



THE NATURE BUS SCHOOL CURRICULUM

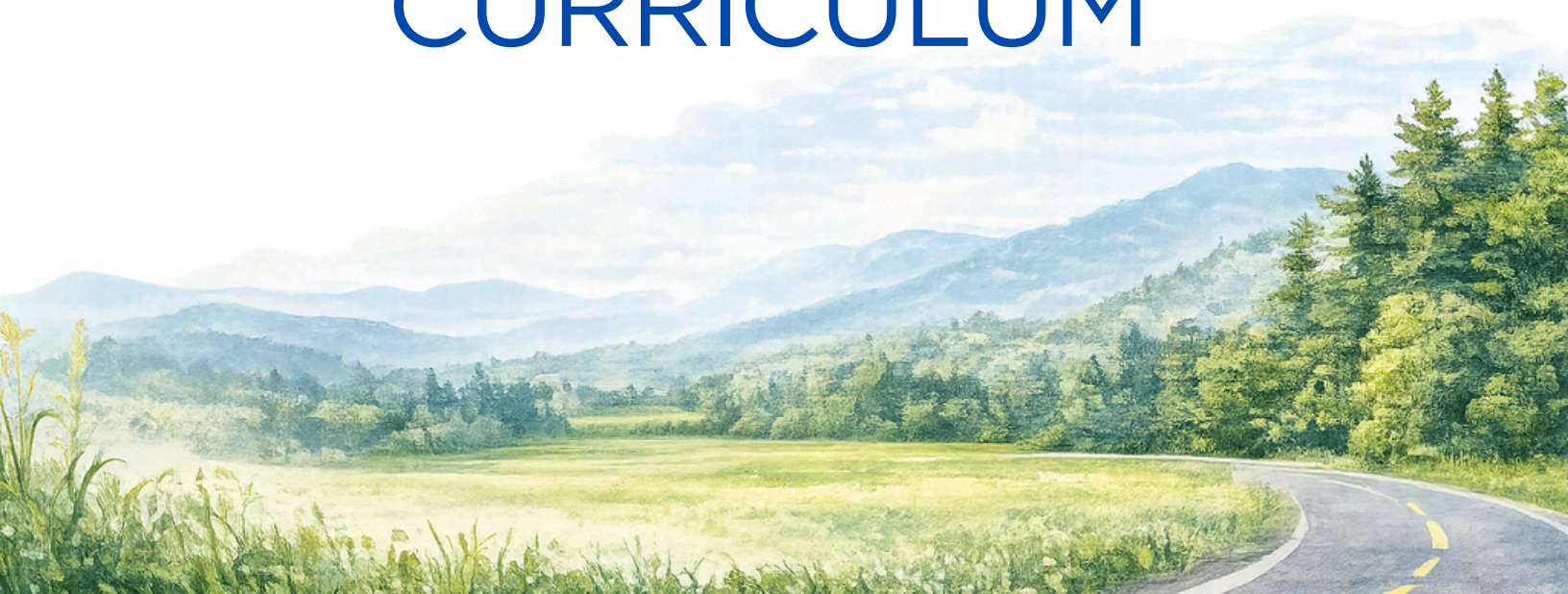


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Foundations of Our Curriculum

At The Nature Bus School, children learn in ways that feel natural, joyful, and meaningful. Our curriculum blends strong foundational academics with immersion in nature and community engagement, so children grow as thinkers, observers, communicators, creators, and stewards.

We are a mobile, nature-immersed school for 16 children. Learning takes place in forests, fields, farms, libraries, and community spaces. We spend most of the school day outdoors unless inclement weather requires an indoor space.

Our curriculum design rests on three elements:

Nature as Our Classroom


Children engage daily with living systems, seasonal cycles, and real-world phenomena that invite observation, inquiry, and understanding.

Real-World Learning

Children learn how the world works by participating in it. Weekly “Wandering Wednesdays” deepen community connection.

Readiness-Based Core Academics

Reading, writing, and mathematics are taught explicitly in small groups. Children move forward as understanding develops, guided by readiness and mastery rather than age or grade level.

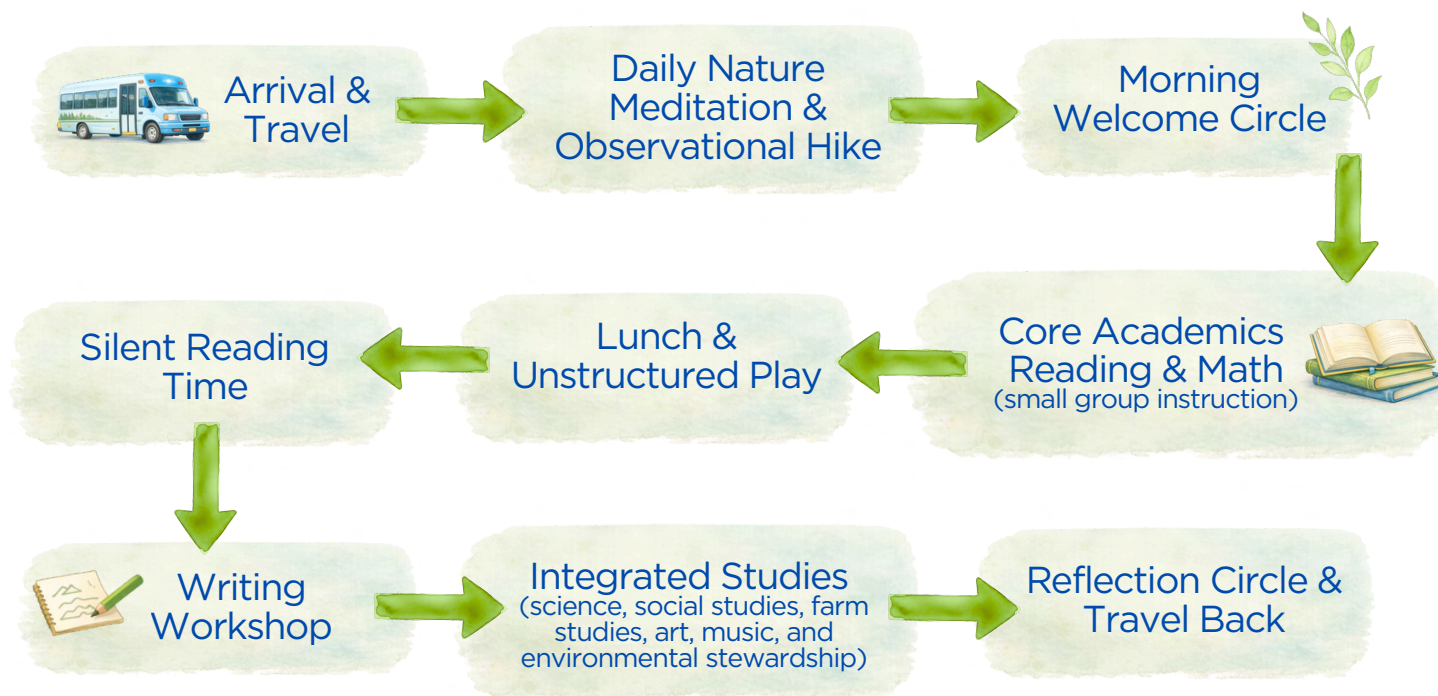


We align our instructional core with the Virginia Early Learning & Development Standards (ELDS), the Virginia K-12 Standards of Learning, and the Core Knowledge Sequence, a nationally recognized framework that provides clear developmental pathways across literacy, mathematics, science, social studies, and foundational skills. We intentionally layer supplemental approaches, including Montessori mathematics for hands-on, concrete learning; Waldorf-inspired storytelling that nurtures imagination, oral language, and wonder; and Reggio-inspired, mixed-age project investigations integrating science, STEAM, social studies, farm studies, art, music, and environmental studies—creating a cohesive, developmentally meaningful curriculum that supports the whole child.

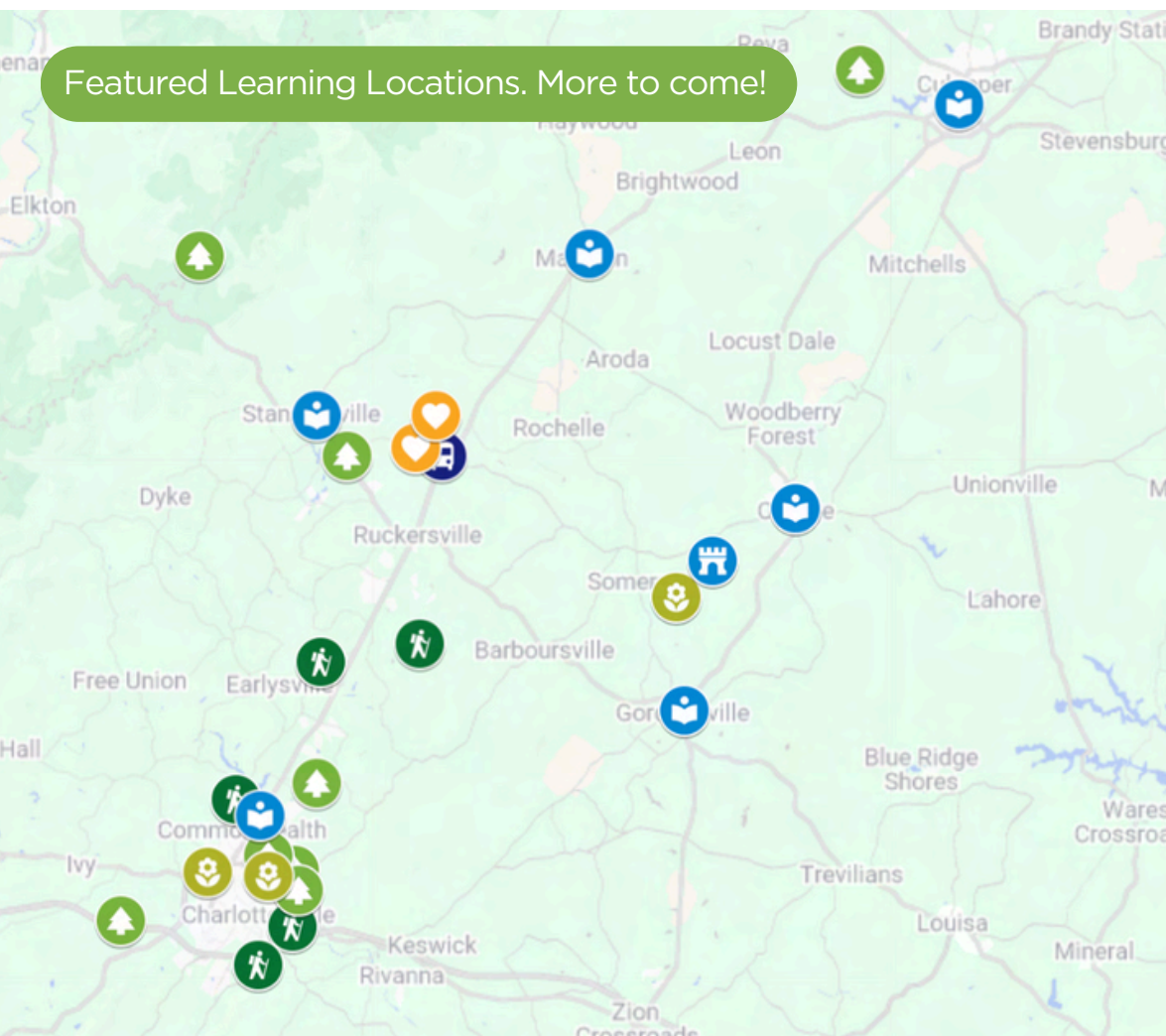


Our School Schedule

Every day, except Wednesday, we travel 15–30 minutes to a variety of learning locations. “Wandering Wednesdays” are our full-day field-trip experiences (see page 20).



Featured Learning Locations. More to come!



- Parent Drop-off/Pick-up
- Blossom Ridge Farm
- Seven Oaks Retreat Center
- Chris Greene Lake Park
- Ivy Creek Foundation
- Riverview Park
- Preddy Creek Trail Park
- Saunders-Monticello Trail
- Greene Community Park
- Pen Park
- Greenbrier Park
- Ragged Mountain Reservoir
- Mountain Run Lake Park
- South River Picnic Area
- Darden Towe Park
- Forest Lakes Trail
- Grelen Nursery Inc
- Botanical Garden of the Pied...
- The Tahija Arboretum & LaCr...
- Greene County Library
- Northside Library
- Gordonsville Library
- Orange County Library
- Madison County Library
- Culpeper County Library
- James Madison's Montpelier

How Learning Happens Outdoors

Each morning, our “classroom” unfolds beneath the open sky. The Nature Bus brings us to local landscapes that feel alive and full of possibility—a rolling meadow, a community garden, a farm, a forest, a river. While our settings vary throughout the week, the learning environment remains predictable, structured, and beautifully prepared. This balance of novelty and stability helps children feel both delighted and secure.

During the bus ride, we awaken their curiosity by sharing with students how the day may unfold. To support emotional regulation, children participate in a daily guided meditation. During morning circle, children are warmly greeted and welcomed into the day, building a strong sense of belonging. These intentional routines nurture emotional readiness, spark curiosity, and create a calm foundation for learning.

We begin with a quiet observational hike, noticing plants, animal tracks, shifting seasons, and the tiny wonders that live in the understory. Meanwhile, a teacher prepares the outdoor classroom—unloading curated learning materials, setting up resource stations, and creating a calm academic space for instruction and discovery.

By the time the children return, the outdoor classroom is waiting, inviting, familiar, and filled with purpose. After our morning welcome circle, reading lessons unfold in this gentle environment, followed by mathematics.

Each child selects a preferred working space—perhaps a hammock, a blanket under a cedar tree, a log stool, or a clipboard at a sunlit boulder. The pace is unhurried, expectations are clear, and learning feels both personal and communal.

Research continues to affirm what children instinctively know and what parents have sensed for years: children do not learn best sitting at desks inside four walls. Learning flourishes outdoors, where the world is spacious, sensory, and alive.



Our outdoor classroom includes professional educational tools, thoughtfully selected for purpose:

- Literacy tools, phonics sets, and early readers
- Storybooks that spark imagination and language
- Sketchbooks and journaling materials for writing and observation
- Montessori mathematics materials for concrete, mastery-based learning
- Natural materials for classification, patterning, and creativity
- Art and music supplies for expressive learning
- Maps, compasses, field guides, and nature reference tools
- Measuring instruments for data collection, graphing, and comparison



After the academic morning block, we gather for a picnic-style lunch. Children share stories and observations, strengthening social connections and practicing conversation. When lunch is finished, children enjoy unstructured outdoor play. This time is essential for imagination, negotiation, gross motor development, and the kind of free exploration that builds confidence and joy. As the energy softens, we transition into quiet reading time. Children stretch out on blankets, curl up in hammocks, or lean against tree trunks with their books.

Next, we transition into a writing workshop. Children's ideas move from mind to paper—stories, poems, field notes, and sketches—while teachers gently guide young writers to observe closely, describe thoughtfully, and express their thoughts, immersed in nature's rich sensory environment.

The afternoon continues with integrated studies—hands-on, interdisciplinary, and deeply engaging. Children work together on mixed-age projects so younger students learn from older peers and older students practice leadership and communication. These projects draw from science, social studies, farm studies, art, music, and environmental education, helping children make sense of how subjects connect to the real world.

We close the day gathered in a final reflection circle before heading back to greet parents. Our approach nurtures confident, capable learners – children who are academically prepared, emotionally content, deeply curious, and fully alive in their senses.



CORE ACADEMICS: Reading, Writing & Mathematics

(Morning Instruction)

Each day, children engage in focused instruction in reading, writing, and mathematics. These core subjects are taught explicitly and gently in small groups, based on readiness rather than age.

Children arrive at our school with different experiences, exposures, and strengths. Our program is designed to honor those differences.

Learning on a Continuum

We view learning as a continuum of development, not a single starting point.

When your child arrives at The Nature Bus School, they naturally fall somewhere along each academic continuum—early, developing, or mastering. Our role is to meet them exactly where they are and intentionally move them forward from that point.

Traditional classrooms often place all children at the same starting level and move them through the year together. This can lead to boredom, frustration, or unnecessary pressure. Our approach is different.

Our academic continuums span approximately three years of development, allowing children to progress at a pace that reflects true readiness. A younger child may already be far along a continuum due to prior experience, while another may need more time at the beginning. Both are supported—and neither is held back or rushed.

Because learning is readiness-based:

- Children may be at a different point in reading than they are for math or writing
- Instructional groups reflect a child's readiness (not age or grade)
- Advancement occurs when mastery is observed
- Movement between lessons and groupings can happen at any time during the year
- A bright child moves along at an appropriate pace. A child who needs more practice on the lesson is given the freedom of time.
- Lesson groupings are fluid, changing so often, that children learn to trust this process.
- Students are explicitly taught to respect learning differences.
- This approach preserves curiosity, builds confidence, and keeps learning meaningful.

Our priority is to place every child where they feel confident, capable, challenged, and supported—every day.



READING

Reading is taught with both structure and wonder, honoring the mechanics of literacy while nurturing imagination, pleasure, and awe. Outdoors, language feels alive: the stories children hear echo from real places, the quiet of the forest invites deep listening, and the rhythm of nature slows the child's mind into focus.

Our approach is loosely inspired by Waldorf traditions, particularly in how we invite children into language through beauty, rhythm, and imagination. While reading is taught explicitly and intentionally, it is always held within a wonder-filled atmosphere where oral storytelling, poetry, song, and nature-based imagery come first—so that literacy grows from joy rather than pressure.

Rather than sitting at desks, children learn to read in environments that are sensory-rich, emotionally safe, and aesthetically inspiring. **This awakens intrinsic motivation: children want to decode words because words unlock meaning.**



Children learn in small readiness groups, where explicit phonics instruction is paired with poetry, storytelling, recitation, and beautifully illustrated early readers. Stories are often first experienced orally—through spoken word, song, movement, or play—before children encounter them in print, allowing meaning and imagination to lead the way.

Reading becomes something children want to master, not because it is assigned, but because it allows them to participate in the stories unfolding around them.

Motivating Children to Want to Read

Children are motivated to read when it feels meaningful. We support this through:

- Stories told in the same landscapes where they unfold
- Oral storytelling, poetry, and songs connected to seasonal themes
- Acting out stories using natural props, silks, and imaginative play
- Beautiful storybooks and early readers with rich illustrations
- Cozy “reading spots” (blankets, hammocks, tree shade) that make reading special
- Gentle literacy games that build skills through play
- Shared storytelling and performance opportunities

Reading becomes an experience, not an assignment.



The Reading Readiness Continuum

Children arrive as readers on different paths. Our reading continuum honors this developmental reality—guiding children from oral language and listening toward confident, fluent reading through intentional, readiness-based instruction.

The Reading Readiness Continuum

Children move from listening and wonder to fluent reading as understanding unfolds—at their own pace, with joy and purpose.



Emerging Readers

Language is taking root

Pre-Reading → Early Phonics Awareness

- Tracks print left-to-right
- Recognizes letters & sounds
- Identifies rhymes, syllables, & beginning sounds
- Retells simple stories



Developing Readers

Decoding opens the door to meaning

Decoding Simple Text → Early Comprehension

- Reads words with short vowels
- Identifies characters, settings, & events
- Answers who/what/where/why/how
- Builds high-frequency word bank



Mastering Readers

Reading becomes understanding, expression, & joy

Fluency → Comprehension & Analysis

- Decodes blends, digraphs, long vowels, r-controlled vowels
- Reads multisyllabic words
- Demonstrates fluency & expression
- Uses text evidence to discuss meaning
- Summarizes key ideas & text features

Reading Outdoors:

- Phonics lessons taught on blankets or log stools
- Shared storytelling beneath trees, where landscape and imagination intertwine
- Early readers practiced in hammocks or quiet shaded nooks
- Story walks and “story trails” that blend movement, decoding, and comprehension

Fairy tales, nature stories, and seasonal narratives often weave through our reading work, nurturing a sense of wonder alongside developing skill. Children experience reading as meaningful—not rushed—and grounded in both skill and wonder.

WRITING

Writing outdoors develops from a child's impulse to express, record, and make meaning. Children who spend their days immersed in real experiences have something worth writing about. They communicate what they notice, imagine, and wonder. Natural writing materials—such as beeswax crayons, quality pencils, and watercolor—invite children to slow down, engage their senses, and take pride in the act of writing.

Teachers guide handwriting, sentence structure, spelling, and genre in small readiness groups. Daily life outdoors provides authentic storylines and ideas that give writing purpose.



Motivating Children to Want to Write

Children are motivated to write when they have real experiences worth writing about. We support this by providing sensory and memorable experiences outdoors and in the community, so writing has a natural purpose:

- “I want to remember this.”
- “I want to tell someone about this.”
- “I want to explain what I saw.”
- “I want to make a book about this.”
- “I want to add this to our project.”
- “I want to ask a question.”
- “I want to save this in my portfolio.”

In this environment, writing shifts from task to personal expression. Children’s writing and illustrative work are carefully collected into personal portfolios that grow with them over time. These portfolios hold stories, drawings, field notes, and reflections—becoming treasured records of each child’s thinking and voice. Children revisit them often, share them with pride, and develop a deep sense that their words and ideas matter.



The Writing Readiness Continuum

Writing develops as children move from mark-making and oral storytelling to purposeful written communication. Our writing continuum supports this progression by pairing explicit instruction with authentic reasons to write.

The Writing Readiness Continuum

As children's thoughts take shape, writing becomes a joyful way to express, explain, and share what matters to them.



Emerging Writers

Ideas take shape through marks and meaning

Pre-Writing → Early Mark-Making

- Draws to communicate ideas
- Dictates stories & labels drawings
- Writes name with early letter formation
- Experiments with phonetic spelling



Developing Writers

Thoughts turn into sentences

Early Composition → Sentence Construction

- Writes simple sentences
- Spells phonetically & adds detail
- Uses capitals, spacing, punctuation
- Writes labels, lists, captions



Mastering Writers

Writing becomes communication and contribution

Composition → Audience & Revision

- Writes multi-sentence narrative, opinion, & informational texts
- Revises & expands ideas
- Uses grammar (nouns, verbs, adjectives)
- Conducts simple research & presents findings
- Writes to audiences beyond the teacher

Writing Outdoors:

- Nature journaling that begins with drawing and dictation, gradually expanding into sentences and paragraphs
- Writing and illustrating using natural, high-quality materials that support care, focus, and craftsmanship
- Writing workshop lessons taught at picnic tables or beneath trees
- Teachers conferencing quietly with writers while children work independently outdoors
- Writing shared with peers under the open skies

Writing becomes both expressive and communicative when children see themselves as authors with something worth saying.

MATHEMATICS

Mathematics is taught through hands-on experiences using Montessori materials and carefully sequenced lessons that help children truly understand numbers, not just memorize them.

Children first learn by touching and working with real objects, then by drawing or using visual models, and eventually use numbers and symbols to solve problems through operations such as addition, subtraction, and later multiplication and division.

This approach builds the ability to think through math mentally, without needing physical materials. This gradual progression allows each child to build strong number sense, confidence, and problem-solving skills at their own pace. Instruction is explicit, hands-on, and aligned with the Virginia Mathematics Standards of Learning, ensuring that children develop the skills they need not only to calculate, but to understand why mathematical relationships work.



How We Teach Math

Children are motivated to learn math when it helps them make sense of the world around them. We support this by grounding mathematics in real experiences, meaningful questions, and hands-on exploration, so numbers and operations have a clear purpose. Young children learn best when their bodies, senses, and minds are all engaged. Teaching math outdoors allows children to see, touch, move, and experience mathematical ideas rather than learning them only on paper.

How we teach math:

- Montessori materials for number, place value, and operations
- Short, direct lessons followed by hands-on practice
- Real-world applications in measurement, time, and data
- Small readiness-based groups, flexible across the year
- Frequent review and spiral practice for mastery
- Outdoors, whenever possible

In this environment, math shifts from memorization to understanding.



The Mathematics Readiness Continuum

Mathematical understanding grows best when concepts are built concretely, sequentially, and with time for mastery. Our mathematics continuum reflects this progression—from hands-on exploration to confident reasoning and problem-solving.

The Mathematics Readiness Continuum

Children build mathematical understanding step by step, moving from concrete experience to confident problem-solving at their own pace.



Emerging Mathematicians

Number sense begins with quantity and pattern

Early Counting, Quantity, & Comparison

- Counts objects with 1:1 correspondence
- Recognizes numerals 0–10 (and then to 20)
- Matches quantity to numeral
- Orders numbers in sequence
- Recognizes and names basic shapes
- Sorts and classifies objects by one attribute (size, color, shape)
- Describes which group has “more,” “less,” or “same”
- Creates, copies, and extends simple patterns



Developing Mathematicians

Numbers become relationships

Number Sense to 100, Early Operations, & Measurement

- Counts by 1s, 2s, 5s, and 10s
- Understands teen numbers as “ten and some more”
- Recognizes place value in tens and ones
- Composes and decomposes numbers
- Adds and subtracts within 20 using concrete materials
- Solves simple word problems with support
- Measures length using standard and non-standard units
- Reads and compares simple bar graphs or picture graphs
- Identifies coins & begins to understand value



Mastering Mathematicians

Math becomes reasoning and problem-solving

Place Value to 100+ or 1000, Fluent Operations & Applied Problem-Solving

- Understands place value to 100 and beyond (tens, hundreds)
- Adds and subtracts within 100 and 1000 with strategies and models
- Solves multi-step word problems using drawings, numbers, and words
- Begins multiplication and division through repeated addition and grouping
- Works with simple fractions in real contexts (halves, thirds, fourths)
- Represents & interprets data in charts & graphs
- Estimates, compares, & justifies reasonable answers

Math Outdoors:

- Montessori number work laid out on mats beneath trees
- Bead chains or number cards are laid out along paths so children can physically walk ones, then tens
- Measuring trails, gardens, and structures using rulers, tapes, and standard units
- Measuring the height of a tree with a clinometer
- Data collection through weather tracking, mapping, and observation charts
- Problem-solving embedded in daily outdoor tasks and projects

MIXED-AGE INTEGRATED STUDIES

(Afternoon Project Time)

Each afternoon, all 16 students engage in an unhurried block of Integrated Studies—a Reggio-inspired environment where ideas from science, social studies, farm studies, and art, music, and environmental stewardship, come together through meaningful projects. The students have time to slow down for deep dives into topics of interest. Projects last as long as the children's curiosity sustains them – sometimes days, sometimes weeks.

This continuity allows children to:

- Build depth
- Revisit ideas
- Refine skills
- Extend understanding
- Integrate multiple disciplines
- See learning as meaningful

Integrated Studies honors children as capable thinkers whose questions and observations help shape the direction of the work. Teachers gently guide these projects so that children's curiosity is channeled into research, documentation, experimentation, and communication, aligned with the Virginia Standards of Learning. While topics are inspired by the children, academic goals are guided by teachers.

Because learning is integrated rather than divided by subjects, children experience knowledge as a set of connected systems, not isolated facts. They become researchers, not simply receivers of information.

It feels different from traditional classrooms because it is.



Areas of Integrated Study

Science

Inquiry-based studies emerging from real questions children ask about the world. We study life science, earth science, physical science, observation, and classification. The goal is not to memorize scientific terms, but to think scientifically.

Social Studies & Community

Exploration of how people live, work, and contribute to a community, including community roles, cultural practices, seasonal traditions, maps, and sense of place. Our bus enables children to go into the community for authentic, behind-the-scenes experiences that help them understand how their community works and how they can have an active role within it.

Farm Systems

Young children are naturally intrigued by how food grows, how animals live, and how farms work. With regular access to partner farms, we study plant and animal life cycles, pollinators and beekeeping, and farming through the seasons.

Building & Making

Children explore ideas through building, designing, testing, and refining. At this age, engineering looks like constructing shelters, creating ramps, exploring balance, and using simple machines.

Environmental Stewardship

Children develop a deep connection to the natural world through daily time outdoors. Stewardship grows from relationship and familiarity with the places we regularly visit for nature hikes, outdoor learning, and collaborative projects. Children identify local plants and animals, observe seasonal rhythms, and notice ecological patterns. They take part in hands-on stewardship at community partner sites, tending garden plots, practicing Leave No Trace principles, and caring for living things with respect and responsibility.

Art, Music, & Drama

Art, music, and drama are the essential languages of childhood, offering children a way to express, explore, and make meaning of their experiences. The arts are gently woven into the afternoon projects, where children work with natural and traditional materials, watercolor, drawing, clay, fiber arts, and more. Seasonal songs, journaling, storytelling, and acting enrich their work, allowing creativity to unfold in rhythm with the seasons and bring imagination, beauty, and purpose to the projects.

Presenting

At the culmination of interest projects, children may enjoy presenting their work. Presenting for others builds language, confidence, and pride in their learning.



“Wandering Wednesdays”

On Wednesdays, The Nature Bus does what children have always dreamed school could do—it goes out into the world. Each week, we travel within an hour radius for a full-day field immersion that expands children’s understanding of how their community works. These are not quick tour-style visits; they are behind-the-scenes learning experiences where children are welcomed into places most adults never get to see.

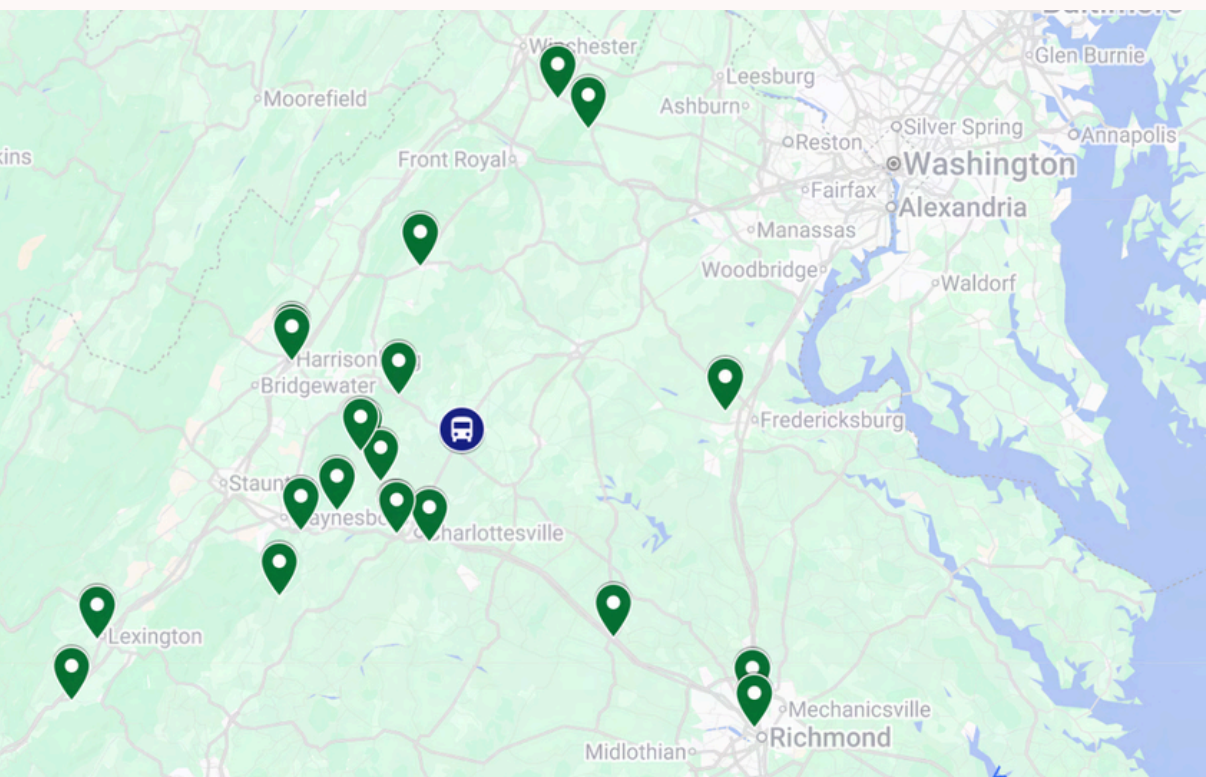
Children may milk a cow at a working dairy, visit an observatory or science lab, meet craftsmen and makers, learn from firefighters or river researchers, explore studios, or observe the work that helps communities run.

Experiences like these create **core memories**, the kind children remember into adulthood. They give context and purpose to everything we study in school and strengthen children’s sense of belonging.



“Wandering Wednesdays” Expanding Travel & Partnership Map

Wandering Wednesday destinations are selected within approximately a one-hour radius of our pickup location and vary throughout the year based on seasonal themes, learning goals, weather conditions, and children’s interests. All locations are carefully planned and aligned with our educational and safety standards.



- The Nature Bus Departure Lo...
- Wildrock
- Sky Meadows State Park
- Mint Springs Valley Park
- Blue Ridge Tunnel Trail, East ...
- Shenandoah National Park - ...
- Blandy Experimental Farm
- Lewis Ginter Botanical Garden
- The Gardens at Waterperry F...
- Ragged Mountain Nature Area
- Natural Bridge State Park
- Luray Caverns
- Monticello
- Explore More Discovery Mus...
- John C Wells Planetarium
- Science Museum of Virginia
- Rockfish Valley Trail
- Heyward Community Forest
- Boxerwood Nature Center & ...
- Motts Run Reservoir Recreat...
- Patricia Ann Byrom Forest Pr...
- My Three Chambered Heart



Social-Emotional Learning

Social and emotional development is foundational to academic growth, collaboration, and lifelong learning. At The Nature Bus School, we intentionally cultivate a learning environment where children feel emotionally safe, deeply known, and valued as members of a close-knit community.

The emotional tone of our school is calm, respectful, and warm. Teachers model the behaviors we expect children to develop. Voices remain soft and measured; adults do not raise their voices. Children learn that listening matters, that they do not need to shout to be heard, and that every voice deserves space.

Throughout the day, children practice essential skills, including listening attentively, expressing feelings respectfully, recognizing others' emotions, problem-solving, and caring for shared spaces.

Because our school is intentionally small and consistent, children develop strong relationships with peers and teachers year after year.

The community begins to feel like a learning family—one in which trust, empathy, and mutual care grow naturally and support both academic and emotional confidence.



Social Learning in a Mixed-Age School Community

While core academic instruction in reading, writing, and mathematics is taught in small, readiness-based groups, our school intentionally brings children together in mixed-age settings during transitional periods, outdoor breaks, and the afternoon Integrated Studies block.

This mixed-age structure is a purposeful educational design choice. Learning alongside peers at different developmental stages strengthens communication, leadership, and emotional intelligence—skills that are best developed through authentic interaction rather than instruction alone.

Younger children observe advanced language, problem-solving, and self-regulation modeled by older peers. Older children practice leadership, patience, and responsibility. Roles shift fluidly, allowing each child to experience both support and agency.

Extended periods of collaborative and imaginative work—particularly outdoors and during Integrated Studies—provide meaningful contexts for children to plan together, negotiate roles, resolve conflict, and communicate ideas. Teachers observe closely and guide when needed, ensuring that social learning remains supportive, intentional, and developmentally appropriate.

Rather than teaching social skills in isolation, we embed them into specific parts of the school day—so social and emotional growth unfolds naturally through experience, relationship, and reflection, while academic instruction remains focused and individualized.



HEALTH & PHYSICAL FITNESS

Physical movement is integral to learning at The Nature Bus School. Children build strength, coordination, and endurance through consistent, meaningful activity woven throughout the day. Daily nature hikes, in all types of weather, support cardiovascular health, balance, resilience, and emotional regulation. Outdoor learning provides fresh air, natural light, and opportunities for vitamin D.

Unlike traditional classrooms—where children spend much of the day seated—our students remain active during academic learning as well as play. Core subjects are taught outdoors, where children naturally shift positions, stand, walk, carry materials, and engage physically with their environment.

We also recognize the role nutrition plays in children's ability to learn and thrive. Families are encouraged to pack nourishing snacks and lunches, and children are given multiple opportunities to eat throughout the day in response to natural hunger cues. Through visits to partner farms and community sites, children develop an understanding of food systems and where their nourishment comes from.

Movement and nourishment are essential conditions for learning. Children learn through their bodies as well as their minds, developing habits of health, confidence, and engagement that support long-term well-being.

Each student is provided with a nature hat, a backpack filled with naturalist supplies (magnifying glass, binoculars, insect viewer, fish net, and more), a picnic blanket, and a hammock.



SEASONAL RHYTHM DURING THE SCHOOL YEAR

Because The Nature Bus School spends most of the day outdoors, seasonal change is a meaningful part of the curriculum. Rather than centering the year around traditional holidays, we mark seasonal transitions. These gentle, nature-based ways help children notice change and feel grounded. The moments are rooted in observation, storytelling, and shared experience.

Seasonal rhythms support emotional regulation, deepen children's connection to nature, and provide a calm, predictable structure to the school year, especially when revisited year after year. By learning in relationship with the natural world, children develop a sense of wonder, resilience, and a strong sense of belonging.



ASSESSMENT & DOCUMENTATION

We document learning through authentic work rather than tests or worksheets. The Nature Bus School uses developmentally appropriate assessment methods in place of standardized testing.

Assessment focuses on:

- Skill demonstration
- Conceptual understanding
- Growth over time

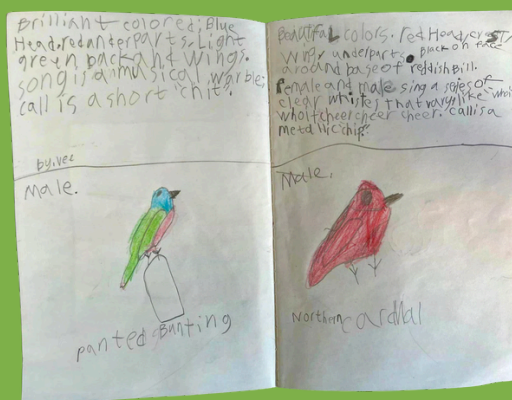
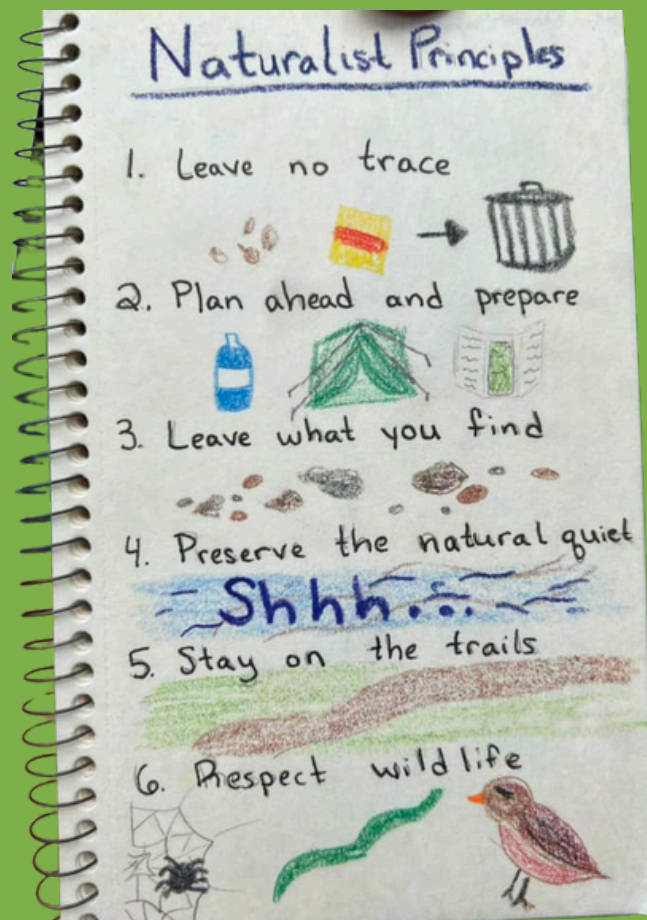
Assessment methods include:

- Teacher observation + documentation
- Writing and nature journals and written representations
- Phenology cards and data collection notes
- Project artifacts and models
- Oral explanations, presentations & exhibitions
- Individual student portfolios: drawings, maps, watercolor studies, and research planning sketches

These forms of assessment provide families with meaningful insight into their child's growth over time.

In-person **Parent-Teacher-Child** conferences are held three times a year. Teachers are also available by appointment to meet with families by phone or in person between scheduled conferences, as needed.

In addition, a weekly news update is emailed to parents to share highlights, learning moments, and experiences from the previous week.



Conclusion: *A Curriculum Rooted in Childhood*

Curriculum at The Nature Bus School begins with a simple belief: childhood matters.

Learning is guided by developmental readiness, curiosity, and a deep respect for how children experience the world. Each child's educational journey is honored, and the right to learn joyfully is protected. Our curriculum reflects a commitment to each child.

Children benefit from learning within a stable, consistent community. By working with the same core teachers over many years, children are deeply known academically, socially, and emotionally. This continuity allows teachers to respond thoughtfully to each child's unique needs and support learning on that child's true developmental continuum.

Our curriculum is rooted in the Founders' Educational Philosophy, which guides how we think about children, learning, and nature. This philosophy shapes not only *what* we teach, but *how* we teach—through relationship, rhythm, readiness, and respect for the whole child.

For many families, our curriculum experience is the moment they realize:

This is not just a different way of schooling — it's a different kind of childhood.

Children return from our school each day with hearts full, minds buzzing, and stories tumbling out of them—all evidence that they learned by living, experiencing, and tapping into their sense of wonder.

It is often said that childhood goes by quickly.
The Nature Bus School makes sure it is not missed.

