






All Saints'
family, faith, flourish

EYFS & Key Stage 1 Forest School Progression

	EYFS	Y1	Y2
<p>Curriculum Links</p>	<p style="text-align: center;">Understanding the World: The World</p> <p>Children know about similarities and differences in relation to places, objects, materials and living things.</p> <p>They talk about the features of their own immediate environment and how environments might vary from one another.</p> <p>They make observations of animals and plants and explain why some things occur, and talk about changes.</p> <p>Understand the effect of the changing seasons on the natural world around them.</p> <p>Describe the immediate environment using knowledge from observation and discussion.</p> <p>-Explore the natural world around them, making observations and drawing pictures of animals and plants.</p> <p>-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.</p>	<p style="text-align: center;">Science:</p> <p>Working Scientifically Asking simple questions and recognising that they can be answered in different ways.</p> <p>Observing closely, using simple equipment.</p> <p>Performing simple tests.</p> <p>Identifying and classifying.</p> <p>Using their observations and ideas to suggest answers to questions.</p> <p>Gathering and recording data to help in answering questions.</p> <p>Plants Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Animals, including humans Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals).</p> <p>Seasonal changes Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p style="text-align: center;">Science:</p> <p>Working Scientifically Asking simple questions and recognising that they can be answered in different ways.</p> <p>Observing closely, using simple equipment.</p> <p>Performing simple tests.</p> <p>Identifying and classifying.</p> <p>Using their observations and ideas to suggest answers to questions.</p> <p>Gathering and recording data to help in answering questions.</p> <p>Plants Observe and describe how seeds and bulbs grow into mature plants.</p> <p>Find out and describe how plants need water, light and suitable temperature to grow and stay healthy.</p> <p>Animals, including humans Notice that animals have offspring which grow into adults.</p> <p>Living things and their habitats Explore and compare the differences between things that are living, dead and things that have never been alive.</p> <p>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.</p> <p>Identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>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.</p>

	<p align="center">ELG: The Natural World and Managing Self</p> <p align="center">Care for and feed the animals in our school</p> <p>Second milestone: Children create bug hotels, bird feeders and hedgehog houses for the animals within our school grounds.</p>	<p align="center">Geography:</p> <p>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.</p> <p>Keep a weather chart and answer questions about the weather.</p> <p>Know how the weather changes throughout the year and name the seasons.</p>	
	<p align="center">DT:</p> <ul style="list-style-type: none"> • Work within different contexts such as story- based, home, school, playground. • Generate ideas from existing examples. • Begin to talk about their designs. • Shows some planning skills by suggesting what to do next. • Selects from a range of materials and components. • Begins to follow safety procedures. • Begin to talk about their design ideas and what they are making. • Think about how to make their products better. • Begin to explore what products are, who they are for, how they are used, where they are from 	<p align="center">DT:</p> <ul style="list-style-type: none"> • Plan before making. • Use self-generated ideas to design something. • Explain to someone else how I want to make my product. • Choose appropriate resources and tools. • Make a model stronger. • Follows procedures for safety and hygiene. 	<p align="center">DT:</p> <ul style="list-style-type: none"> • Work confidently in the wider environment. • Say what making, who for, how they'll work, design and develop ideas in drawings. • Plans, selects tools and materials. • Explains their choices. • Follows procedures for safety and hygiene. • Assembles, joins and combines materials and components. • Begins to use finishing techniques, including those from art and design sessions • Talk about their design ideas and what they are making, adjust and improve.
	<p align="center">ELG: Self Regulation, Managing Self & Building Relationships</p> <p>Settle in and become a confident learner and classmate</p> <p>First milestone: Children know and follow the school behaviour rules of keeping calm, kind & mindful.</p> <p>Second milestone: Children play cooperatively and take turns with other, showing sensitivity to their own and others' needs. They articulate and follow and the school rules and are beginning to overcome challenges with support. Children confidently try all activities within the classroom with growing independence, setting and working towards goals within the provision, asking staff and peers for support when needed.</p> <p>Third milestone: Children are resilient and persevere with difficulties. They are able to wait for their needs and wants to be met. They make comments about their learning and show pleasure and pride in what they have done.</p> <p>They form positive attachments to adults across the school and friendships with peers. Children give focused attention to what teachers say, responding appropriately even when engaged in a task.</p> <p>Final milestone: Consistently and independently, children reflect on their learning, through their Learning Journeys. They comment on their 'thinking' and the ways they go about their learning. They interact with all adults within the</p>	<p align="center">PSHE:</p> <ul style="list-style-type: none"> • Can recognise what they like and dislike. (H2) • Can set themselves simple goals. (H3) • Can express some of their positive qualities/strengths. (H3) • Can name and identify a range of feelings. (H4) • Can develop simple strategies to manage some feelings. (H4, H5) • Can describe ways of keeping safe in different situations. (H12) • Can communicate their feelings to others. (R1) Can recognise that their behaviour can affect other people. (R2) • Can recognise what is fair and unfair. (R4) • Can begin to share their views and opinions. (R5) • Can actively listen to other people and to instructions. (R6) • Can work cooperatively with others. (R6, R7) • Can contribute to the life of the classroom and school. (L1) • Can follow classroom and school rules. (L2) 	<p align="center">PSHE:</p> <ul style="list-style-type: none"> • Can recognise what they like and dislike. (H2) • Can set themselves simple goals. (H3) • Can express some of their positive qualities/strengths. (H3) • Can name and identify a range of feelings. (H4) • Can develop simple strategies to manage some feelings. (H4, H5) • Can describe ways of keeping safe in different situations. (H12) • Can communicate their feelings to others. (R1) Can recognise that their behaviour can affect other people. (R2) • Can recognise what is fair and unfair. (R4) • Can begin to share their views and opinions. (R5) • Can actively listen to other people and to instructions. (R6) • Can work cooperatively with others. (R6, R7) • Can contribute to the life of the classroom and school. (L1) • Can follow classroom and school rules. (L2)

	<p>school, holding conversations, using full sentences, including the correct use of past, present and future tense and recently introduced vocabulary.</p>	<ul style="list-style-type: none"> • Can demonstrate how to be responsible. (L3) • Can explain how we can care for animals. (L5) • Can identify ways to respect our local environment. (L5) • Can identify what to do in an emergency. (L10) 	<ul style="list-style-type: none"> • Can demonstrate how to be responsible. (L3) • Can explain how we can care for animals. (L5) • Can identify ways to respect our local environment. (L5) • Can identify what to do in an emergency. (L10)
Knots		<ul style="list-style-type: none"> • Simple overhand knot. 	<ul style="list-style-type: none"> • Introduction to overhand loop on a bite. • Introduction to lashing.
Tools		<p>Key Stage 1 children will develop their skills when using a range of tools. 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> <ul style="list-style-type: none"> • Introduction to using a hammer – leaf art. 	<p>In Key Stage 1 children will develop their skills when using a range of tools. 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> <ul style="list-style-type: none"> • Introduction to peelers – whittling.
Shelter	<ul style="list-style-type: none"> • What is a shelter and why do we use it? 	<ul style="list-style-type: none"> • Helping to pack the shelter away. 	<ul style="list-style-type: none"> • Pack the shelter away independently.
Fire and cooking			<ul style="list-style-type: none"> • Watching how to make a fairy fire. • Discuss fire safety.
Craft	<ul style="list-style-type: none"> • Mud art. • Leaf necklace. • Nature crown. • Colour hunt 	<ul style="list-style-type: none"> • Leaf art. • Magic wands. • Magic potions 	<ul style="list-style-type: none"> • Creating a natural habitat for a woodland creature. • Stick people (peeling then lashing). • Nature mobile (lashing) 
Woodland management	<ul style="list-style-type: none"> • Looking after our environment. • Bug and plant spotting. 	<ul style="list-style-type: none"> • Identifying plants and creatures in our environment. • Taking care of our environment. 	<ul style="list-style-type: none"> • How are animals suited to the forest environment? • How do people affect the natural environment?

