



Chalfont St Peter Infant School

'Learning Together and Celebrating Success'



Progression of Knowledge and Skills for Forest School

Forest School Principles

- 1- **Long Term:** Forest School is a long-term process of frequent and regular sessions in a woodland or natural environment, rather than a one-off visit. Planning, adaptation, observations and reviewing are integral elements of Forest School
- 2- **In Nature:** Forest School takes place in a woodland or natural wooded environment to support the development of a relationship between the learner and the natural world.
- 3- **Holistic:** Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners
- 4- **Supported Risks:** Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.
- 5- **Qualified Teachers:** Forest School is run by qualified Forest School practitioners who continuously maintain and develop their professional practice.
- 6- **Learner Led:** Forest School uses a range of learner-centred processes to create a community for development and learning.

Links to Curriculum

Year R:

Understanding the World- The Natural World- Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them including the season and changing states of matter.

Key Stage 1:

Science- Year 1- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees. Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets). Observe changes across the four seasons. Observe and describe weather associated with the seasons and how day length varies.

Science- Year 2- Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Identify and name a variety of plants and animals in their habitats, including microhabitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Art and Design- To use a range of materials creatively to design and make products

Design and Technology- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Explore and evaluate a range of existing products. Build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.

Geography- Identify seasonal and daily weather patterns in the United Kingdom. use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather. Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map. use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Music- Use their voices expressively and creatively by singing songs and speaking chants and rhymes

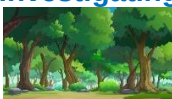
P.E- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities

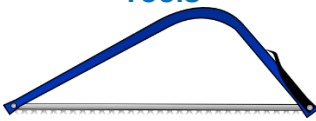
Chalfont St Peter's Progression of Flora and Fauna

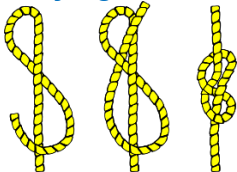
Skills	Year R	Year 1	Year 2
Animals 	I can name the animals I see in the Environmental Area or that pass by.	- I can identify and name animals. - I can describe the features of animals	- I can identify different habitats - I can explain the similarities and differences of different animals
Birds 	- I can listen to different birds - I can begin to name the birds	- I can identify and name different types of birds - I can describe the features of birds	I can explain the similarities and differences of different birds
Insects 	I can begin to name different insects	- I can identify and name different insects - I can describe the features of insects	- I can identify microhabitats - I can explain the similarities and differences of different insects
Plants 	- I make observations and drawings of plants - I can water the plants in the flower beds	- I can name trees - I can identify the parts of plants and trees	- I can name tress, plants and fungus - I understand the uses of different plants

Chalfont St Peter's Progression of Geographical Skills and Navigation

Positions 	I use positional language	- I can direction the location of objects/plants - I can use simple compass directions (North, South, East and West)
Directions 	I can follow simple directions	I can use directional language (near, far, left and right)

Features 	• I ask questions about the environment	• I can recognise human and physical features of the environment • I understand how to care for the physical environment	
Map Work 	• I can describe the environment using a map	• I can describe the location of features on a map • I can devise a map and use basic key symbols	
Chalfont St Peter's Progression of Team Building/ Problem Solving			
Follow Rules 	• I can respect the rules in the Environmental Area	• I can respect the rules in the Environmental Area and work with my class to develop a charter	
Exploring and Investigating 	• I can independently explore different aspects of the environment	• I can safely explore the environment • I am beginning to carry out investigations	• I can safely explore the environment • I can carry out simple investigations
Teamwork 	• I can part in team games and challenges with the support of an adult	• I can work in a team to cooperate and communicate clearly • I can play team games	• I can negotiate ideas and use other children's ideas • I can develop rules for team games
Problem Solving 	• I can ask adults for help when solving a problem and they will guide me in solving it	• I can think about a solution to a problem before seeking help from an adult	• I can negotiate with my peers to solve problems and learn through trial and error
Risks 	• I can discuss floor level hazards in the environment e.g. sticks • I can take risks with support from adults e.g. balancing, tree climbing	• I can discuss field level hazards (brambles) • I can identify floor level hazards • I understand how to stay safe when taking risks	• I can explain the risks in the environment and how to negotiate them • I can discuss shrub level hazards (holly) • I can discuss canopy level hazards (loose branches)
Safety 	• Adults support me in staying safe • I can discuss the dangers of eating plants and berries • I understand the importance of handwashing	• I can carry sticks safely • I can discuss the dangers of fungi	• I can move logs safely with support

Chalfont St Peter's Progression of Structure			
Small Den 	I use natural resources to build dens for animals	I can build a tripod structure with support	- I know how to join two pieces of wood together. - I can independently build a tripod structure
Large Den 	- I work with adults to build dens and shelters - I explore using ropes to build dens - I can use pegs to hold materials together	I help adults to build shelters using ropes and tarpaulin.	- I know how to peg out tarpaulin - I know how to fold tarpaulin - I know how to wind a rope
Bridge 	I balance on different logs and branches	I work with adults to build weight bearing structures	I know how to make a weight bearing structure
Evaluate 	- I can talk about what I found tricky when building structures - I can talk about what I like about my structure	I can talk about what I like about my structure and what I would do different next time	I can evaluate and improve my structure
Chalfont St Peter's Progression of Using Tools			
Tools 	- I can name the tools I use - I can use a peeler, mallet, trowel and spades	- I can name the tools I use - I can use a peeler (whittling), mallet, trowel and spades	- I can name the tools I use - I can use a peeler, mallet, trowel and spades - I can use a bow saw to cut discs (1:1)
Tool Safety 	- I have listened to a tool talk for available tools - I use tools fully supported by an adult - I use a glove on the helper hand	- I have listened to a tool talk for available tools - I understand how to be safe when using tools and begin to use independently under adult supervision - I use a glove on the helper hand	- I have listened to a tool talk for available tools - I can explain to others how to use tools safely - I use a glove on the helper hand
Chalfont St Peter's Progression of Knots			
Threading 	- I can thread objects onto a string - I can thread laces through holes		

Tying Knots 	• I explore different lengths and thicknesses of rope • I begin to tie knots with support from an adult • I observe adults tying knots for balance ropes and shelters	• I can name the knots I tie • I can tie a timber hitch knot with support • I can tie a shear lash knot with support	• I can name the knots I tie • I can tie a tension knot with support • I can tie a square lash knot with support • I can explain how to tie knots to others
Using Knots 	• I explore different ways to tie ropes to hold objects together • I observe adults tying knots for balance ropes and shelters	• I can use taught knots to hold objects together	• I know which knots to use for different purposes • I can use knots to build a shelter
Chalfont St Peter's Progression of Fire Lighting			
Fire Safety 	• I understand that fire can be dangerous • I understand the rules within the fire circle	• I understand the rules within the fire circle • I understand why we wear a glove to feed a fire • I understand why we have water near by when lighting a fire	
Light a Fire 	• I observe and talk about the lighting process of a fire • I begin to contribute by selecting fuel	• I can gather fuel for the fire • With support I can talk about the fire triangle	• I can use fire strikers to spark a flame • I can talk about the fire triangle
Chalfont St Peter's Progression of Health and Safety Knowledge and Understanding			
Describe and Show 	I can describe and show: • plants can prickle or sting me • plants which may be poisonous • I know how to move about safely depending on the conditions in the woodland • I know how to move large objects • safety in the woodland • I know how to help others stay safe in the woodland • I know that I need to be gentle with creatures		
Naming 	I can name a range of: • plants that can prickle or sting me • plants that may be poisonous • weather conditions that will affect how I move around • I can ask for help when I know an object will be dangerous to move on my own • I can explain what others need to do to stay safe • I can explain how to handle creatures so that they are not harmed		
Assessing	I can assess from characteristics: • I know what characteristics a plant has in order to prickle or sting me. • its raining it will be muddy and therefore slippery		



- I can see when an object is too big for me to move by looking at it
- I can see danger and make the right choices for me and my friends
- I can tell whether an animal should be handled or when it becomes stressed and I should place back in its habitat

Explaining



- I can explain to others:
- how trees are affected by different weather conditions in different seasons
 - how to lift and carry objects safely and work as a team to do this
 - the choices I make and I know my own limitations
 - That insects may attack if they are frightened, so I need to remain calm and not scream panic or run even if I feel frightened to avoid them hurting me or others