotting challenge	• Children lead boundary reminders • Create safety briefings for activities
Week 2 Communication and listening	• Simple Forest School games (Follow the Leader, Sound Hunt) • Name and listening games	• Circle games • Partner challenges (build together, carry objects) Forest Signal Circle – Children pass a natural object around the circle; only the holder may speak. Introduce a listening signal (owl call / hand signal). Sound & Echo – One child makes a forest sound; the group repeats it exactly. Who's Missing? – One child leaves the circle quietly; group listens and identifies who is gone. Pass the Action – A movement is passed around the circle without speaking.	• Team games requiring cooperation • Reflect on what helped the group succeed Stick Bridge – Partners build a small bridge using only sticks and string. Log Carry – Partners carry a log between them without touching it directly. Mud Kitchen Build – One gathers materials, one builds; swap roles halfway. Two-Hand Shelter – Partners build a mini shelter using only one hand each	• Problem-solving challenges • Blindfold navigation using verbal instructions Forest Marble Run – Teams create a run using bark, sticks and mud. Cross the River – Teams use limited resources (planks, logs) to cross a marked area. Human Knot (Outdoor Version) – Adapted with sticks or ropes to untangle. Transport the Treasure – Teams move an object across uneven ground without dropping it	• Group challenges with assigned roles • Peer feedback discussions Build a Windproof Shelter – Using only natural materials. Egg Drop (Nature Version) – Protect a pinecone or apple from a drop. Rain Catcher Challenge – Collect the most water using natural materials. Path Finder – Create a safe path across rough ground for others to follow	• Complex group challenges • Leadership rotation within teams	• Children design and run games • Coach younger pupils during activities
Week 3 Creative Development	Nature's colours  Wooden Christmas Decorations  What is a stick?  Natures Art 	Nature's Paintbrush Creativity Sensory exploration Respect for nature Using natural materials in craft – clay, leaves.	Nature's Paintbrush Creativity Sensory exploration Respect for nature Using natural materials in craft – charcoal, grass	Nature's Paintbrush Creativity Sensory exploration Respect for nature Using natural materials in craft – mud, charcoal, leaves.	Nature's Paintbrush Creativity Sensory exploration Respect for nature Introducing traditional craft skills – weaving.	Nature's Paintbrush Creativity Sensory exploration Respect for nature Developing skills in traditional crafts – making a loom, making charcoal.	Nature's Paintbrush Creativity Sensory exploration Respect for nature Engage in increasingly challenging traditional crafts – Nordic braiding, leaf weaving, making dyes

							
Week 4 Knots		Using Knots Introducing clove hitch - FSL will lead and demonstrate. Children given opportunity to practice each session. 	Using Knots Developing skills - clove hitch - FSL will lead and demonstrate. Children encouraged to use knots within activities. 	Using Knots Developing skills - introducing bowline - FSL will lead and demonstrate. 	Using Knots Developing skills - introducing figure 8 - FSL will lead and demonstrate. Developing confidence in previously taught knots. 	Using Knots Developing skills - introducing sheet bend. FSL to demonstrate. Children given opportunities to practice and utilise previously taught knots. 	Using Knots Children given opportunities to practice all taught knots. Children should demonstrate an increasing confidence to utilise a variety of knots in both den building, crafts and construction. 
Week 5 Den Building	Den building 	Den building Introducing skills - using natural materials - FSL led to teach safe handling. 	Den building Using natural materials - developing independence in safe handling. 	Den building Using tarpaulins - FSL led. Children encouraged to begin to utilise knots in den building. 	Den building Using tarpaulins and knots - FSL to encourage independence utilising knots learned. 	Den building Children encouraged to be increasingly independent in their choice and construction of dens. 	Den building Children encouraged to make independent choices regarding construction and siting of dens. 

Week 6 Flora and Fauna	RSPB Big Schools Birdwatch Signs of Spring Garden Bird Minibeasts 	Recognising Flora and Fauna Identification - seasonal scavenger hunts 	Recognising Flora and Fauna Identification of minibeasts- magnifying glasses and pooters 	Recognising Flora and Fauna Identification - introducing tree and bird identification guides. 	Recognising Flora and Fauna Identification - developing independent use of identification guides for plants and animals. 	Recognising Flora and Fauna Identification - introduction of formal field guides. Children encouraged to cross reference. 	Recognising Flora and Fauna Identification - children to independently access field guides as required. 
Week 7 Tools	Introducing Tools Using Tools - Saw and Gimlet with 1:1 FSL support 	Introducing Tools Introducing the mallet. FSL supervised. 	Introducing Tools Developing tool use - mallet, gimlet. FSL supervised. 	Introducing Tools Developing tool use - gimlet, secateurs, mallet. FSL supervised. 	Introducing Tools Developing tool use - hand saw. FSL supervised. 	Introducing Tools Developing confidence in safe use of tools including - saw. FSL supervised. 	Introducing Tools Increased confidence in safe use of a variety of tools - including bush knife. 
Week 6 Campfire Cooking	Campfire Roleplay 	Campfire Cooking Introduction to campfire safety - cooking on a stick. FSL to build, light and extinguish.	Campfire Cooking Developing campfire safety - using a storm kettle to boil water. FSL to build, light and extinguish	Campfire Cooking Introducing safe building and lighting skills, cooking on a grill. FSL to demonstrate and include children in	Campfire Cooking Developing safe building and lighting skills, cooking with a popcorn maker. FSL to demonstrate and	Campfire Cooking Developing increasing confidence and independence in safe building, lighting and	Campfire Cooking Children given increasing independence to manage all aspects of campfire building, lighting and extinguishing.

				building, lighting and extinguishing. 	include children in building, lighting and extinguishing. 	extinguishing. Cooking in a pan. 	Independent preparation of ingredients for cooking. 
Week 7 Seasonal Change	Autumn Spring Winter Summer	Understanding and observing seasonal changes  Weather observations Using simple tools to measure weather. Tracking weather patterns? 	Understanding and observing seasonal changes  Weather observations Using simple tools to measure weather. What can the wind do? 	Understanding and observing seasonal changes  Weather observations Using simple tools to measure weather. Measuring direction and speed? 	Understanding and observing seasonal changes  Weather observations - Using simple tools to measure weather. Measuring Rainfall 	Understanding and observing seasonal changes  Weather observations Using simple tools to measure weather. Measuring Temperature 	