









Beechdale Nursery Forest School Progression of skills

Block 5 At the end of Forest School	<p>Child to independently get ready for the session knowing what clothing is best for the weather</p> <p>Child manages own personal needs</p> <p>Child confidently explores the forest environment</p>	<p>Child to have strong, secure attachments both with adults and children - friendships have formed</p> <p>To become socially confident with different peer groups</p> <p>Child can work affectively as a team</p>	<p>Child can manage own emotions and has a positive sense of self supported by the natural environment</p> <p>Child able to persist and has built in resilience to overcome any obstacles</p> <p>Child has strong sense of achievement due to having simple goals and time to reflect and revisit learning</p> <p>Child has confidence in their own abilities</p> <p>Follow, know and understand the rules and boundaries that are set in place in Forest School</p>	<p>Child is a confident and competent communicator with both adults and peers</p> <p>Can hold a purposeful conversation</p> <p>Child has the ability to listen and respond appropriately</p>	<p>Child has a range of vocabulary linked to the natural world</p> <p>Child has a deep understanding of using the correct vocab in context</p> <p>Child has an extended love of reading and has the ability to actively engage in stories within the natural environment</p>	<p>Child is confident to move around the natural environment</p> <p>Child has developed core strength and spatial awareness to be able to overcome obstacles and move safely</p> <p>Child is confident to climb and jump from the big rock</p> <p>Child is confident to climb a small tree</p> <p>Child is able to use a small tool safely and purposefully</p> <p>Child has the ability to tie a simple knot with string</p> <p>Child has internal stamina to 'keep going'</p>
Block 4	<p>Encourage children to have a go and peers to support getting ready for the session independently if needed</p> <p>Adult encourages child to manage own personal needs</p> <p>Adult to stand back and encourage own exploration</p>	<p>Established friendships being formed and children more confident to work and play with both adults and children</p> <p>Children encouraged to interact with all children</p> <p>Children beginning to work affectively as a team</p>	<p>Some of the time child can manage own emotions and beginning to develop positive sense of self supported in the natural environment</p> <p>Child is sometimes developing the skill to persist and become resilient to overcome a problem</p> <p>Child is more confident in own abilities and is encouraged by adult praise</p> <p>Almost all the time follow, know and understand the rules and boundaries that are set in place in Forest School</p>	<p>Most of the time the child is confidence to communicate with both adults and peers</p> <p>Child is beginning to hold conversations with others</p> <p>Child beginning to be able to listen for extended periods of time</p>	<p>Child is gaining confidence to use a range of vocabulary linked to the natural world</p> <p>Child has gained confidence in understanding of using the correct vocab in context</p> <p>Child has been given the opportunity to build extended love of reading and has the growing ability to actively engage in stories within the natural environment</p>	<p>Child is gaining confidence to move around the natural environment</p> <p>Child has developed core strength and spatial awareness to be able to overcome obstacles and move safely</p> <p>Child has more confidence to climb and jump from the big rock</p> <p>Child has more confidence to climb a small tree</p> <p>Child is able to use a small tool safely and purposefully with low level support</p> <p>Child has the ability to tie a simple knot with string</p> <p>Child has internal stamina to 'keep going'</p>



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Block 3	<p>Encourage children to have a go and ask for support if needed to get ready for the session independently</p> <p>Children also offer peer to peer support</p> <p>Adult encourages child to manage own personal needs</p> <p>Adult to stand back and encourage own exploration</p>	<p>Established friendships being formed and children more confident to work and play with both adults and children</p> <p>Children beginning to be confident to mix with different peer groups</p> <p>Lower level of adult support to direct team work</p>	<p>Child beginning to manage own emotions and beginning to develop positive sense of self supported in the natural environment</p> <p>Child developing the skill to persist and become resilient to overcome a problem</p> <p>Child beginning to become confident in own abilities and is encouraged by adult praise</p> <p>Lower level of adult support given in relation to rules and boundaries set in the forest</p>	<p>Child sometimes has the confidence to communicate with both adults and peers</p> <p>Throughout modelling and support child is beginning to hold conversations with others</p> <p>Child beginning to be able to listen for short periods of time</p>	<p>Child is beginning to build vocabulary linked to the natural world</p> <p>Child is beginning to have understanding of using the correct vocab in context</p> <p>Child has experience of reading and is beginning to have the ability to actively engage in stories within the natural environment</p>	<p>Child is gaining more confidence to move around the forest environment and might need lower levels of adult support</p> <p>Child is developing core strength and spatial awareness to be able to overcome obstacles and does not always move safely</p> <p>Child beginning to gain confidence to climb and jump from the big rock</p> <p>Child beginning to gain confidence to climb a small tree</p> <p>Child is beginning to use a small tool safely and purposefully with support</p> <p>Child is beginning to have the ability to tie a simple knot with string with adult support</p> <p>Child now able to last for sustained periods of time in the outdoor environment</p>
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Block 2	<p>Adult directs, models and supports children if needed to get ready for the session in appropriate clothing for the weather</p> <p>Adult supports toileting needs</p> <p>Lower level of adult support during exploration</p>	<p>Safe and secure environment has been formed therefore allowing for the adult to model and fully support peer social interaction to begin friendships to form</p> <p>Children encouraged to interact with all children</p> <p>Lower level of adult support to direct team work</p>	<p>Child supported through adult interactions to begin to be aware of their own emotions and supporting the awareness of a positive-self in the natural environment</p> <p>High level of adult support in relation to resilience and 'giving it a go'</p>	<p>Child is beginning to develop confidence to communicate with both adults and peers</p> <p>Throughout modelling and support child is beginning to hold conversations with others</p> <p>Child finds it difficult to listen for extend periods of time, high levels of adult support needed with this</p>	<p>Child has limited vocabulary linked to the natural world</p> <p>Child has a lack of understanding of using the correct vocab in context</p> <p>Child has limited experience of reading and has no ability to actively engage in stories within the natural environment</p>	<p>High levels of adult support needed to encourage child to move safely around the forest environment</p> <p>Child has low levels of core strength and spatial awareness to be able to overcome obstacles and does not always move safely</p> <p>Child lacks confidence to climb and jump from the big rock</p>



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			<p>Child has lower confidence in their own abilities and have high levels of support to achieve a simple goal – child offered positive praise throughout</p> <p>High level of adult support given in relation to rules and boundaries within the Forest</p>			<p>Child lacks confidence to climb a small tree – adults give encouragement and model</p> <p>Child is unable to use a small tool safely and purposefully</p> <p>Child does not have the ability to tie a simple knot with string</p> <p>With encouragement child is gaining confidence to last for sustained periods of time in the environment</p>
<p>Block 1</p> <p>At the beginning of our Forest School experiences</p>	<p>Adult directs, models and fully supports children to get ready for the session in appropriate clothing for the weather</p> <p>Adult supports toileting needs</p> <p>High level of adult support during exploration</p>	<p>Adults provide and build safe and secure environment to allow relationships to build</p> <p>Children encouraged to interact with all children</p> <p>High level of adult support to direct team work</p>	<p>Child supported through adult interactions to begin to be aware of their own emotions and supporting the awareness of a positive-self in the natural environment</p> <p>High level of adult support in relation to resilience and 'giving it a go'</p> <p>Child has lower confidence in their own abilities and have high levels of support to achieve a simple goal – child offered positive praise throughout</p> <p>High level of adult support given in relation to rules and boundaries within the Forest</p>	<p>Child lacks confidence to communicate with both adults and peers</p> <p>Child cannot hold a purposeful conversation and receives high levels of adult support to begin with</p> <p>Child finds it difficult to listen for extend periods of time, high levels of adult support needed with this</p>	<p>Child has limited vocabulary linked to the natural world</p> <p>Child has a lack of understanding of using the correct vocab in context</p> <p>Child has limited experience of reading and has no ability to actively engage in stories within the natural environment</p>	<p>Child is not confident to move around the forest environment and need high level of adult support</p> <p>Child has low levels of core strength and spatial awareness to be able to overcome obstacles and does not always move safely</p> <p>Child lacks confidence to climb and jump from the big rock</p> <p>Child lacks confidence to climb a small tree</p> <p>Child is unable to use a small tool safely and purposefully</p> <p>Child does not have the ability to tie a simple knot with string</p> <p>Child can become distressed if outside for longer periods of time than they want to be</p> <p>High levels of adult support/encouragement needed during block 1</p>
Skill	Independence	Socially	Emotionally	Communication	Language	Physical



Beechdale Nursery Forest School

Progression of skills

Let's explore the progression of skills during our Forest School provision we provide for all of our children

All of our children access Forest School across the whole year for a day a week during their time with us in Nursery.

We split the year into 5 blocks that include between 6/7 weeks within the block. The children's skills develop over the course of each individual block across the whole year. By the end of their time with us during Forest School we have the following curriculum goals that we work towards to ensure all of our children become confident competent learners with a lot of the outdoors:

