



## Beechdale Nursery Forest School Progression of skills

<p><b>Block 5</b> At the end of Forest School</p>	<p>Children have the ability to listen to stories with recall and attention.</p> <p>Children have a love of books related to the outdoor world and the forest environment.</p> <p>Children able to anticipate what might happen next in a story.</p> <p>Children gain knowledge about the outside world from non-fiction books.</p> <p>Children free to choose books and enjoy turning the pages, handling them with care in the forest environment.</p> <p>Children give meaning to what they have drawn/written in the large floor book.</p> <p>Some children attempt to write simple words in the floor book.</p> <p>Children use marks for a real purpose e.g. marking off items they have found.</p> <p>Extended vocabulary linked to the forest environment.</p> <p>Uses wooden letters to match initial sounds to words they find of interest.</p>	<p>Children independently show an interest in quantity and can count the objects they have found at least up to 5.</p> <p>Ability to match quantity to the correct numeral.</p> <p>Begin to use the number names accurately in their play in the woodland.</p> <p>Children have the confidence to use mathematical language linked to shape and pattern in the natural environment.</p> <p>Children aware of and able to use the correct terms linked to shape and size.</p> <p>Children are confident to order and sort natural objects e.g. sticks for the fire small, medium and large.</p> <p>Children confidence to make comparisons between length, weight and capacity.</p> <p>Children confident when reflecting on the sessions to describe the sequence of events in order.</p>	<p>Children can talk/communicate confidently about what they have observed.</p> <p>Children confident to identify changes and can notice growth and decay in the natural environment.</p> <p>Children confident to identify plant and animal species in the natural environment.</p> <p>Children confident and able to care for the natural environment e.g. replace bugs after we have looked for them</p> <p>Understands key features of the life cycle of a plant and animal</p> <p>Talk with confidence about what changes they can see and notice around them</p>	<p>Children use natural materials in different ways to create pictures/models</p> <p>Children confident to explore natural materials around them</p> <p>Children listen to the sounds around them and can identify the sounds they can hear</p> <p>Children can reflect and think about how they are feeling in the woodland</p> <p>Children engage in small world play within the woodland adding imaginative story lines to their play</p> <p>Children confident to join large materials together to make a den</p> <p>Children can confidently mix natural materials to make mud paint and make marks</p> <p>Children independently access all natural materials to make mud pies and mud soup!</p> <p>Basic knot skills are used to make stick structures</p> <p>Tools are used with confidence, freely for a purpose</p>
<p><b>Block 4</b></p>	<p>Some children access books available in the outdoor environment - turning the pages and handling them with care.</p> <p>Stories used as a starting point to extending interests and learning.</p> <p>Children engaged and interested in the story telling by the adult.</p> <p>Children beginning to extend vocabulary to outdoor experiences.</p>	<p>Children show an interest in quantity and some can count the objects they have found at least up to 5.</p> <p>Beginning to have the ability to match quantity to the correct numeral.</p> <p>Some use the number names accurately in their play in the woodland.</p> <p>Children gaining confidence to use mathematical language linked to shape and pattern in the natural environment.</p>	<p>Children are gaining confidence and can talk/communicate confidently about what they have observed.</p> <p>Children confident to identify changes and can notice growth and decay in the natural environment.</p> <p>Children confident to identify plant and animal species in the natural environment.</p>	<p>Children use natural materials in different ways to create pictures/models</p> <p>Most children confident to explore natural materials around them</p> <p>Children listen to the sounds around them and can identify the sounds they can hear</p> <p>Children can reflect and think about how they are feeling in the woodland</p>



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	<p>Children use the big floor book – children encouraged to put pen/pencil to paper to share experiences of the session.</p> <p>Some children give meaning to their marks. Mark making in the outdoor environment encouraged in many different ways e.g. mud and water</p>	<p>Children beginning to be aware of and able to use the correct terms linked to shape and size.</p> <p>Children gaining confidence to order and sort natural objects e.g. sticks for the fire small, medium and large.</p> <p>Some children confident to make comparisons between length, weight and capacity.</p> <p>Children more confident when reflecting on the sessions to describe the sequence of events in order.</p>	<p>Children confident and able to care for the natural environment e.g. replace bugs after we have looked for them</p> <p>Beginning to understand key features of the life cycle of a plant and animal</p> <p>Talk with more confidence about what changes they can see and notice around them</p>	<p>Most children engage in small world play within the woodland adding imaginative story lines to their play</p> <p>Children confident to join large materials together to make a den</p> <p>Children can confidently mix natural materials to make mud paint and make marks</p> <p>Children independently access all natural materials to make mud pies and mud soup!</p> <p>Basic knot skills are used to make stick structures</p> <p>Children gaining confidence to use tools and beginning to use them for a given purpose</p>
<b>Block 3</b>	<p>Some children access books available in the outdoor environment – turning the pages and handling them with care.</p> <p>Stories used as a starting point to extending interests and learning.</p> <p>Children engaged and interested in the story telling by the adult.</p> <p>Children beginning to extend vocabulary to outdoor experiences.</p> <p>Children use the big floor book – children encouraged to put pen/pencil to paper to share experiences of the session.</p> <p>Some children give meaning to their marks.</p> <p>Mark making in the outdoor environment encouraged in many different ways e.g. mud and water</p>	<p>Growing interest in quantity and with adult support if needed to begin to count items found in the natural environment.</p> <p>Aware of length for example the length of a stick to play with and beginning to make comparisons.</p> <p>Talking about and have awareness of shape in the environment.</p> <p>Some children beginning to recall sequence of events when reflecting on the forest school session.</p> <p>Children beginning to explore independently pattern, shape and size.</p>	<p>Children are gaining confidence and can talk/communicate with more confidence about what they have observed.</p> <p>Children gaining confidence to identify changes and can notice growth and decay in the natural environment.</p> <p>Children gaining confidence to identify plant and animal species in the natural environment.</p> <p>Children confident and able to care for the natural environment e.g. replace bugs after we have looked for them</p> <p>Beginning to understand key features of the life cycle of a plant and animal</p> <p>Talk with more confidence about what changes they can see and notice around them</p>	<p>Children use natural materials in different ways to create pictures/models</p> <p>Most children confident to explore natural materials around them</p> <p>Children listen to the sounds around them and can identify the sounds they can hear</p> <p>Children can reflect and think about how they are feeling in the woodland</p> <p>Most children engage in small world play within the woodland adding imaginative story lines to their play</p> <p>Children now more confident to join large materials together to make a den</p> <p>Children can confidently mix natural materials to make mud paint and make marks</p> <p>Children independently access all natural materials to make mud pies and mud soup!</p>



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				<p>Basic knot skills are used to make stick structures</p> <p>Basic tools introduce and adults model appropriate use of tools for a purpose e.g. whittling tool</p>
<b>Block 2</b>	<p>Children begin to hear new vocabulary linked to outdoor experiences.</p> <p>Children continue to become familiar with the big floor book - children encourage to put pen/pencil to paper to share experiences of the session.</p> <p>Some children give meaning to their marks.</p> <p>Some children attempt to make marks with sticks or items they find in the woodland.</p> <p>Children gain confidence in their large gross motor skills when moving over the forest floor.</p>	<p>Interest in quantity and with some adult support begins to count items found in the natural environment.</p> <p>Aware of length for example the length of a stick to play with.</p> <p>Beginning to talk about and have awareness of shape in the environment.</p> <p>Adult prompts the recall sequence of events when reflecting on the forest school session.</p> <p>With adult support children begin to gain awareness of pattern, shape and size.</p>	<p>Children encouraged to observe and explore the natural environment using their senses.</p> <p>Adult and children together look after and care for the natural environment.</p> <p>Adult model and encourage children to 'notice' what is around them in their natural environment - notice and talk</p> <p>Adults and children talk about the changing seasons</p> <p>'Noticing' children to notice all that is around them...</p>	<p>Adults model using natural materials in different ways to create pictures/models</p> <p>Children explore natural materials around them</p> <p>Children encouraged to listen to the sounds around them</p> <p>Children encouraged to reflect and think about how they are feeling in the woodland</p> <p>Opportunity to engaged in small world play within the woodland e.g. adults model adding a story line to their play with fairies</p> <p>Rope and string introduced as a tool for the children</p> <p>Adults and children together begin to use large materials to build dens in the woodland</p> <p>Adults model making mud paint with natural materials found in the woodland for children to make marks</p>
<b>Block 1</b> At the beginning of our Forest School experiences	<p>Session introduced with the support of a 'text' - story 'Scaredy Squirrel'.</p> <p>Children become aware of the story content and relate their experiences with that from the Story.</p> <p>Puppets used to support understanding of the story.</p>	<p>Interest in quantity and with adult support begins to count items found in the natural environment.</p> <p>Beginning to be made aware of length for example the length of a stick to play with.</p> <p>Beginning to talk about and have awareness of shape in the environment.</p>	<p>Adult to show and support how the child can explore the natural environment using their senses.</p> <p>Adult to support and show the children how to look after and care for the natural environment.</p> <p>Adult model and encourage children to 'notice' what is around them in their natural environment - notice and talk</p>	<p>Adults model using natural materials in different ways to create pictures/models</p> <p>Children explore natural materials around them</p> <p>Children encouraged to listen to the sounds around them</p> <p>Children encouraged to reflect and think about how they are feeling in the woodland</p>



## **Beechdale Nursery Forest School Progression of skills**

	Children relate to and discuss the story e.g. hunt for scaredy squirrel  Limited vocabulary to outdoor experiences. Children introduced to the big floor book – children encourage to put pen/pencil to paper to share experiences of the session.  Some children give meaning to their marks.	Adult recalls sequence of events when reflecting on the forest school session.	Adult to talk about the seasons...	Opportunity to engaged in small world play within the woodland e.g. adults model adding a story line to their play with fairies
<b>Skill</b>	<b>Literacy</b>	<b>Mathematically</b>	<b>The World</b>	<b>Creatively</b>

### **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 spilt 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: