

Waverley Abbey Learning Beyond the Classroom

All things are possible for one who believes – Mark 9:23.










During their time at school, a Waverley Abbey student will develop awareness of global environmental issues, and of how they can play their part in protecting our planet. Through our evolving outdoor curriculum, children are able to develop their practical skills, as well as their well-being and resilience. They should leave us with an understanding of and love for the natural environment, with the knowledge and passion required to make eco-friendly choices and develop positive life-long habits.


"It's surely our responsibility to do everything within our power to create a planet that provides a home, not just for us, but for all life on earth."

– David Attenborough

Curriculum enrichment – Waverley Abbey Challenge, Forest school

Skills below that could be covered in forest school or other outdoor sessions.

		Year 3	Year 4	Year 5	Year 6
Key skills to progress – Building, problem-solving and teamwork	Shelter building	<p>Create a tarpaulin shelter</p> <p>Work successfully as a group, consider and evaluate each members' contributions</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose</p> 	<p>Design and build varying sized shelters using tarpaulin and materials found in Wild Area/blindfold trail.</p> <p>Work successfully as a group, having considered and evaluated each members' contributions</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose</p> 	<p>Work successfully as a group, considering and evaluating each members' contributions</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose</p> 	<p>Shelter building challenge – working in teams the children plan, build and review their shelters (recap the different ways to build shelters)</p> <p>Work successfully as a group, having considered and evaluated each members' contributions</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose</p> 
		<p>Double Walled Lean-To</p> 	<p>A Frame Fly</p>  <p>Wind Shed</p> 	<p>Envelope</p>  <p>Body Bag</p> 	<p>Create a tipi shelter with camouflage</p> <p>The Lean to Shelter</p> <p>A large branch is positioned either against a standing tree or a Y shaped stick to form a ridge pole.</p> <p>Large sticks can then be leant against it to form a lattice which makes up the structure for the sides of the shelter.</p> <p>Bracken, large leaves and grasses can then be placed on top of and weaved into the structure of the shelter to reduce wind and water ingress.</p>

		<p>A Frame Fly</p> 			
	Knots	<p>More sophisticated use of knots for attaching to structures and trees Lashing and frapping frames and dual structures</p> <p>Reef knot Half hitch Clove hitch</p>	<p>More sophisticated knots for attaching to structures and trees Independent use of lashing and frapping techniques</p> <p>Reef knot Half hitch Clove hitch Timber hitch Round turn and two half hitches Shear lashing</p>	<p>Shelter hitches and knots More complex knots and selecting the correct knot for a job</p> <p>Reef knot Half hitch Clove hitch Timber hitch Round turn and two half hitches Shear lashing Square lashing</p>	<p>More complex knots and selecting the correct knot for a job</p> <p>Reef knot Half hitch Clove hitch Timber hitch Round turn and two half hitches Shear lashing Square lashing</p>
	<p>Using Tools</p> <p>Only to be completed in sessions led by Forest School Lead Practitioner</p>	<p>Children will develop their skills when using a range of tools. Tools will only be used when the children are physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages</p> <p>Peeler(1:1)</p>	<p>Children will develop their skills when using a range of tools. Tools will only be used when the children are physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages</p> <p>Loppers Secateurs Knives for whittling</p>	<p>Children will develop their skills when using a range of tools. Tools will only be used when the children are physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages</p> <p>Loppers Secateurs Knives for whittling Bow saw Bill Hook</p> <p>Make a Tent peg</p>	<p>Children will develop their skills when using a range of tools. Tools will only be used when the children are physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages</p> <p>Loppers Secateurs Knives for whittling Bow saw Bill Hook</p> <p>Make a spoon Make a stool</p>
	Blindfold trail activities	<p>Blind drawing - In pairs, one child is blindfolded. The other child describes a leaf or other natural object and the blindfolded child draws what is described.</p> <p>Meet a tree - In pairs, blindfolded child to be guided to a tree by their partner and "hug" the tree, touching and smelling the bark, exploring the tree as</p>	<p>Blindfold Line up: Make the whole team wear blindfolds, line up holding hands. Get the team to line-up in an order without removing blindfolds. Age, name letters of alphabet etc</p> <p>Blindfold rope line Lay a thin rope line out on the grass. Use a rope about 10m long. Players are blindfolded one at a time and are</p>	<p>Blindfold square: All children to put one hand on the rope which is 10 m long. Children must then put their blindfolds on and hold the rope with both hands they must keep both hands on the rope (so they cannot take off blindfolds etc) and create a square, continue with different more complex shapes</p>	<p>Blindfold square All children to put one hand on the rope which is 10 m long. Children must then put their blindfolds on and hold the rope with both hands they must keep both hands on the rope (so they cannot take off blindfolds etc) and create a square, continue with different more complex shapes</p>

		<p>far as they can reach up or down. Encourage descriptive language. The child is taken back to the log circle and is asked to identify the tree without their blindfold. A few spins will help confuse them...</p> <p>Blindfold Shapes</p> <p>For this blindfold games use a large loop of rope, about 30m works well. A team of between 4 and 6 individuals should be asked to lay this loop on the ground in a specific shape such as a square or circle whilst all of them are blindfolded and in contact with the rope. For younger groups give them 20 minutes planning time and time for a couple of dry runs, all without blindfolds. For older groups just set them the task.</p>	<p>challenged to walk the line. More points for getting further, losing points every time they step on the ground other than on the line.</p> <p>Blindfolds Maze</p> <p>For this blindfold game a marker is put on a clear space of grass. A person wears a blindfold and is then given a route to follow away from the mark. At the end of the route they are to retrace their steps. Then the blindfold is removed. The closer they are to the start point the better. Progression in this task is to make the route more complex for example start with 10 steps forward. The next route may be 5 steps forward and 5 steps to the left and so on. Works best with delegates working in pairs, one with blindfold and one sighted to check they don't go to far off track and to be beside them to give a steady hand.</p> <p>Sheep and Shepherd Use a large open grass space free from any obstructions or hazards. Using rope laid on the ground mark out a pen. Select one team member to be the shepherd. Everyone else will take the role of sheep. The shepherd has to get the sheep in the pen. The shepherd is to stay in one place in the centre of the field and may only clap or whistle. The sheep wear blindfolds and are scattered around the field and may only make sheep noises. Before putting blindfolds in place give the team time to plan how they are going to use these sounds to achieve the task. Allow up to 30 minutes for the activity.</p>	<p>Blind Leads - develop trust and communication, sometimes called Trust Walks. One person is blindfolded and their partner is sighted. The person takes the other for a walk by holding their hand or arm and talking to them as they go. This activity with blindfolds can progress by:</p> <p>Making the route they take more complex with regards to turns and twists</p> <p>Low level obstacles to step over can be incorporated such as cones</p> <p>The contact between the partners can be reduced for example contact only with one finger or perhaps verbal communication only</p> <p>The sighted partner is there to provide safety and support for the person ensuring that they follow a safe route.</p> <p>Night line</p> <p>Mark out a trail with rope. The trail should include areas of sensory interest such as over grass, over soft floor mats, under a crawl net. Blindfold all members of the group then ask them to follow the rope staying together as a group by holding the back of the coat of the person in front of them. give the leader a jug of water to carry, change the leader by placing bits of string on the course to show when the leader should go to the back. Set 2 teams off at similar times to complete the course though one starts from different ends of the rope. Give each team a jug of water to carry each team member must take a turn at carrying the water at least once! See which team has the most water. Team must negotiate past the other team as well to get to the end of the rope.</p> <p>Remote Control Divide the team in to pairs. Blindfolds Mark out a start area and finish area, using the blindfold trail complete with obstacles etc... Make sure the robot doesn't speak and wears a blindfold. Children must control their robots. Controllers of the robots must</p>	<p>Robot Wars- mark an area of about 10m by 10m on grass with string or hazard tape. Randomly spread out 30 foam balls. Group members are paired up. One is the Robot and the other is the Director. The Robot is blindfolded and is in the zone, the Director is sighted and stands just outside the zone. You could have up to four Robots in the zone at any one time thought it works well with just two. To score points the Director directs the Robot to the balls of paper (walking only, no running). They pick these up and then are directed to throw them (underarm only) at the other Robots. If they hit then the pair gets a point. Each game can last 5 minutes. The pair with the most points wins. Experience says that you need a referee to keep score and to ensure that balls are thrown gently and robots move slowly for safety purposes. Have fun.</p> <p>Night line</p> <p>Mark out a trail with rope. The trail should include areas of sensory interest such as over grass, over soft floor mats, under a crawl net. Blindfold all members of the group then ask them to follow the rope staying together as a group by holding the back of the coat of the person in front of them. give the leader a jug of water to carry, change the leader by placing bits of string on the course to show when the leader should go to the back. Set 2 teams off at similar times to complete the course though one starts from different ends of the rope. Give each team a jug of water to carry each team member must take a turn at carrying the water at least once! See which team has the most water. Team must negotiate past the other team as well to get to the end of the rope.</p> <p>Remote Control Divide the team in to pairs. Blindfolds Mark out a start area and finish area, using the blindfold trail complete with obstacles etc... Make sure the robot doesn't speak and wears a blindfold. Children must control their robots. 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	Team Building	<p>All Aboard: Keep the class in 3 small groups. The aim is to get all of their team stood and balanced on the tarpaulin sheet. After each successful attempt the team should step off the sheet and it folded in half. The idea is to get the group on to the smallest sheet they can. Get children to fold without stepping off!</p> <p>Plank Game or Line up: Line the group up and ask the group to rearrange them-selves in to height order, shoe size, name order, etc...Use a line on the floor or gym benches or crates and planks for this task depending on ability of the group.</p> <p>All Up: Get the group in pairs to sit down with toes touching and holding hands. The aim is to then stand up without moving their feet and without letting go of hands. When they have got competent at pairs do fours, six etc...</p>	<p>Tyre Walk. mark out a start and finish line. Practice the balancing of team members on the tyres before starting the task.</p> <p>Stepping Stones. mark out a start and finish line. Brief the group and give them a time limit. If required lay the stepping stones out first to avoid having to move the stones.</p> <p>Laser Field Set-up a course using string, or rope use chairs to put string around so it is kept taught at sides. Randomly weave a course. Don't make the spaces to large otherwise children will find the challenge to easy. Try and make a 5m course. Children in their group must attempt to get their whole team through the 'laser' field. One player may take to the course at a time the others may help from the start (not the sides or finish!!) Each player starts with 3 lives. Each time a life is lost the whole team must start again and the player loses one of their lives. See how many of your team you can get safe.</p>	<p>Laser Field Set-up a course using string, use chairs to put string around so it is kept taught at sides. Randomly weave a course. Don't make the spaces to large otherwise children will find the challenge to easy. Try and make a 5m course. Children in their group must attempt to get their whole team through the laser'field. One player may take to the course at a time the others may help from the start (not the sides or finish!!) Each player starts with 3 lives. Each time a life is lost the whole team must start again and the player loses one of their lives. See how many of your team you can get safe.</p> <p>Human Knot Split class into 3 groups, get children to from a circle in their group. Take hold of two different people's hand but not the people next to you each member of the team should hold onto one person's hand with each of their hands. Teams need to without letting go of hands untie themselves, they may change grip but not let go!!</p> <p>Group Drawing This activity can be presented and debriefed in a number of different ways. Examples include: teamwork; individual differences, diversity, problem solving or planning. The only equipment needed are some drawings of shapes and a large chalk board or flip chart which is visible to all. Divide the group into three small groups:</p> <ul style="list-style-type: none"> • Drawers. The drawers attempt to recreate one of the pre-drawn designs which they cannot see. They can only draw and listen. They may not talk and they stand with their backs to the group so they cannot receive nonverbal messages. 	<p>Laser Field Set-up a course using string, use chairs to put string around so it is kept taught at sides. Randomly weave a course. Don't make the spaces to large otherwise children will find the challenge to easy. Try and make a 5m course. Children in their group must attempt to get their whole team through the 'laser'field. One player may take to the course at a time the others may help from the start (not the sides or finish!!) Each player starts with 3 lives. Each time a life is lost the whole team must start again and the player loses one of their lives. See how many of your team you can get safe.</p> <p>Human Knot Split class into 3 groups, get children to from a circle in their group. Take hold of two different people's hand but not the people next to you each member of the team should hold onto one person's hand with each of their hands. Teams need to without letting go of hands untie themselves, they may change grip but not let go!!</p> <p>Juggernauts Using 3 crates and 2 planks children must get from a starting position to a finishing position. Make sure the children have to move their planks, at least once to get to finish otherwise the challenge will be too easy!</p> <p>Save The Egg Each team needs the following equipment Equipment: An egg, two balloons, a roll of Sellotape, some elastic bands, two straws and 4 pieces of paper Description: The group has 20 mins to make a vehicle to carry the egg. The vehicle should be strong enough to withstand a fifteen-foot drop onto concrete. Can you save the egg from cracking?</p>

				<ul style="list-style-type: none"> • Talkers. The talkers attempt to describe the design to the drawers. The talkers also do not see the design. • Viewers. The viewers are the only ones to see the design. They may not talk and must communicate nonverbally. The talkers may question the viewers who must respond nonverbally. The viewers may not draw the design in the air or use any other nonverbal communication which actually shows the design. The initiative is complete when the viewers are satisfied with what the drawers have created. 	
Key skills to progress – cooking and fire lighting	Using Fire for Cooking	Light a fairy fire and keep it going	Roast food on a fire with support	Cooking on a camp fire (roast food) Make and tend a fire safely	Prepare and light a campfire with supervision
Key skills to progress – Understanding nature and the environment	Eco/Science and nature	<ul style="list-style-type: none"> • Learn about pollination and how bright colours attract wildlife. • Weaving bright patterns onto wicker/willow fences (or weave indoors then attach to fence) to attract wildlife. • Studying flowers and learning about how they're pollinated. • Study/sketch flowers in wild area • Make bug hotels to encourage insects. • Weaving and crocheting colourful patterns and 'flowers' to attract wildlife. • Identifying and classifying trees and plants. • Shaking out branches, using magnifying glasses – identifying and classifying insects 		<ul style="list-style-type: none"> • Learning about pond-life and life cycles of amphibians linked to science. • Pond-dipping – any wildlife in pond? • Identifying plants and parts of plants • Pond dipping – filtration and PH levels • Look at plant growth. • Reproduction in plants – dissecting flowers. 	
	Geographical Skills / Navigation	follow a map in a familiar context use a map to orientate around a course Follow a route safely.	follow a map in a (more demanding) familiar context Follow a route within a time limit. follow a map with confidence to navigate around a route	follow a map in an unknown location use clues and a compass to navigate a route change my route to overcome a problem Use new information to change my route.	plan a route and a series of clues for someone else Plan with others taking account of safety and danger. devise and put into practice a range of solutions and challenges
Key skills to progress – Physical development / healthy lifestyles	Play / Exploring)	Take part in outdoor challenges on own and in a team Make something out of wood Cook outdoors	Play woodland versions of games I can work in a team during wide games and scavenger hunts Make a sculpture Make up your own game and teach it to someone Treasure hunt	Orienteering with an OS map	Create a time capsule

Links to school values	Growth - Personal growth through taking on challenges and positive impact on well-being Compassion - Working in a team Honesty – Seeking help and advice when needed Courage – Trying new challenges and building confidence Hope – Appreciation for nature and hope for the future of the planet Love - Love of the outside world and love of learning
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