

## Wonder Wood

### Key Knowledge and Progression Map

At Hopping Hill our children from Year 1 to Year 6 experience 6 weeks of outdoor learning session which we call ‘Wonder Wood’. Mrs Underwood is a trained Level 3 Forest School leader and is an experienced teacher with a BA honours with QTS specialising in science. At Hopping Hill we are passionate about ‘awe and wonder’ and the importance of real-life experiences to embed learning and to encourage our pupils to be curious and active learners. Previously the 6<sup>th</sup> unit of science was a ‘I Wonder Why’ unit which we are now going to bring to our Forest School sessions. Children will be encouraged to observe and question natural phenomena and the world around them. As a class we shall select questions and investigate, observe or experiment in an attempt to answer them. We plan that the children will see themselves as scientists and have a deeper understanding of the process that scientists undertake in their research. We also hope that it will develop a love and passion for the world around them and a thirst to ask questions and to find out more. The link between observation of nature and mindfulness and the benefits on our mental health shall also be capitalised and shared with the children. Recordings shall be in the school’s ‘I wonder why’ floor book and on the classroom display board. I shall reference the ‘I Wonder Why’ unit plan in this knowledge progression map.

| Year Group | Term     | Knowledge   | Vocabulary  | Links to year group long term plan  |
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| 1          | Summer 1 | Introduction to rules and boundaries of Forest School.<br>How to use the loose parts safely to construct shelters and mini dens.<br>How to use the peelers safely to prepare a cooking stick by whittling the end.<br>Can talk about seasonal changes looking at how our apple trees change throughout the year and what the animals and birds do at different times of the year.<br>Learn the principles of fire safety including the ‘fire stance’ for cooking on the fire.<br>Be able to roast food on the fire.<br><b>I wonder why</b> - being able to ask simple questions about the world around them.<br>Observe and use simple equipment to investigate.<br>Recognising that questions can be answered in different ways. | Fire circle<br>Boundary<br>Tarpaulin<br>Whittle<br>Fire triangle<br>Fire stance | Links to Science-<br>Seasonal Changes ‘Tap the Magic Tree’, Bee, Butterfly Dance. |

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| 2 | Autumn 1 | <p>Children can recall the rules and boundaries of Forest School when prompted.<br/> Can create a simple den with some support, using the ball and bungee ropes.<br/> Know how to use tools safely and be alert to one another's 'blood bubble'.<br/> Use a bow saw supported by an adult to cut a wood slice.<br/> Discuss the changes over time looking at decay and fruits breaking down- making jam.<br/> Recall the principles of fire safety.<br/> Be able to prepare and roast food on the fire.<br/> <b>I wonder why</b>- being able to ask simple questions about the world around them.<br/> Observe and use simple equipment to investigate.<br/> Recognising that questions can be answered in different ways.</p>                      | <p>Canopy<br/> Blood bubble<br/> Tool hand<br/> Helping hand<br/> Bow saw<br/> Saw horse<br/> Rotting<br/> Decay</p>   | <p>Links to Science- Living things and their Habitats 'Where plants and animals live and Food Chains'</p> <p>Art- Portraits; creating frames and portraits from natural materials.</p> |
| 3 | Spring 2 | <p>Work as a group to design and create a den.<br/> Learn and use a 'granny knot' and a 'reef knot'.<br/> Use a palm drill to create a hole in a wood slice with support where needed.<br/> Use a hand saw to cut small lengths of elder to create elder pencils and people.<br/> Use a tent peg safely to remove the pith from elder.<br/> Understand irreversible changes through popcorn and charcoal.<br/> Create individual pieces of art using the natural materials.<br/> <b>I wonder why</b>- Asking relevant questions about what they have observed.<br/> Suggest and use different types of scientific enquiries to answer questions.<br/> Use straightforward scientific evidence to answer questions or to support their findings.</p> | <p>Risk<br/> Granny knot<br/> Reef knot<br/> Palm drill<br/> Hand saw<br/> Elder<br/> Pith<br/> Irreversible changes<br/> Charcoal<br/> Fire steel<br/> Tinder</p> | <p>Links to science- Plants, reproduction (pollination and life cycle of a plant) healthy growth.</p> <p>Art- 'pattern from nature'</p>  |
| 4 | Summer 2 | <p>Understand the benefits of using a 'sit spot' to settle emotions and to appreciate nature.<br/> Use the 'fire steel' to light a piece of cotton wool.<br/> Use the bow saw to saw a wood slice with minimal support from adult.<br/> Create a simple shelter with camouflage.<br/> Identify the varieties of some species of animals that visit Wonder Wood.<br/> Play games to deepen understanding of the interconnectedness of animals and their habitats.<br/> <b>I wonder why</b>- Asking relevant questions about what they have observed.<br/> Suggest and use different types of scientific enquiries to answer questions.<br/> Use straightforward scientific evidence to answer questions or to support their findings.</p>            | <p>Sit spot<br/> Resilience<br/> Perseverance<br/> Variety<br/> Species<br/> Prey<br/> Predator</p>  | <p>Links to Science- Animals including humans 'Digestive systems and Food Chains'</p>  |

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| 5 | Autumn 2 | <p>Compare and evaluate their own and others shelters in relation to sturdiness, durability and weatherproofing.<br/> Cook damper bread from scratch.<br/> Use peelers to whittle larger pieces of wood.<br/> To identify decomposition around the Wonder Wood and begin to talk about the role of microorganisms in this.<br/> Identify and classify organisms found in Wonder Wood including fungi.<br/> <b>I wonder why</b>- asking questions that can be answered using different types of scientific enquiry.<br/> Taking measurements using a range of scientific equipment.<br/> Identifying scientific evidence that has used to refute ideas or arguments.</p> | <p>Durability<br/> Sturdiness<br/> Damper bread<br/> Yeast<br/> Fermentation<br/> Decomposition<br/> Mould<br/> Moss<br/> Lichen</p> | <p>Links to Science- Living things and their Habitats<br/> 'Classification of living things including microorganisms.<br/> <br/> History- Vikings</p> |
| 6 | Spring 1 | <p>To identify the trees and plants in the Wonder Wood area.<br/> Learn to use a 'clove hitch' knot and use to lash sticks together.<br/> Use loppers to select and cut elder.<br/> Use peelers and wood chisels to create simple carvings.<br/> Use the 'fire steel' to light the campfire.<br/> Further opportunities to build upon their knowledge and skills from previous years.<br/> <b>I wonder why</b>- asking questions that can be answered using different types of scientific enquiry.<br/> Taking measurements using a range of scientific equipment.<br/> Identifying scientific evidence that has used to refute ideas or arguments.</p>                 | <p>Clove hitch<br/> Lashing<br/> Loppers<br/> Secateurs<br/> <br/> Whittling</p>   | <p>Grounding, mindfulness exercises.<br/> Sense of self as they prepare for the transition to secondary.</p>  |