

## Forest School / Outdoor Learning: Progression of Knowledge and Skills

Forest School and outdoor learning is a child-centered learning process that offers opportunities for holistic growth through regular weekly sessions in EYFS and KS1 and termly sessions in KS2. It supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hand-on experiences in a natural setting and will give the children the confidence they need for successful learning in the future and the courage to apply their own ideas and enthusiasm to new activities. It also offers the opportunity for children to experience success in areas not available to them in the classroom setting.

### EYFS Forest School skills

<u>Teamwork</u>	<u>Risk management</u>	<u>Physical</u>	<u>Playing / exploring</u>	<u>Characteristics of effective learning</u>
<ul style="list-style-type: none"> <li>• Games</li> <li>• Communicating ideas</li> <li>• Listening to others, adapting ideas</li> </ul>	<ul style="list-style-type: none"> <li>• Safety around the fire circle</li> <li>• Climbing safely</li> <li>• Carrying sticks safely</li> </ul>	<ul style="list-style-type: none"> <li>• Moving safely in a rough terrain</li> <li>• Climbing awareness</li> </ul>	<ul style="list-style-type: none"> <li>• Rules and boundaries</li> <li>• Independent and open-ended learning opportunities</li> <li>• Free exploration, being curious about our world</li> <li>• Using senses to explore</li> </ul>	<ul style="list-style-type: none"> <li>• Creating and thinking critically</li> <li>• Developing own ideas on how to approach a task</li> <li>• Working towards achieving an end goal of their own making</li> <li>• Reviewing the process and achievement with others.</li> </ul>

### EYFS Knowledge

Children will also have opportunities to expand their vocabulary, exploring the meaning of new words through firsthand experiences. They will develop their abilities to speak clearly with confidence, showing an awareness of the listener, using opportunities for talk to organize, sequence and clarify their thoughts, feelings and ideas. Through uneven territory and changing landscapes children will have opportunities to travel over, under and around obstacles, practicing and developing their climbing and balancing skills. They will develop a sense of space and awareness of those around them. They will also develop the necessary skills to keep them safe.

Children will have opportunities to try new ideas, share experiences and work in small familiar groups. They will begin to show awareness of others' needs and feelings, showing respect for others' views and suggestions. Children will have opportunities to develop relationships with adults and children, taking turns, sharing understanding and developing an awareness regarding the need for rules to maintain safety and good behaviour.

Children will observe and investigate using all senses as appropriate. They will find out and identify some of the features of natural materials and wildlife, looking closely at similarities, differences, patterns and changes. Children will be encouraged to ask questions about why things happen. They will be able to explore their surroundings and discuss their likes and dislikes.

Children will learn to respond to what they can see, touch, hear and smell, responding to these in a variety of ways using imaginative role play, stories, puppets and mark making using natural materials. Children will have opportunities to respond to colour, texture, shape, space and form in two and three dimensions.

### Autumn

<p><b>Leaves</b></p> <ul style="list-style-type: none"> <li>• Rolling in leaves</li> <li>• Painting with and on leaves                             <ul style="list-style-type: none"> <li>• Leaf printing</li> <li>• Leaf art with pens</li> </ul> </li> <li>• Autumn leaf faces and animals                             <ul style="list-style-type: none"> <li>• Threading leaves</li> <li>• Leaf decorations</li> </ul> </li> <li>• Leaf colour matching                             <ul style="list-style-type: none"> <li>• Leaf mobiles</li> </ul> </li> </ul>	<p><b>British Wildlife</b></p> <ul style="list-style-type: none"> <li>• Living books</li> <li>• Life cycle role playing                             <ul style="list-style-type: none"> <li>• Tipi for hedgehog</li> </ul> </li> <li>• Dam building like a beaver</li> <li>• Foxes obstacle course</li> <li>• Hibernation investigation</li> </ul>
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- Scrunching, crunching and folding leaves.
  - Autumn hanging mobiles

**Spring**

**Birds**

- Bird feeders-pine cones
  - Bird homes
  - Bird watching
  - Nest building
  - Bird surveys

**Spring Flowers**

- Rose petal perfume
- Natural colour collage
- Blindfolded exploring

**Summer**

**Minibeasts**

- Earthworm watch
- Worm charming
- Ant hotels
- Bug hotels
- Draw/paint/weave a spider's web
- Make a simple bee hotel
- Camouflage caterpillars

**Wildflowers**

- Seed bombs
- Dandelion investigation
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**Year 1/2 Knowledge**

Cycle A	Leaves and the Natural World	British Birds	Minibeasts
	British Wildlife	Plants (science)	Wildflowers

**Year 3/4 Knowledge**

Cycle A	<p><u>Fungus</u></p> <ul style="list-style-type: none"> <li>To identify how fungi are different to plants and to name some of them</li> </ul>	<p><u>Whittling</u></p> <ul style="list-style-type: none"> <li>Use traditional peelers to whittle a magic wand</li> </ul>	<p><u>Artwork</u></p> <ul style="list-style-type: none"> <li>Andy Goldsworthy inspired art using circles and natural materials.</li> </ul>
	<p><u>Knots</u></p> <ul style="list-style-type: none"> <li>Overhand knot</li> <li>Reef knots</li> <li>Half hitch</li> <li>Timber hitch</li> <li>Lashings –shear and square</li> <li>Square knot</li> <li>Adjustable grip hitch</li> </ul>	<p><u>Shelters</u></p> <ul style="list-style-type: none"> <li>Work as a team to build a variety of shelters using materials found outdoors with adult support</li> </ul>	<p><u>Bees</u></p> <ul style="list-style-type: none"> <li>Activities linked to hive work, bee husbandry and honey production – led by Dave</li> </ul>

**Year 5/6 Knowledge**

Cycle A	<p><u>Fungus</u></p> <ul style="list-style-type: none"> <li>To use an identification kit to identify a range of naturally occurring fungus</li> </ul>	<p><u>Whittling</u></p> <ul style="list-style-type: none"> <li>Use traditional peelers to whittle a toasting fork</li> </ul>	<p><u>Artwork</u></p> <ul style="list-style-type: none"> <li>To use natural materials to make a star twig mobile or dream catcher</li> </ul>
	<p><u>Knots</u></p> <ul style="list-style-type: none"> <li>Half hitch</li> <li>Clove hitch</li> <li>Slip knot</li> <li>Prusik knot</li> <li>Bow Knot</li> <li>Alpine butterfly knot</li> </ul>	<p><u>Shelters</u></p> <ul style="list-style-type: none"> <li>To work as a team to build a waterproof shelter independently, using a plan do and review.</li> </ul>	<p><u>Artwork</u></p> <ul style="list-style-type: none"> <li>To make 2d nature pictures</li> </ul>

**Year 1/2 Knowledge**

Cycle B	Fire Lighting	Using tools	Natural habitats
	Bulbs ready for Spring	Trees and their uses (science)	30 Days wild

### Year 3/4 Knowledge

<b>Cycle B</b>	<u>Flora and Fauna</u>	<u>Trees</u>	<u>Environmental awareness</u>
	<ul style="list-style-type: none"> <li>To be able to identify woodland animals that may be found in a UK woodland.</li> </ul>	<ul style="list-style-type: none"> <li>To do a scavenger hunt and be able to use tree and plant identification kits to identify them.</li> </ul>	<ul style="list-style-type: none"> <li>To appreciate the natural world and the changing seasons</li> <li>To know what improves and harms the natural environment.</li> </ul>
	<u>Mud, glorious mud</u>	<u>Mapwork</u>	<u>Bees</u>
	<ul style="list-style-type: none"> <li>Make a wormery and work know dirt is different to mud.</li> </ul>	<ul style="list-style-type: none"> <li>To demonstrate good understanding of a simple map and its features.</li> <li>To use simple symbols correctly.</li> </ul>	<ul style="list-style-type: none"> <li>Activities linked to hive work, bee husbandry and honey production – led by Dave</li> </ul>

### Year 5/6 Knowledge

<b>Cycle B</b>	<u>Flora and Fauna</u>	<u>Trees</u>	<u>Environmental awareness</u>
	<ul style="list-style-type: none"> <li>To be able to identify signs or wildlife and animals</li> </ul>	<ul style="list-style-type: none"> <li>To be able to identify a range of evergreen, deciduous, coniferous and broadleaf trees.</li> </ul>	<ul style="list-style-type: none"> <li>To learn about an important naturalist – John Muir and take part in the John Muir Discovery Award (family award)</li> </ul>
	<u>Mud, glorious mud</u>	<u>Mapwork</u>	<b>Residential</b>
	<ul style="list-style-type: none"> <li>Making shiny mud balls - Dorodango</li> </ul>	<ul style="list-style-type: none"> <li>Develop orienteering skills, following a course and recognition of relevant map symbols.</li> </ul>	

#### Games to play.

Hide and seek  
 Witches, demons and goblins  
 Sardines  
 123 where are you?