

## FOREST SCHOOL: Knowledge, Skills and Understanding Progression Grid

	Reception	Year 1	Year 2
<b>Caring for the Environment</b>	<ul style="list-style-type: none"> <li>To explore and understand different environments, for example, recognising differences between the indoor and outdoor environment and talking about what they might see, hear or feel in both</li> <li>To understand that we need to take care of our environments inside and outside</li> <li>To follow instructions and rules when exploring and playing in the woodlands</li> <li>To know that unnatural things such as plastic do not belong in the natural environment</li> <li>Begin to talk about what they like about learning outside</li> </ul>	<ul style="list-style-type: none"> <li>To explore and understand different environments, for example, recognising differences between the indoor and outdoor environment and talking about what they might see, hear or feel in both</li> <li>The plants and animals are welcoming us into their environment</li> <li>To understand that we must be safe and start to talk about some of the ways in which they can stay safe in the woodlands (knowing how high to climb a tree, what they can and cannot touch, not to put things in their mouths)</li> <li>To understand that we need to take care of our environment and start to talk about ways in which they do this (not dropping litter, picking up litter, not picking leaves from living plants)</li> <li>To know that unnatural things such as plastic do not belong in the natural environment</li> </ul>	<ul style="list-style-type: none"> <li>To ask and answer questions about their environment: What is natural and what is not?</li> <li>To understand that we all have a responsibility to leave the environment as we find it.</li> <li>We must be safe and take care of our environment and know that unnatural things such as plastic do not belong in the natural environment</li> <li>plants and animals are welcoming us into their environment</li> </ul>
<b>Risk assessment</b>	<ul style="list-style-type: none"> <li>Know the signals to return to base: Blow the whistle and shout "123 where are you?" They then shout "123 I'm over here". They then return swiftly to base.</li> <li>Know that we need to wash hands before eating</li> <li>Follow instructions about fire safety and understand that fire can be dangerous</li> <li>Understand the woodlands boundaries and rules</li> <li>Know what to do if there is a problem (find the nearest adult and tell)</li> <li>Children will begin to learn about assessing risk (boundaries, rules, not to eat berries / seeds etc, how to carry large sticks, not to touch the fungi, sticks are not weapons)</li> </ul>	<ul style="list-style-type: none"> <li>Understand the risks associated with different areas of the Woodland</li> <li>Understand the woodlands boundaries and rules</li> <li>Find hazards themselves and identify them to the class</li> <li>Know how to use a range of tools safely. Rope, mallet, pegs, peelers, gardening tools</li> <li>Know which plant species are poisonous (list of those in our woodlands)</li> </ul>	<ul style="list-style-type: none"> <li>Understand and talk about risk associated with different areas of the woodland</li> <li>Set boundaries of site</li> <li>Find hazards themselves and identify them to the class.</li> <li>Know how to use a range of tools safely. Rope, mallet, pegs, peelers, bow saw, hand drill, gardening tools</li> <li>Know which plant species are poisonous (list of those in our woodlands)</li> <li>Know how to build structures safely</li> <li>Understand risks linked to cooking.</li> </ul>
	NB: For all year groups the Forest School Leader carries out a seasonal risk assessment, three-monthly woodland area risk assessment, visual checks before any forest school session and a fire risk assessment		
<b>Play and Exploring</b>	<ul style="list-style-type: none"> <li>Understand the rules and boundaries that are introduced and revisited regularly</li> <li>Explore and discover their own interests in the woodlands and begin to talk about these</li> <li>Understand how the seasons change by engaging in seasonal walks, noticing differences in the environment in autumn, spring, summer and winter</li> <li>Understand that wildlife lives in the woodlands and start to discover some</li> <li>Use of balancing and climbing equipment</li> <li>Make mud pies and add woodland 'ingredients'</li> <li>Play hide and seek in the forest</li> <li>Use of clay and woodland materials to create things</li> <li>Engage in scavenger hunts</li> </ul>	<ul style="list-style-type: none"> <li>Understand the rules and boundaries that are introduced and revisited regularly</li> <li>Understand how the seasons change by engaging in seasonal walks, noticing differences in the environment in autumn, spring, summer and winter</li> <li>Search for wildlife using their developing understanding of where different creatures might live</li> <li>Use of balancing and climbing equipment</li> <li>Travel safely over the Forest terrain when exploring or following directions</li> <li>Carry sticks safely</li> <li>Climb a small tree safely under supervision</li> <li>Follow recipes to make mud pies and potions (Room on the Broom)</li> <li>Play team games</li> <li>Use of clay and woodland materials to create things</li> <li>Engage in scavenger hunts</li> </ul>	<ul style="list-style-type: none"> <li>Understand the rules and boundaries that are introduced and revisited regularly</li> <li>Understand how the seasons change by engaging in seasonal walks, noticing differences in the environment in autumn, spring, summer and winter</li> <li>Become a nature detective and share their understanding about wildlife in the woodlands</li> <li>Discuss the benefits of learning outside</li> <li>Climb a small tree safely under supervision</li> <li>Move logs safely and initially with support</li> <li>Make mud pies using woodland materials</li> <li>Play team games</li> <li>Use of clay and woodland materials to create</li> <li>Engage in scavenger hunts</li> </ul>
<b>Geographical Skills and Navigation</b>	<ul style="list-style-type: none"> <li>Follow rules and boundaries</li> <li>Promote free exploration and develop confidence in navigating the space and surroundings</li> <li>Discuss the weather, season and seasonal changes</li> </ul>	<ul style="list-style-type: none"> <li>To use directional language, including developing their understanding of North, South, East, and West.</li> <li>Create a map of the site using natural objects</li> <li>Devise a map and use basic symbols in a key</li> <li>Use ropes and blind folds to move around a small area of the woodlands</li> <li>Discuss the weather, season and seasonal changes</li> </ul>	<ul style="list-style-type: none"> <li>Use directional language (near, far; left and right) and use the terms North, South, East and West when navigating</li> <li>Create a map of the site using a range of objects and materials</li> <li>Devise a map and use basic symbols in a key</li> <li>Use ropes and blind folds to move around a small area of the woodlands</li> <li>Discuss the weather, season and seasonal changes</li> </ul>

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	Reception	Year 1	Year 2
Science Curriculum links	<ul style="list-style-type: none"> <li>• Explore the natural world around them, making observations and drawing pictures of animals and plants</li> <li>• Notice some similarities and differences in relation to living things</li> <li>• Discuss the differences between materials and changes they notice</li> <li>• Understand some important processes and changes in the natural world around them, including changing states of matter</li> <li>• Understand the effect of changing seasons on the natural world around them</li> <li>• Discuss the weather and its uses</li> <li>• Notice some difference between different plants and animals they experience</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>• Identify and describe the basic structure of a variety of common flowering plants including trees</li> <li>• Identify woodland animals and discuss habitats</li> <li>• Distinguish between natural and unnatural materials, including wood, glass, rock, clay and plastic</li> <li>• Observe changes across the four seasons</li> <li>• Observe and describe weather associated with the seasons and how day length varies</li> </ul>	<ul style="list-style-type: none"> <li>• Look at and discuss natural and unnatural materials including wood, plastic, glass, metal, rock and paper</li> <li>• Observe changes across the four seasons</li> <li>• Observe and describe weather associated with the seasons and how day length varies</li> <li>• Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of various kinds of animals in their habitats, including microhabitats</li> <li>• Find out about the basic needs of animals for survival (water, food and air)</li> <li>• Observe and describe how seeds and bulbs grow into mature plants</li> <li>• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li> </ul>
Art Curriculum links	<ul style="list-style-type: none"> <li>• Noticing colours and shapes</li> <li>• Weaving with natural materials</li> <li>• Clay creatures with natural materials (Christmas – reindeer)</li> <li>• Sketching and drawing (of woodlands and using natural materials i.e. sticks in sand/soil)</li> <li>• Bark rubbing</li> </ul>	<ul style="list-style-type: none"> <li>• Andy Goldsworthy- Natural Art - Sculptures, patterns using natural materials</li> <li>• Stickman sculptures</li> <li>• Exploring patterns in the natural world</li> <li>• ‘Wild things’ creations in the woodlands</li> <li>• Clay creatures with natural materials (Christmas – reindeer)</li> <li>• Bark rubbing</li> <li>• Leaf printing</li> <li>• Sketching</li> </ul>	<ul style="list-style-type: none"> <li>• Van-Gogh – Sunflowers (summer term) - Explore flowering plants in the woodlands, observing closely</li> <li>• Use of woodland materials to create patterns and explore colours</li> <li>• Sketch something in real life</li> <li>• Bark rubbings</li> <li>• Clay creatures with natural materials (Christmas – reindeer)</li> </ul>
Shelter building Dens	<ul style="list-style-type: none"> <li>• Mini-den building for woodland creatures and fairies</li> <li>• Bug hotels using pallet wood, bricks, carpet and bamboo cane</li> </ul>	<ul style="list-style-type: none"> <li>• Mini-den building for woodland creatures and fairies</li> <li>• Bug hotel using old pallet wood, bricks, carpet and bamboo cane</li> <li>• Basic den building using tripod construction with support</li> <li>• Den building using tarpaulin</li> <li>• Evaluate dens – What went well? What would they do differently?</li> </ul>	<ul style="list-style-type: none"> <li>• Bug hotel using pallets</li> <li>• Independent tripod den structure for animals</li> <li>• Introduction to lashing and frapping techniques to make frames</li> <li>• Create a shelter using tarps, ropes, pegs and a mallet</li> <li>• Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether fit for purpose</li> </ul>
Using Tools Knots	<ul style="list-style-type: none"> <li>• Use of natural resources for tools (weaving, sticks for drawing)</li> <li>• Introduction to cooking skewer</li> <li>• Introduction to gardening tools (trowels, forks, rakes and small shovels)</li> <li>• Twisting pipe cleaners to secure two things together</li> </ul>	<ul style="list-style-type: none"> <li>• Use of cooking skewer</li> <li>• Use of gardening tools</li> <li>• Use of spreading knife (for spreading butter on to toast, toasted on the fire)</li> <li>• Use mallets, pegs and ropes with increasing independence for making shelters</li> <li>• Twisting wool to create a friendship bracelet using a basic knot to tie it together</li> </ul>	<ul style="list-style-type: none"> <li>• Use of cooking skewer, gardening tools, spreading knife</li> <li>• Use mallets, pegs and ropes with increasing independence for making shelters</li> <li>• Using fire steel to spark a flame</li> <li>• More sophisticated use of knots for attaching to structures and trees (over hand knot and half hitch)</li> <li>• Lashing and frapping techniques to secure a frame</li> </ul>
Using fire for cooking and experiments	<ul style="list-style-type: none"> <li>• Observe and talk about fire lighting procedures</li> <li>• Listen carefully to fire safety talk and how to behave around the fire circle</li> <li>• Follow instructions when around the fire</li> <li>• Toast marshmallows and drink hot chocolate whilst singing campfire songs</li> <li>• Bonfire night experience using fire colour changing powder</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and talk about fire lighting procedures</li> <li>• Discuss fire safety rules and the fire triangle</li> <li>• Contribute to fire lighting and gathering fuel</li> <li>• Toast marshmallows using a skewer and drink hot chocolate</li> <li>• Cook beans and toast on the fire using a long fork to cook the toast</li> <li>• Bonfire night experience using colour changing powder</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and talk about fire lighting procedures</li> <li>• Discuss fire safety rules and the fire triangle</li> <li>• Contribute to fire lighting and gathering wood</li> <li>• Experience using a fire striker to spark a flame</li> <li>• Light a piece of cotton wool using a flint and steel</li> <li>• Toast marshmallows using a skewer and drink hot chocolate</li> <li>• Great fire of London Experiment- Burning paper-built houses made by the children so that they can see how the fire spread.</li> <li>• What burns the quickest experiment. Rope, stone or a pie (all materials that would have been in the bakery)</li> <li>• Cook bacon butties / Vegan sausages butty and vegetarian sausages butty</li> <li>• Bonfire night experience using colour changing powder</li> </ul>