

Grayrigg CE Primary School Skill and knowledge Progression for Forest school

	Fire	Environment and map skills	Tools	Den building and knots
THE TINY ACORNS – Nursery & Reception				
YEAR A	<ul style="list-style-type: none"> - Understand fire safety and its risks - Begin to cook toast and other simple things on the fire 	<ul style="list-style-type: none"> - Be able to play a range of forest themed games - Recognise that trees and plants differ from each other and be able to talk about their similarities and differences - Go on a tour of the forest environment recognising some of the features e.g. a den, fire pit - Get dressed independently for forest school - Engage in a range of media forms (art, books, magazines) that link to the natural world and make comments on what they notice - Understand the importance of having rules 	<ul style="list-style-type: none"> - Understand that tools can be used for different purposes and begin to use them with support 	<ul style="list-style-type: none"> - Build a fairy house from natural materials - Understand what dens can be used for e.g. shelter from wind and rain
YEAR B	<ul style="list-style-type: none"> - Understand fire safety and its risks - Begin to cook toast and other simple things on the fire 	<ul style="list-style-type: none"> - Be able to play a range of forest themed games - Recognise that trees and plants differ from each other and be able to talk about their similarities and differences - Go on a tour of the forest environment recognising some of the features e.g. a den, fire pit - Get dressed independently for forest school - Engage in a range of media forms (art, books, magazines) that link to the natural world and make comments on what they notice - Understand the importance of having rules 	<ul style="list-style-type: none"> - Understand that tools can be used for different purposes and begin to use them with support 	<ul style="list-style-type: none"> - Build a fairy house from natural materials - Understand what dens can be used for e.g. shelter from wind and rain
THE ACORNS – Years 1 & 2				
YEAR A	<ul style="list-style-type: none"> - Select the appropriate materials needed for a fire and understand that some materials burn differently - Understand fire safety and its risks 	<ul style="list-style-type: none"> - Be able to play a range of forest themed games - Identify that trees and plants differ from each other, recognising several species - Make a map of the forest environment, identifying several features - Understand what animals might live in the various natural environments 	<ul style="list-style-type: none"> - Be introduced to the small knives and pruners and know how to use them - Whittle a marshmallow stick 	<ul style="list-style-type: none"> - Build a structure suitable for a small animal, demonstrating that dens can take shape in different forms - Understand what knots are used for and be able to demonstrate how to do a timber hitch and larks foot knot
YEAR B	<ul style="list-style-type: none"> - Know how to build a basic fire in the kettle 	<ul style="list-style-type: none"> - Be able to play a range of forest themed games 	<ul style="list-style-type: none"> - Be introduced to the larger tools and know 	<ul style="list-style-type: none"> - Build a structure suitable for a medium sized animal,

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	and develop the skills to use a fire steel - Understand fire safety and its risks	- Identify that trees and plants differ from each other, recognising several species - Make a map of the forest environment, identifying several features - Understand what animals might live in the various natural environments	how to use them with an adult - Carve a feather stick	demonstrating that dens can take shape in different forms - Understand what knots are used for and be able to demonstrate how to do a overhand and reef knot
THE OAKS – Years 3 & 4				
YEAR A	- Build a fire with adult observation / support - Make hot chocolate independently	- Be able to play a range of forest themed games, exploring teamwork, trust and strategy - Be able to identify all trees and plants growing in the forest environment as well as the type of soil/rock that makes up the ground - Recognise what animals may live in the forest environment, their habitats and how they may be grouped - Recognise that environments can change and that this can sometimes pose dangers to living things - Be able to use a key on a map to recognise simple aspects e.g. water, roads, railway lines - Be able to use a compass for direction	- Be able to use smaller knives and palm drills for whittling and carving - Be able to use a bow saw, loppers and secateurs safely with others - Be able to create a tree cookie	- Build a den big enough for 2 people using natural materials - Understand what knots are used for and be able to demonstrate how to do a sheer lashing.
YEAR B	- Build a fire with adult observation / support - Make popcorn independently	- Be able to play a range of forest themed games, exploring teamwork, trust and strategy - Be able to identify all trees and plants growing in the forest environment as well as the type of soil/rock that makes up the ground - Recognise what animals may live in the forest environment, their habitats and how they may be grouped - Recognise that environments can change and that this can sometimes pose dangers to living things - Be able to use a key on a map to recognise simple aspects e.g. water, roads, railway lines - Be able to use a compass for direction	- Be able to use smaller knives and palm drills for whittling and carving - Be able to use a bow saw, loppers and secateurs safely with others - Be able to create tree people	- Build a den big enough for 2 people using tarps and ropes - Understand what knots are used for and be able to demonstrate how to do a clove hitch knot
THE MIGHTY OAKS – Years 5 & 6				

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YEAR A	<ul style="list-style-type: none"> - Build a fire independently using resources available - Independently make something to eat using the dutch oven 	<ul style="list-style-type: none"> - Be able to play and lead a range of forest themed games, exploring teamwork, trust and strategy - Reflect on their achievements throughout the year and record this - To be able to recognise the plants and trees growing in the forest and other environments. To understand sustainability in relation to broadleaf and evergreen woodlands - To understand habitats, life cycles and food chains for animals in the forest environment - Be able to use a map and compass to give directions to a particular location and to be able to find a location based on compass points and grid references 	<ul style="list-style-type: none"> - Be able to use smaller knives, palm drills and carving knives for whittling and carving - Be able to use a bow saw, loppers and secateurs safely with others - Be able to use a billhook - Be able to plan and make a woodland product using a range of tools - Understand what wood works best for different purposes e.g. soft or hard wood, thick wood or sticks 	<ul style="list-style-type: none"> - Build a den using both natural materials and tarps/ropes using the knots learnt - Understand what knots are used for and be able to demonstrate how to do a figure 8 knot with a stopper knot
YEAR B	<ul style="list-style-type: none"> - Build a fire independently using resources available - Independently make something to eat using the tripod 	<ul style="list-style-type: none"> - Be able to play and lead a range of forest themed games, exploring teamwork, trust and strategy - Reflect on their achievements throughout the year and record this - To be able to recognise the plants and trees growing in the forest and other environments. To understand sustainability in relation to broadleaf and evergreen woodlands - To understand habitats, life cycles and food chains for animals in the forest environment - Be able to use a map and compass to give directions to a particular location and to be able to find a location based on compass points and grid references 	<ul style="list-style-type: none"> - Be able to use smaller knives, palm drills and carving knives for whittling and carving - Be able to use a bow saw, loppers and secateurs safely with others - Be able to use a billhook - Be able to plan and make a woodland product using a range of tools - Understand what wood works best for different purposes e.g. soft or hard wood, thick wood or sticks 	<ul style="list-style-type: none"> - Build a den using natural materials - Be able to put up 2 types of shelter using knots learnt e.g. a high shelter, equipment shelter - Understand what knots are used for and be able to demonstrate how to do a square lashing
WILD CAMP - End of Year 6 expectation				
	<ul style="list-style-type: none"> - Build a fire independently using materials in the natural woodland - Plan and cook a meal 	<ul style="list-style-type: none"> - To be able to use a compass and map to plot a route to the wild camp - To be able to complete an obstacle course using teamwork and strategy skills - To leave no trace after the camp and recognise the importance of this 	<ul style="list-style-type: none"> - Be able to use all the tools needed to create a woodland den - Carve a spoon or other cutlery/utensil in which to eat with at the wild camp 	<ul style="list-style-type: none"> - Design and create a den using both natural materials and rope / knots to strengthen the den, sleep in the den overnight

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	Tiny Acorns	Acorns	Oaks	Mighty Oaks
Fire	<p><u>Nursery: Personal, social & emotional development</u></p> <ul style="list-style-type: none"> - Increasingly follow rules, understanding why they are important - Remember rules without needing an adult to remind them <p><u>Reception: Personal, social & emotional development</u></p> <ul style="list-style-type: none"> - Show resilience and perseverance in the face of challenge - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge - Explain the reasons for rules, know right from wrong and try to behave accordingly <p><u>Nursery: Communication & language</u></p> <ul style="list-style-type: none"> - Understand a question or instruction that has two parts <p><u>Reception: Communication & language</u></p> <ul style="list-style-type: none"> - Understand how to listen carefully and why listening is important - Ask questions to find out more and to check they understand what has been said to them - Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen - Make comments about what they have heard and ask questions to clarify their understanding - Offer explanations for why things might happen 	<p><u>Year 1 Science: Everyday materials</u></p> <ul style="list-style-type: none"> - Identify and name a variety of materials, including wood, plastic, glass, metal, water and rock <p><u>Year 2 Science: Everyday materials</u></p> <ul style="list-style-type: none"> - Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular use 	<p><u>Year 4 Science: States of matter</u></p> <ul style="list-style-type: none"> - Compare and group materials together, according to whether they are solids, liquids or gases - Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius - Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature <p><u>Year 3&4 Design and Technology: Cooking and nutrition</u></p> <ul style="list-style-type: none"> - Prepare and cook a variety of predominantly savoury dishes using a variety of techniques 	<p><u>Year 5&6 Design and Technology: Cooking and nutrition</u></p> <ul style="list-style-type: none"> - Prepare and cook a variety of predominantly savoury dishes using a variety of techniques

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Environment & map skills

Nursery: Personal, social & emotional development

- Select and use activities and resources with help when needed
- Develop their sense of responsibility and membership of a community
- Become more outgoing with unfamiliar people, in the safe contact of their setting
- Show more confidence in new social situations
- Play with one of more other children, extending and elaborating play ideas
- Find solutions to conflicts and rivalries
- Increasingly follow rules, understanding why they are important
- Remember rules without needing an adult to remind them
- Develop appropriate ways of being assertive
- Talk with others to solve conflicts

Reception: Personal, social & emotional development

- See themselves as a valuable individual
- Build constructive and respectful relationships
- Express their feelings and consider the feelings of others
- Show resilience and perseverance in the face of challenge
- Identify and moderate their own feelings socially and emotionally
- Think about the perspective of others
- **Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly**
- **Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate**
- **Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions**
- **Be confident to try new activities and show independence, resilience and perseverance in the face of challenge**
- **Explain the reasons for rules, know right from wrong and try to behave accordingly**
- **Work and play cooperatively and take turns with others**
- **Form positive attachments to adults and friendships with peers**
- **Show sensitivity to their own and others' needs**

Nursery: Communication & language

- Pay attention to more than one thing at a time, which can be difficult

Year 1&2 English: Spoken language

- Listen and respond appropriately to adults and peers
- Ask relevant questions to extend their understanding and build vocabulary and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contribution of others
- Select and use appropriate registers for effective communication

Year 1&2 Science: Working scientifically

- Asking simple questions and recognising that they can be answered in different ways
- Observing closely, using simple equipment
- Performing simple tests
- Identifying and classifying
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions

Year 1 Science: Plants

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees

Year 3&4 English: Spoken language

- Listen and respond appropriately to adults and peers
- Ask relevant questions to extend their understanding and build vocabulary and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contribution of others
- Select and use appropriate registers for effective communication

Year 3&4 Science: Working scientifically

- Asking relevant questions and using different types of scientific enquiries to answer them
- Using straightforward scientific evidence to answer questions to support their findings
- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- Setting up simple practical enquiries, comparative and fair tests

Year 5&6 English: Spoken language

- Listen and respond appropriately to adults and peers
- Ask relevant questions to extend their understanding and build vocabulary and knowledge
- Use relevant strategies to build their vocabulary
- Articulate and justify answers, arguments and opinions
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates
- Gain, maintain and monitor the interest of the listener(s)
- Consider and evaluate different viewpoints, attending to and building on the contribution of others
- Select and use appropriate registers for effective communication

Science: Working scientifically

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Identifying scientific evidence that has been used to support or refute ideas or arguments
- Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings where necessary
- Using test results to make predictions to set up further comparative and fair tests
- Recording data and results of increasing complexity using scientific

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- Use a wider range of vocabulary
- Understand a question or instruction that has two parts
- Understand 'why' questions
- Develop their communication
- Use longer sentences of four to six words
- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions
- Start a conversation with an adult or a friend and continue it for many turns
- Use talk to organise themselves and their play

Reception: Communication & language

- Understand how to listen carefully and why listening is important
- Learn new vocabulary through the day
- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives
- Describe events in some detail
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- Develop social phrases
- Use new vocabulary in different contexts
- Engage in non-fiction books
- **Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions**
- **Make comments about what they have heard and ask questions to clarify their understanding**
- **Hold conversation when engaged in back-and-forth exchanges with their teacher and peers**
- **Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary**
- **Offer explanations for why things might happen**
- **Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher**

Nursery: Physical development

- Continue to develop their movement
- Start taking part in some group activities which they make up themselves, or in teams

- Identify and describe the basic structure of a variety of common flowering plants, including trees

Year 2 Science: Plants

- 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

Year 1 Science: Animals

- Identify and name a variety of 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)

Year 2 Science: Animals

- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

Year 1 Science: Seasonal changes

- Observe changes across the four seasons
- Observe and describe weather associated with the seasons and how day length varies

Year 2 Science: Living things and habitats

- 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 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 micro-habitats
- 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

Year 1&2 Art:

- Identifying differences, similarities or changes related to simple scientific ideas and processes
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- Reporting on findings, from enquiries, including oral and written explanations, displays or presentations of results and conclusions

Year 3 Science: Plants

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- Investigate the way in which water is transported within plants
- Explore the part that flowers play in the life cycle of a flowering plant, including pollination, seed formation and seed dispersal

Year 3 Science: Animals

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

Year 4 Science: Animals

- Construct and interpret a variety of food chains, identifying producers, predators and prey

Year 3 Science: Rocks

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock
- Recognise that soils are made from rocks and organic matter

diagrams and labels, classification keys, tables, and bar and line graphs

- Reporting and presenting findings from enquiries, including conclusions, casual relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations

Year 5 Science: Living things and habitats

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life processes of reproduction in some plants and animals

Year 6 Science: Living things and habitats

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences; including microorganisms, plants and animals
- Give reasons for classifying plants and animals based on specific characteristics

Year 6 Science: Evolution and inheritance

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

Year 5&6 Art:

- To create sketchbooks to record their observations and use them to review and revisit ideas

Year 5&6 Geography: Human and physical geography

- Describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - human geography including: types of settlement and land

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- Match their developing physical skills to tasks and activities in the setting
 - Choose the right resources to carry out their own plan
 - Collaborate with others to manage large items
Reception: Physical development
 - Revise and refine the fundamental movement skills they have already acquired
 - Progress towards a more fluent style of moving, with developing control and grace
 - Combine different moves with ease and fluency
 - Develop overall body-strength, balance, co-ordination and agility
 - **Negotiate space and obstacles safely, with consideration for themselves and others**
 - **Demonstrate strength, balance and co-ordination when playing**
 - **Move energetically, such as running, jumping, dancing, hopping, skipping and climbing**
Nursery: Mathematics
 - Understand position through words alone
 - Describe a familiar route
 - Discuss routes and locations, using words like 'in front' and 'behind'
 - Make comparisons between objects relating to size, length, weight and capacity
 - Talk about and identify the patterns around them
 - Extend and create ABAB patterns: stick, leaf, stick, leaf
 - Begin to describe a sequence of events, real or fiction
Reception: Mathematics
 - Continue, copy and create repeating patterns
 - Compare length, weight and capacity
Nursery: Understanding the world
 - Use all their senses in hands-on exploration of natural materials
 - Explore collections of materials with similar and/or different properties
 - Talk about what they see, using a wide vocabulary
 - Explore how things work
 - Plant seeds and care for growing plants
 - Understand key features of the life cycle of a plant and an animal
 - Begin to understand the need to respect and care for the natural environment and all living things
 - Explore and talk about different forces they feel
 - Talk about the differences between materials and changes they notice
Reception: Understanding the world

- To use a range of materials creatively to design and make products
Year 1&2 Geography: Human and physical geography
 - Use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, seasons and weather
Year 1&2 Geography: Geographical skills and fieldwork
 - Use simple compass directions (North, South, East and West) and locational and directional language (e.g. near and far; left and right) to describe the location of features and routes on a map
 - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
 - 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
Year 1&2 Physical Education:
 - 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

Year 4 Science: Living things and habitats
 - Recognise that living things can be grouped in a variety of ways
 - Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
 - Recognise that environments can change and that this can sometimes pose dangers to living things
Year 3&4 Art:
 - To create sketchbooks to record their observations and use them to review and revisit ideas
Year 3&4 Geography: Human and physical geography
 - Describe and understand key aspects of:

- physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food and minerals

Year 3&4 Geography: geographical skills and fieldwork
 - Use the eight points of a compass, four and six- figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
Year 3&4 Physical Education:
 - Take part in outdoor and adventurous activity challenges both individually and within a team

use, economic activity including trade links, and the distribution of natural resources including energy, food and minerals
Year 5&6 Geography: geographical skills and fieldwork
 - Use the eight points of a compass, four and six- figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
Year 5&6 Physical Education:
 - Take part in outdoor and adventurous activity challenges both individually and within a team

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<ul style="list-style-type: none"> - Draw information from a simple map - Explore the natural world around them - Describe what they see, hear and feel whilst outside - Recognise some environments that are different from the one in which they live - Understand the effect of changing seasons on the natural world around them - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps - 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 seasons and changing states of matter <p><u>Nursery; Expressive arts and design</u></p> <ul style="list-style-type: none"> - Explore different materials freely, to develop their ideas about how to use them and what to make - Develop their own ideas and then decide what materials to use to express themselves - Join different materials and explore different textures - Listen with increased attention to sound - Respond to what they have heard, expressing their thoughts and feelings <p><u>Reception; Expressive arts and design</u></p> <ul style="list-style-type: none"> - Explore, use and refine a variety of artistic effects to express their ideas and feelings - Return to and build on their previous learning, refining ideas and developing their ability to represent them - Create collaboratively, sharing ideas, resources and skills - Develop storylines in their pretend play - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function - Share their creations, explaining the process they have used - Make use of props and materials when role playing characters in narratives and stories 			
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Tools

Nursery: Personal, social & emotional development
 - Increasingly follow rules, understanding why they are important
 - Remember rules without needing an adult to remind them

Reception: Personal, social & emotional development

- Show resilience and perseverance in the face of challenge
 - **Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions**
 - **Be confident to try new activities and show independence, resilience and perseverance in the face of challenge**

- **Explain the reasons for rules, know right from wrong and try to behave accordingly**

Nursery: Communication & language

- Understand a question or instruction that has two parts

Reception: Communication & language

- Understand how to listen carefully and why listening is important
 - Ask questions to find out more and to check they understand what has been said to them
 - Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
 - **Make comments about what they have heard and ask questions to clarify their understanding**
 - **Offer explanations for why things might happen**

Nursery: Physical development

- Match their developing physical skills to tasks and activities in the setting

Reception: Physical development

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently

- **Use a range of small tools**

Reception: Expressive arts & design

- **Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function**

Year 1&2 Design and technology: Make
 - Select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing

Year 3 Science: Forces and magnets

- Compare how things move on different surfaces

Year 3&4 Design and technology: Design

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
 - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern and computer-aided design

Year 3&4 Design and technology: Make

- Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing), accurately
 - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Year 3&4 Design and technology: Evaluate

- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Year 5 Science: Forces and magnets

- Identify the effects of air resistance, water resistance and friction that act between moving surfaces

Year 5&6 Design and technology: Design

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
 - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern and computer-aided design

Year 5&6 Design and technology: Make

- Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing), accurately
 - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Year 5&6 Design and technology: Evaluate

- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Grayrigg CE Primary School Skill and knowledge Progression for Forest school

Den building & knots

Nursery: Personal, social & emotional development

- Develop their sense of responsibility and membership of a community
- Play with one of more other children, extending and elaborating play ideas
- Find solutions to conflicts and rivalries
- Develop appropriate ways of being assertive
- Talk with others to solve conflicts

Reception: Personal, social & emotional development

- Show resilience and perseverance in the face of challenge
- Think about the perspective of others
- **Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate**
- **Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions**
- **Be confident to try new activities and show independence, resilience and perseverance in the face of challenge**

Nursery: Communication & language

- Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions
- Use talk to organise themselves and their play

Reception: Communication & language

- Ask questions to find out more and to check they understand what has been said to them
- Articulate their ideas and thoughts in well-formed sentences
- Connect one idea or action to another using a range of connectives
- Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen
- **Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions**
- **Offer explanations for why things might happen**
- **Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher**

Nursery: Physical development

- Match their developing physical skills to tasks and activities in the setting

Year 1&2 Design and technology: Design

- Design purposeful, functional, appealing products for themselves and other users based on design criteria
- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

Year 1&2 Design and technology: Make

- Select from and use a range of tools and equipment to perform practical tasks e.g. 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

Year 1&2 Design and technology: Evaluate

- Evaluate their ideas and products against design criteria

Year 1&2 Design and technology: Technical knowledge

- Build structures, exploring how they can be made stronger, stiffer and more stable

Year 3 Science: Light

- Recognise that they need light in order to see things and that dark is the absence of light

Year 3&4 Design and technology: Design

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern and computer-aided design

Year 3&4 Design and technology: Make

- Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing), accurately
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Year 3&4 Design and technology: Evaluate

- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Year 3&4 Design and technology: Technical knowledge

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Year 5&6 Design and technology: Design

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern and computer-aided design

Year 5&6 Design and technology: Make

- Select from and use a wider range of tools and equipment to perform practical tasks (e.g. cutting, shaping, joining and finishing), accurately
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Year 5&6 Design and technology: Evaluate

- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Year 5&6 Design and technology: Technical knowledge

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures

Grayrigg CE Primary School Skill and knowledge Progression for Forest school

<ul style="list-style-type: none"> - Choose the right resources to carry out their own plan - Collaborate with others to manage large items <p><u>Reception: Physical development</u></p> <ul style="list-style-type: none"> - Revise and refine the fundamental movement skills they have already acquired <p><u>Nursery: Understanding the world</u></p> <ul style="list-style-type: none"> - Use all their senses in hands-on exploration of natural materials - Explore collections of materials with similar and/or different properties - Explore how things work - Begin to understand the need to respect and care for the natural environment and all living things <p><u>Reception: Understanding the world</u></p> <ul style="list-style-type: none"> - Explore the natural world around them <p>Explore the natural world around them, making observations and drawing pictures of animals and plants</p> <p><u>Nursery: Expressive arts and design</u></p> <ul style="list-style-type: none"> - Explore different materials freely, to develop their ideas about how to use them and what to make - Develop their own ideas and then decide what materials to use to express themselves - Join different materials and explore different textures <p><u>Reception: Expressive arts and design</u></p> <ul style="list-style-type: none"> - Return to and build on their previous learning, refining ideas and developing their ability to represent them - Create collaboratively, sharing ideas, resources and skills - Develop storylines in their pretend play - Share their creations, explaining the process they have used - Make use of props and materials when role playing characters in narratives and stories 			
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