



Forest School Progression Map and Intent

Intent

Forest School is a unique method of outdoor learning. At Pulford School our aim is to encourage and inspire children through positive outdoor experiences. Children will have the opportunity to learn about the natural environment, how to handle risks and most importantly to use their own initiative to solve problems and co-operate with others. The children learn to use full sized tools, play, learn boundaries of behaviour (both physical and social), establish and grow in confidence, self-esteem and become self-motivated.

Implementation

We aim to give all children a collective insight into the ethos of Forest School. Forest School builds on a child's innate motivation and positive attitude to learning, offering them the opportunities to take risks, make choices and initiate learning for themselves. The Forest school learning environment provides opportunities for children to develop self-esteem, self-confidence, to form positive relationships with others, to develop a growing awareness of their emotional needs and the needs of others, to learn to cooperate and work with their peers and adults and to develop strategies in order to take risks within the boundaries of safety. Forest School is about exploring and experiencing the natural world through practical activities. The children go out in all weathers, all year round, exploring and learning from the seasons and environment changes. Appropriate clothing will be worn and during high winds it will be considered unsafe to go into the woods. The children's interests along with the varied natural resources in our woodland are used to stimulate creative thinking, problem solving and skill development. One of the principles of Forest School is to promote environmental awareness and encourage sustainability. The children are taught about respect and responsibility for the world around them. Both the children and adults are encouraged to respect their environment and to be aware of conservation issues of the wild area around them. The aim is to promote respect for wildlife, which will be achieved through detailed session plans, evaluation and careful reference to our Woodland Management Plan and Ecological Impact Assessment. If appropriate, reclaimed, recycled and sustainable resources will be used to maintain and develop our forest school site. Encouraging children to care for the environment is an essential part of Forest School. In order to encourage the children to look after the site we will always leave it tidy and never damage anything growing in it. We will only collect things that are on the ground and leave the area as we found it. The Forest School Leader will monitor the site so that it does not become overused.

Impact


The success of forest school allows the children to:



Grow in confidence as a result of the freedom, time and space they are given in this learning environment. This allows them to demonstrate independence at each individual child's rate. Activities such as sharing tools and participating in play help teach the children to work together as a group, which strengthens their bonds and social skills.


The sensory experiences provided by Forest School helps prompt language development. Improving communication skills has a positive effect on a child's self-esteem and is a crucial part of their development. High levels of interest lead to high levels of attention. Spending time in the woodland is exciting for a child. It tends to fascinate them which develops a strong will to participate and concentrate over long periods of time. The increase in outdoor activity has a positive physical impact. Not only does

the development of physical stamina improve but also gross and fine motor skills. Children develop an interest in the great outdoors and respect for the environment. Encouraging children to develop a relationship with the natural world will help in protecting the environment for generations to come. Forest School is also beneficial to teachers. Observing their children in a different setting allows them to gain a new perspective and understanding of their class. When children really engage with Forest School they will take their experiences home to share with friends and family. This will often encourage families to visit their local woodlands more frequently.

Progression Map

Skill	Pre- School	Reception	Year 1 (KS1)	Year 2 (KS1)	Years 3&4 (KS2)
Shelter Building 	<p>Gentle introduction to shelters through play.</p> <p>Use pop up tents fabric and pegs</p>	<p>Gentle introduction to shelters through play and constructions.</p> <p>Simple construction of tents/Dens using small tables and chairs out of wood area.</p> <p>Use pop up tents fabric and pegs</p>	<p>Independent shelter building using what they can find in the woodland area and fabrics if asked for.</p> <p>Mini den building in pairs for animals/fairies</p> <p>Encourage experimentation, fun and play.</p>	<p>What is a shelter? Work. Investigate who builds shelters and why.</p> <p>Build nests (big and small)</p> <p>Design and construct small and big shelters using Materials from woods, tarpaulin, materials, and rope.</p> <p>Transferring knot work into practice from year 1. Lean to style, A frame.</p> <p>Work in small groups in some cases organised by the leaders.</p> <p>Compare and evaluate the shelters.</p>	<p>Design and build shelters using tarpaulin and materials found in woods.</p> <p>Investigate free standing designs (Tepee/Washstand etc...) Improve Knot work skills.</p> <p>Use den construction in game play or other work- Grab the flag, Spy games, nature watching.</p> <p>Compare and evaluate the shelters.</p> <p>Work successfully as a group. Evaluate each others work in a constructive and friendly manner.</p>
Knots	Encourage children when changing to tie own shoes, do buckles or pull and stick Velcro.	Encourage children when changing to tie own shoes, do buckles or pull and stick Velcro, put	<p>Treading beads on wire and threads.</p> <p>Twisting and threading</p>	Introducing Lashing ropes to make a simple picture frame.	Independent use of lashing and tying techniques for a wide variety of construction

		<p>things in bags, do up bags and coats.</p> <p>Shoe threading game and bow tying.</p> <p>Fine motor skill work to strengthen little fingers and improve coordination.</p>	<p>wool.</p> <p>Simple over and under knot tying. Making friendship bracelets.</p>	<p>Provide ropes for den/shelter building independent use of lashing and tying techniques.</p>	<p>activities including, den building, construction challenges and jewellery making</p>
<p>Fire</p> 	<p>No Fires but introduction of fire circle and following instructions and sitting on logs to drink/eat snack sensibly.</p>	<p>Introduction of fire circle and following instructions and sitting on logs to drink/eat snack sensibly.</p> <p>Fire circle used as a place we listen and sit. Central fire pit explained as an area we do not walk.</p> <p>Fire Circle rules explained. Fire circle games played.</p> <p>Hot chocolate and Marshmallow treats introduced (reward chart started)</p> <p>Big Fires to introduce children to a fire. Children sit and watch</p>	<p>Safety procedures- fire safety</p> <p>Fire circle used as a sensible follow instructions area.</p> <p>Possible fire triangle work and lesson on what fire is and what it can do. Hand over the top of a candle to introduce understanding of how hot fire is, burning different fabric to show them why safety and following rules is important.</p> <p>Big fires, Fire treats, simple cooking</p> <p>Independent toasting of marshmallows and fruit</p>	<p>Safety procedures- fire safety</p> <p>Experience using flint and steel to spark a flame.</p> <p>Light a piece of cotton wool</p> <p>Toast bread, fruit, and marshmallows.</p> <p>Other simple cooking.</p>	<p>Safety procedures- fire safety</p> <p>Experience using flint and steel to spark a flame.</p> <p>Light a piece of cotton wool</p> <p>Possibly light a fairy fire and keep it going.</p> <p>Toast/cool food on a fire for example:</p> <p>Soup Pancakes Dampers Popcorn</p>

		food brought to them.	Possible Introduction to flint and steel to spark a flame.		
Tools 	<p>Introduction to tools playing with small wheelbarrows and brushes. Improving fine motor skills lots of small world play, chalkboard work etc..</p> <p>Following simple instructions and learning to follow instructions and rules for safety.</p>	<p>Introduction to tools playing with small wheelbarrows and brushes.</p> <p>Introducing simple tools like scissors, forks, spoons, mallets</p> <p>Improving fine motor skills lots of small world play, building craft creations, chalkboard work etc..</p> <p>Following simple instructions and learning to follow instructions and rules for safety.</p>	<p>Continuing use of simple tools like scissors, forks, spoons and mallets.</p> <p>Tools will only be used when the children are physically, mentally and socially ready to do so.</p> <p>Children's ability to use tools will develop at different ages.</p> <p>Introduce the use of Potato peelers for whittling and shaping. Hand drills for simple hole making</p>	<p>Continuing use of simple tools like scissors, forks, spoons, mallets.</p> <p>Tools will only be used when the children are physically, mentally and socially ready to do so.</p> <p>Children's ability to use tools will develop at different ages.</p> <p>Potato peelers for whittling and shaping. Hand drills for simple hole making.</p> <p>Introduction of 1:1 use of Bow saws to cut discs and hand held saws with careful supervision</p>	<p>Tools will only be used when the children are physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages.</p> <p>Tools will be available at all time for different tasks or if children ask to use them and we are happy for them to do so.</p> <p>Tools available include the following but other tools are available if required or requested:</p> <ul style="list-style-type: none"> Bow saw Potato peels Hand drills Hammers, Hand saw Secateurs Loppers Mallet Electric drill Screwdriver
Natural World	Get outdoors and play in all weathers. Get dirty	Get outdoors and play in all weathers. Get dirty	Get outdoors and play in all weathers. Get dirty	Get outdoors and play in all weathers. Get dirty	Get outdoors and play in all weathers. Get dirty



and enjoy the environment.

and enjoy the environment.

and enjoy the environment.

and enjoy the environment.

and enjoy the environment.

Notice changes in the weather and seasons

Name the seasons, recognise which season we are in and what its main features are.

Name the seasons, recognise which season we are in and what its main features are.

Name the seasons, recognise which season we are in and what its main features are.

Notice animals and plants around us.

Recognise different weathers and their symbols

Recognise different weathers and their symbols

Recognise different weathers and their symbols

Start to learn names of animals and plants.

Take weather readings.

Take weather readings.

Take weather readings.

Use and play with natural materials.

Notice changes to the area around them.

Notice changes to the area around them.

Notice changes to the area around them.

Notice wildlife and plants.

Notice wildlife and plants.

Notice wildlife and plants.

Start to ask questions about the environment.

Start to ask questions about the environment

Start to ask questions about the environment

Dress appropriately.

Dress appropriately make judgements on clothing without prompting.


Dress appropriately make judgements on clothing without prompting.

Independently notice and comment on the environment and use names of wildlife and plants correctly.

Independently notice and comment on the environment and use names of wildlife and plants correctly.

Care for the environment and notice differences good and

Care for the environment and notice differences good and

				bad.	bad. Use books and id cards to independently identify unknown wildlife and plants. Be inquisitive about the environment around us and further a field and share the information.
<p>Play</p> 	<p>Introduction to rules and boundaries</p> <p>Promotion of free exploration Promotion of independent learning opportunities/skills</p> <p>Move about over terrain in Forest school</p> <p>Carry sticks safely Play independently safely</p> <p>Get hand dirty Play with others safely</p>	<p>Introduction to rules and boundaries</p> <p>Promotion of free exploration Promotion of independent learning opportunities/skills</p> <p>Move about over terrain in Forest school</p> <p>Carry sticks safely Play independently safely</p> <p>Get hand dirty Play with others safely</p>	<p>Play on their own but also cooperate in a small team to cooperate and communicate clearly.</p> <p>Take part in outdoor games in small groups.</p>	<p>Work in teams during larger games and activities and manage to cooperate and add value.</p> <p>Explore different habitats and environments.</p> <p>Be inquisitive and not destructive.</p>	<p>Work in teams during larger games and activities and manage to cooperate and add value.</p> <p>Explore different habitats and environments.</p> <p>Be inquisitive and not destructive.</p> <p>Explore every dimension of the Forest- i.e climb, swing, dig etc....</p>