

EYFS/KS1	*= End of KS1
Fire	<ul style="list-style-type: none"> - I can follow instructions on how to be safe around the fire-pit - I can toast a marshmallow - I can sing around the fire - I can talk about how to be safe around fire * I can collect wood to make a class fire.
Tools	<ul style="list-style-type: none"> - I can follow instructions to keep myself safe around tools. -I can have fun with sticks * I can whittle using peelers
Navigation	<ul style="list-style-type: none"> - I can use positional language to describe the school grounds e.g. next to, behind * I can identify my left and right
Cooking/ Growing	<ul style="list-style-type: none"> - I can toast Marshmallows on an open fire - I can enjoy a hot chocolate around the fire -I can eat a picnic in the wild - I can notice changes from a seed/ bulb to a plant -I notice the differences in seasons on plant life
Den building/ Knots	<ul style="list-style-type: none"> - I can engage with an introduction to shelter building - I can build a mini shelter/ den e.g. using loose parts - I can create a tripod structure e.g. a den * I can tie basic knots (overhand and half hitch)
Nature Crafts	<ul style="list-style-type: none"> - I can match Autumn colours - I can create a pattern -I can create a face with found materials - I can make a mud sculpture - I can make imaginary food in the mud kitchen / forest bake off - I can wrap a wand * I can use my imagination to make my own creation
Nature appreciation	<ul style="list-style-type: none"> - I can name basic flowers and plants in the school garden/forest - I can name basic animals/ insects from the local area - I can notice changes in the environment - I can go on a bug hunt - I can make friends with a bug - I can look after a space for wildlife - I can discover what is in a pond - I treat the environment with respect - I can identify and name some wild and garden plants - I can identify deciduous and evergreen trees - I can discover wild animal clues - I can identify and name types of animals - I can talk about what I need to survive - I can talk about seasonal changes - I can identify and get to know a tree - I can go litter picking and understand the impact of pollution

Forest School Progression of Skills. Ellwood Community Primary School

<p>Personal and Social</p>	<ul style="list-style-type: none">- I can talk about or demonstrate how to dress appropriately for the weather- I can run around in the rain- I can begin to dress and undress more independently- I can follow the forest school rules- I can play and explore alongside my friends- I can try new experiences with encouragement from a familiar adult
	<ul style="list-style-type: none">- I can carry sticks safely- I can talk about how being outside makes me feel- I can begin to work collaboratively in small groups* I can try new experiences more confidently

KS2	*= End of KS2 **= Extension
Fire	<ul style="list-style-type: none"> - I can help to build a fire and tend it. - I can tell stories around a fire * I can make a spark with flint and steel and light tinder (cotton wool) **I can collect and make a small fire from scratch.
Tools	<ul style="list-style-type: none"> - I can engage with an introduction to more advanced tools e.g. saws, hand drills, etc. - I can use a range of tools for suitable purposes - I can make constructions for different purposes of my choosing e.g. outdoor orchestra, pegs, water traps etc. - I can whittle safely **sometimes with a knife.
Navigation	<ul style="list-style-type: none"> - I can identify the 8 points on a compass - I can follow a simple map using a compass - I can take part in adventurous outdoor activities, challenging myself and behaving safely
Cooking/ Growing	<ul style="list-style-type: none"> - I can cook simple foods on an open fire e.g. chestnuts/ popcorn/apple/pancakes - I can support others to 'cook' on a fire -I can plant a tree and help sustain it
Den building/ Knots	<ul style="list-style-type: none"> - I can engage with an introduction to larger ropes/ lashings / line between trees - I can tie a quick release knot and figure of 8 knot - I can build a waterproof shelter - I can lash sticks together * I can tie suitable knots for different purposes
Nature Crafts	<ul style="list-style-type: none"> - I can make my own creations - I can make a wild crown - I can help to create a wild poem - I can take photographs of wildlife - I can weave with long grass - I can make Elder beads *-I can whittle a butter knife or sustained project.
Nature appreciation	<ul style="list-style-type: none"> - I can name animals in the environment and group them - I can go bird watching and begin to name different classifications of birds - I can talk about ways to take care of wildlife and natural spaces - I can identify at least 5 trees in Forest School - I can identify potential threats to Forest School - I can talk about how to encourage wildlife to an area and why this is important - I can keep a nature diary - I can build a home for wildlife - I understand the process and cycle of flower to fruit on brambles - I can guide someone on a Forest School Tour - Understand why we 'leave not trace'
Personal and Social	<ul style="list-style-type: none"> - I can demonstrate how to carry a log safely -I can describe the benefits of being outside - I can cooperate and communicate in team games/ group activities - I can usually follow the forest school rules and reflect if this doesn't happen -I can explain why different clothing and resources are important for outside - I can take on different roles in group situations as appropriate e.g. leading, coaching, working in a team etc. - I can follow the forest school rules and talk about why they are important

<p>Intent</p>	<p>To Include ALL year groups across the school year for at least one set of Forest School sessions in two seasons.</p> <p>Forest School is one aspect of Outdoor Learning and is an important part of the curriculum. Being outdoors also promotes team-work and communication skills, positive wellbeing and being active and healthy. Through outdoor learning we provide opportunities to take on challenges and be risk-takers. This is especially important in promoting and boosting the confidence of vulnerable groups within school. It also provides opportunities for planning, decision making, and problem solving to come to life in hands-on situations. Outdoor leaning also heavily supports our 'sustainability' by developing pupil's connection with the natural environment and encouraging them to take care of our planet. Outdoor learning enables us to bring learning to life and help provide a broad and balanced curriculum for our pupils. This is because we know they have the right to take part in a wide range of cultural activities and develop their personalities and talents.</p>
<p>Implementation</p>	<p>Sessions take place on the school site or local forest for planned learning and there is also space for child initiated learning. It takes place outside when possible and is cross curricular. Sessions are delivered by a trained Forest School Leader.</p>
<p>Impact</p>	<p>Feedback is given from the volunteers and children to the FS Leader and this in turn is passed onto Class teacher where appropriate.</p> <p>The activities are shared with the class teacher verbally and with plans. Photos are shared in the children's books, displays within school and the allocated section on the website.</p> <p>Sessions provide opportunities to be physically active, work as a team, solve problems, develop friendships, risk assess, nature knowledge, resilience and taking part in new experiences.</p> <p>Evaluation is ongoing. Children reflect weekly and at the end of the block of sessions to gauge enjoyment and to inform future planning.</p>