

## Nurture group Year 3/4 Learning in FOREST SCHOOL

Provision	
<p>RSE</p> <p>Caring friendships</p> <p>Pupils should know • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>Respectful relationships</p> <p>Pupils should know • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.</p>	<p style="text-align: center;"><b>Learning and Development using EYFS principle From Development Matters</b></p> <p><b>Unique Child</b>            *Provide a range of resources that reflect the diversity of individuals and the community            *Consider each child's stage of development and support their individual interests (NC: Inclusion)</p> <p><b>Enabling Environments</b>            *Follow principles for inclusion: set suitable learning challenges, respond to pupils' diverse learning needs, and overcome potential barriers to learning (NC: inclusion)            *Teachers use, where appropriate, a range of organisational approaches, such as setting, to ensure that learning needs are properly addressed (NC: Inclusion)            * Review the environment resources after each day - plan work that builds on interests (NC: Inclusion)            *Exploit the mathematical and literacy potential of the area            *Exploit other opportunities to extend and progress thinking and learning at the area</p> <p><b>Positive Relationships</b>            * Help children to cooperate, share and succeed            * Encourage children to respect other children's work and contributions            * Share and celebrate the children's work</p> <p><b>Learning &amp; Development</b>            *Ensure that children know the current target for learning (NC: Inclusion)            *Model the main features of spoken and written standard English (En1, 5 and En3, 6)            *Support the children as they apply their knowledge, understanding and skills to further their learning.            *Help the children make cross curricular connections in their learning.            * Pose carefully framed open-ended questions, such as 'How can we?' or 'What would happen if?'            *Model correct handling of tools/equipment            * Work alongside the children, demonstrating/making and solving problems</p>
<p style="text-align: center;"><b>Characteristics of effective learning (from Dev Matters)</b></p> <p style="text-align: center;"><b>Playing and exploring - engagement</b></p> <p>Finding out and exploring            Playing with what they know            Being willing to 'have a go'</p> <p style="text-align: center;"><b>Active learning - motivation</b></p> <p>Being involved and concentrating            Keeping trying            Enjoying achieving what they set out to do</p> <p style="text-align: center;"><b>Creating and thinking critically - thinking</b></p> <p>Having their own ideas            Making links            Choosing ways to do things</p>	<p style="text-align: center;"><b>Possible Experiences</b></p> <p>*den building * knot tying * cooking *fire lighting * 2d and 3d art using variety of different materials * flora and fauna identification *independent work * working as a team * drama * measuring using non standard units * weaving * working with tools * writing labels * story writing * measuring * careful observations</p> <p><b>.Permanent Resources</b>            * tarps * ropes * string * writing kits * maths kits * art kits * paint * different sized pieces of paper * identification guides * magnifying glasses * digging tools * water * natural found resources</p>

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### The Leuven Scale for Well-being

Level	Well-being	Signals
1	Extremely low	The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/ herself or others.
2	Low	The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
3	Moderate	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.
4	High	The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
5	Extremely high	The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He/she is open and accessible to the environment. The child expressed self-confidence and self-assurance.

### The Leuven Scale for Involvement

Level	Well-being	Signals
1	Extremely low	Activity is simple, repetitive and passive. The child seems absent and displays no energy. They may stare into space or look around to see what others are doing.
2	Low	Frequently interrupted activity. The child will be engaged in the activity for some of the time they are observed, but there will be moments of non-activity when they will stare into space, or be distracted by what is going on around.
3	Moderate	Mainly continuous activity. The child is busy with the activity but at a fairly routine level and there are few signs of real involvement. They make some progress with what they are doing but don't show much energy and concentration and can be easily distracted.
4	High	Continuous activity with intense moments. The child's activity has intense moments and at all times they seem involved. They are not easily distracted.
5	Extremely high	The child shows continuous and intense activity revealing the greatest involvement. They are concentrated, creative, energetic and persistent throughout nearly all the observed period.

### Links to Character Education

Schools have an important role in the fostering of good mental wellbeing among young people so that they can fulfil their potential at school and are well prepared for adult life.

The sessions aim to develop both resilience and confidence.

How well do our curriculum and teaching develop resilience and confidence?

The Framework recognises that:

High self-efficacy, or self-belief, is associated with better performance, more persistence and greater interest in work;

- Highly motivated children (linked to tenacity) driven internally and not by extrinsic rewards show greater levels of persistence and achievement;
- Good self-control (or self-regulation, the ability to delay gratification) is associated with greater attainment levels; and
- Having good coping skills (part of being able to bounce back) is associated with greater well-being.

These are all skills developed within these sessions.

### CURRENT TASK:

### Other enhancements based on children's current needs and interests: