



EYFS learning and development through Forest School.

Early Learning Goal

Forest School

Communication & Language

Listening, Attention and Understanding

Children listen attentively in a range of situations. They respond to what they hear with relevant questions, comments and actions when being read to. Children will ask questions to clarify their understanding. They will hold conversation when engaged in back-and-forth exchanges with their teachers and peers.

During activities the children will listen to the ideas of others, one to one or as a small group. At other times two-channelled attention will be used as the children will be engaged in activities whilst also participating in conversations. Throughout a session there can be various instructions given that will require concentration and attentive listening. Stories will be read that the children will be encouraged to join in with. Participation in songs and rhymes is welcomed. During the relaxation time and listening games the children sit quietly, focused on identifying the noises they can hear in the world around them. The team games, environmental bingo and I-spy the children will show an understanding of positional language.

Speaking

Children will participate in discussions, offering their own ideas and using recently introduced vocabulary from stories, non-fiction, rhymes and poems. These will be in small groups, one-to-one or whole class situations. They will offer explanations for why things might happen, expressing ideas and feelings about their experiences using full sentences. These will include the use of past, present and future tenses and making use of conjunctions, with modelling and support from teachers.

There will be many opportunities for the children to ask questions, express their ideas and expand their range of vocabulary with terms relating to the natural world and the activities they complete. This provides meaning to the new terms introduced. Once familiar with a task or routine the children will be given the opportunity to deliver the instructions to their peers. There will also be chances for children to develop explanations by connecting their ideas and the events they have experienced. The adult will use 'how' or 'why' questions to extend response. Children are encouraged to create stories incorporating their surroundings and use talk to pretend a stick is something else. During reflection the children will use past tense to describe their experiences.

PSED	Building relationships	Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.	Teamwork activities involve the children initiating and attending to conversations. They may also need to take steps to resolve conflicts or compromise with other children. There will be plenty of opportunities provided for the children to share their ideas and knowledge with their peers. Sometimes, due to the environment or activities, accidents can happen and the children are encouraged to support and comfort each other. Questions about all aspects of Forest School and the environment are welcomed.
	Managing Self	Children are confident to try new activities and show independence, resilience and perseverance in the face of challenge. They can explain the reasons for rules, know right from wrong and try to behave accordingly. The children can manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices	Children will be faced with new or unfamiliar experiences throughout the year. We will encourage the children to try new things and take risks to build their self-confidence, with support where necessary. The rules are shared at the beginning of each session and the children are asked to consider reasons for these. The expectations relating to behaviour are clear and consistent throughout the sessions. Being given tasks to complete for the benefit of Forest School or others instils a sense of responsibility and pride. During snack time and cooking on the fire, good hygiene is explained and discussions are held regarding healthy diets. As there are no toileting facilities in Forest School, the children demonstrate remaining dry and clean during the session. After the session the children will change their clothing and we actively encourage the children to complete this without support. Children are encouraged to undress and dress themselves independently after the session.
	Self-Regulation	Children will show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. They can set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Children can 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.	Children will be made aware of the boundaries in which they are able to explore and the behavioural expectations for the tasks set. The children understand that their behaviour will have a consequence of a positive or negative step, just like in school. Some activities are designed so that the children are required to negotiate and solve problems with their peers. The qualities of patience and determination are supported. Taking turns and sharing resources is modelled and praised. Due to the changeable conditions outdoors routines and activities may need to change and the children will learn to understand this and adapt accordingly.

Physical development	Gross Motor Skills	Children will negotiate space and obstacles safely, with consideration for themselves and others. They will demonstrate strength, balance and coordination when both playing and moving energetically.	Gross motor skills will be used through the trim trail, den building and plant printing. Objects and construction equipment will be used safely and with increasing control to form bird feeders and build animal homes. Throughout the activities and when using tools, the children will be required to show an understanding of the need for safety. They will be supported to consider the risks and suggest ways of managing them. Carrying and storing the tools safely is taught, including the use of wheelbarrows. Different terrains and obstacles will also need to be negotiated. Opportunities will be given for running, jumping, hopping, dancing and climbing. The children will experience the effects of exercise on their body.
	Fine Motor Skills	Children will hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. They will use a range of small tools and begin to show accuracy and care when drawing.	Using malleable and natural materials to form boggits or art work will allow them to practise and strengthen their dexterity. Picking up mini-beasts, planting seeds, whittling, knot tying, threading and taking rubbings will exercise children's fine motor skills and motor control. Every session there will be opportunities for free drawing or painting. When completing a task on paper, the children will always be asked to write their name independently or by copying. will exercise the children's fine motor skills and movement control. Using one and two-handed tools will require a range of movements and co-ordination.

Mathematics	Number	Children will have a deep understanding of number to 10, including the composition of each number. They will be able to recognise quantities up to 5 without counting. Children will automatically recall number bonds up to 5 and some number bonds to 10, including double facts.	Using the number discs the children will find and order the digits found, recognising which numbers are missing. During mini-beast hunts the children will collect, estimate then count the creatures found. Then they can total two different species gathered. In a mixture of action games the children realise that not only objects, but anything can be counted, including steps, claps or jumps. Children will be asked to sort sets of natural objects into groups whilst recognising the total does not change.
	Mathematical Patterns	Children can verbally count beyond 20, recognising the pattern of the counting system. They will compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Children will explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally. Children will manipulate shapes to develop spatial awareness skills and compare length, weight and capacity.	Scavenger hunts will require the children to recognise numbers on the crib sheet and then accurately count those objects up to 10 or beyond. The children are encouraged to record their findings throughout treasure hunts. Once completed the children can compare the data collected using the language of 'more' and 'fewer' to describe two different categories. By making nature necklaces children are able to form and describe their own patterns. Shapes, weights and sizes within the natural world are explored frequently with mathematical terms encouraged.

Literacy	Word Reading	Children will be able to say a sound for each letter in the alphabet and at least 10 digraphs. They will read words consistent with their phonic knowledge by sound-blending and also read aloud simple sentences and books, including some common exception words	Some games will require the children to match the initial sound of an item or picture card to the letter on the wooden alphabet. Using the ID cards/books whilst bug hunting the children will see how information can be retrieved from a text. Rhyming strings will be created and continued by the children about a natural item found.
	Comprehension	Children will demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. They will anticipate, where appropriate, key events in stories.	Children use their phonic knowledge to identify the initial sounds in words to play I-spy. Whilst orienteering or during scavenger hunts, the children will sound out the word cards found and match these to the picture crib sheet or identify these within the environment. The children can then share this information with their peers. Stories will be read during sessions with participation encouraged with the repeated phrases and through questioning.
	Writing	Children will write recognisable letters, most of which are correctly formed. They will spell words by identifying sounds in them and representing the sounds with a letter or letters. Children will write simple phrases and sentences that can be read by others.	Children will be asked to write their names on any piece of artwork or design. All children are encouraged to copy word cards or apply their phonics to write labels, captions or simple sentences. The children will be encouraged to read these back to ensure they make sense. Later in the year the children will write about their experiences in the class log book.

Expressive Arts and Design	Creating with Materials	Children will safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. They will share their creations, explaining the process they have used. Children will make use of props and materials when role playing characters in narratives and stories.	Sounds of nature activities involve the children using materials from within their environment to create art or products with a purpose, for themselves or others. A range of natural objects are used in art projects will introduce opportunities for the children to describe the texture of the items they use. Opportunities will be provided to build upon and develop their ideas in subsequent sessions. A range of tools and techniques will be taught for the children to then apply competently and appropriately in their own tasks. They are given time to discuss and explain their creations with others.
	Being imaginative and expressive	Children will invent, adapt and recount narratives and stories with peers and their teacher. They will sing a range of well-known nursery rhymes and songs; performing these, rhymes, poems and stories with others. When appropriate they will try to move in time with music.	Every session will engage the children in periods of work and play alongside other children who are engaged in the same theme. Many songs and rhymes are used in Forest School and the children quickly learn these, joining in. Children are frequently encouraged to express their ideas and build stories around their experiences. Role play opportunities are facilitated and the children are encouraged to use the available resources to support this, create props or use their instruments to add sound effects.

Understanding the World	People, Culture and Communities	Children will describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. They will know some similarities and differences between different religious and cultural communities in this country, and between life in this country and life in other countries. The children will draw upon their own experiences and what has been read to them in class.	With such a vast range of activities, the children will recognise that not all children like the same things. A respectful understanding is modelled and embedded. Using various stories, different cultures and family trees will be explored. By building shelters and using a fire to cook meals, the children experience what life can be like for people in other cultures. Discussions are encouraged to draw comparisons and explore the differences in life style and share their own previous experiences. The use of maps and aerial photographs of the local area will draw attention to their immediate environment.
	The Natural World	Children will explore the natural world around them, making observations and drawing pictures. They will 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. Children will understand some important processes and changes in the natural world, including the seasons and changing states of matter.	Through all activities within Forest School we aim to inspire the children to develop a care and concern for living things and the environment. Spending time in the great outdoors, throughout the year, the children will experience the impacts of the weather and seasonal change on the environment and upon themselves. Examining the flora and fauna within Forest School the children will be able to describe similarities and differences. They will also witness first-hand the life cycle process of plants and animals, along with natural processes such as shadows, ice melting and sound vibrations. The children will often talk about the things they have observed such as plants, animals, objects found and items created. This will continue for a long time after the day too.
	Past and Present	Children will talk about the lives of the people around them and their roles in society. They will know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Children will understand the past through settings, characters and events encountered in books read in class and storytelling.	For many, the opportunities that take place in Forest School will be a significant event that they will remember and talk about. Time is offered to recall prior learning and gathering contributions for future sessions. Photographs and film clips will be taken during every session as a record and to share with the children during times of reflection. At various points throughout the year the children will use the I-pads to record items of interest, their own achievements and those of others.
<i>The activities set will vary depending on the season and interests of the children. These will be differentiated to meet the stages of development and capabilities of each child, with specialist equipment or additional support being used if necessary.</i>			