

## Reception and Year 1 Learning in FOREST SCHOOL

| CONTINUOUS PROVISION   |   |  | Long Term Key Learning Opportunities: Key Stage 1: Year 1 |  |  |
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| <p style="text-align: center;"><b>Science</b></p> <p style="text-align: center;">Children should be encouraged to be curious and ask questions about what they notice. They should be encouraged to look closely at the natural world around them.</p> <p style="text-align: center;"><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>* asking simple questions and recognising that they can be answered in different ways</li> <li>* observing closely, using simple equipment</li> <li>* performing simple tests</li> <li>*identifying and classifying</li> <li>*using their observations and ideas to suggest answers to questions</li> <li>*gathering and recording data to help in answering questions.</li> </ul> <p style="text-align: center;"><b>Plants</b></p> <ul style="list-style-type: none"> <li>*identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</li> <li>* identify and describe the basic structure of a variety of common flowering plants, including trees</li> </ul> <p>Pupils should use the local environment throughout the year to explore and answer questions about plants growing their habitat. Where possible, they should observe the growth of flowers and vegetables they have planted. They should become familiar with common names of flowers, examples of deciduous and evergreen trees and plant structure(including leaves, flowers (blossom), petals, fruit, roots, bulb, seed, trunk ,branches,stem).</p> <p>Pupils might work scientifically by observing closely, perhaps using magnifying glasses and comparing and contrasting familiar plants, describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees. Pupils might keep records of how plants have changed over time, for example the ;leaves falling of trees etc....</p> <p style="text-align: center;"><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>* identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals</li> <li>* identify and name a variety of common animals that are carnivores, herbivores and omnivores</li> <li>*describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</li> </ul> <p>Pupils should use the local environment throughout the year to explore and answer questions about animals in their habitat. They should understand how to take care of animals taken from their local environment and the need to return them safely after study. Pupils should become familiar with the common names of some fish, amphibians, reptiles, birds and mammals.</p> <p style="text-align: center;"><b>Uses of everyday materials</b></p> <ul style="list-style-type: none"> <li>*distinguish between an object and the material from which it is made</li> <li>*identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock</li> <li>*describe the simple physical properties of a variety of everyday materials</li> <li>* compare and group together a variety of everyday materials on the basis of their simple physical properties</li> </ul> <p style="text-align: center;"><b>Seasonal changes</b></p> <ul style="list-style-type: none"> <li>*observe changes across the 4 seasons</li> <li>* observe and describe weather associated with the seasons and how day length varies.</li> </ul> | <p style="text-align: center;"><b>Literacy</b></p> <p>Spoken language underpins the development of reading and writing. THe quality and variety of language that pupils hear and speak are vital for developing their vocabulary and grammar and thief understanding for reading and writing.</p> <p style="text-align: center;"><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>*listen and respond appropriately to adults and their peers</li> <li>*ask relevant questions to extend their understanding and knowledge</li> <li>*use relevant strategies to build their vocabulary</li> <li>*articulate and justify answers, arguments and opinions</li> <li>*give well-structured descriptions, explanations &amp; and narratives for different purposes, including for expressing feelings.</li> <li>* maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>* use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>*speak audibly and fluently with an increasing command of Standard English</li> <li>*participate in discussions, presentations, performances, roleplay/improvisations and debates</li> <li>*gain, maintain and monitor the interest of the listener(s)</li> <li>* consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>*select and use appropriate registers for effective communication</li> </ul> <p style="text-align: center;"><b>Reading</b></p> <ul style="list-style-type: none"> <li>*listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>*being encouraged to link what they read or hear to their own experiences</li> </ul> <p style="text-align: center;"><b>Writing</b></p> <ul style="list-style-type: none"> <li>*write sentences to make short narratives</li> </ul> | <p>RSE</p> <p>Caring friendships</p> <p>Pupils should know • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p>Respectful relationships</p> <p>Pupils should know • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> |   |  |  |

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| <p style="text-align: center;"><b>DT</b></p> <p>DT is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems with a variety of contexts. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens.</p> <ul style="list-style-type: none"> <li>* design purposeful, functional, appealing products for themselves and other users based on design criteria</li> <li>*generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li> <li>*select from and use a range of tools and equipment to perform practical tasks</li> <li>*select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> <li>*explore and evaluate a range of existing products</li> <li>*evaluate their ideas and products against design criteria</li> <li>* build structures, exploring how they can be made stronger, stiffer and more stable</li> <li>*explore and use mechanisms, in their products.</li> <li>*use the basic principles of a healthy and varied diet to prepare dishes</li> <li>*understand where food comes from</li> </ul> | <p style="text-align: center;"><b>Art</b></p> <p>Should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own words of art, craft and design.</p> <ul style="list-style-type: none"> <li>*to use a range of materials creatively to design and make products</li> <li>* to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>*to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>*about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>  | <p style="text-align: center;"><b>Numeracy</b></p> <p style="text-align: center;"><b>Number and place value</b></p> <p>*identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p style="text-align: center;"><b>Measurement</b></p> <p>compare, describe and solve practical problems for:</p> <ul style="list-style-type: none"> <li>*lengths and heights [for example, long/short, longer/shorter, tall/short, double/hal]</li> <li>*mass / weight</li> <li>*capacity and volume</li> </ul> <p>measure and begin to record the following:</p> <ul style="list-style-type: none"> <li>*lengths and heights</li> <li>*mass/weight</li> <li>*capacity and volume</li> </ul> <p style="text-align: center;"><b>Properties of shape</b></p> <p>recognise and name common 2-D and 3-D shapes, including:</p> <ul style="list-style-type: none"> <li>*2-D shapes</li> <li>*3-D shapes</li> </ul> <p style="text-align: center;"><b>Position &amp; Direction</b></p> <p>*describe position, directions and movements, including whole, half, quarter and three-quarter turns.</p> | <p style="text-align: center;"><b>Learning and Development using EYFS principles</b></p> <p><b>Unique Child</b></p> <ul style="list-style-type: none"> <li>*Provide a range of resources that reflect the diversity of individuals and the community</li> <li>*Consider each child's stage of development and support their individual interests</li> </ul> <p><b>Enabling Environments</b></p> <ul style="list-style-type: none"> <li>*Follow principles for inclusion: set suitable learning challenges, respond to pupils' diverse learning needs, and overcome potential barriers to learning</li> <li>*Teachers use, where appropriate, a range of organisational approaches, such as setting, to ensure that learning needs are properly addressed</li> <li>* Review the environment resources after each day - plan work that builds on interests</li> <li>*Exploit the mathematical and literacy potential of the environment</li> <li>*Exploit other opportunities to extend and progress thinking and learning at the area</li> </ul> <p><b>Positive Relationships</b></p> <ul style="list-style-type: none"> <li>* Help children to cooperate, share and succeed</li> <li>* Encourage children to respect other children's work and contributions</li> <li>* Share and celebrate the children's work</li> </ul> <p><b>Learning &amp; Development</b></p> <ul style="list-style-type: none"> <li>*Ensure that children know the current target for learning</li> <li>*Model the main features of spoken and written standard English</li> <li>*Support the children as they apply their knowledge, understanding and skills to further their learning.</li> <li>*Help the children make cross curricular connections in their learning.</li> <li>* Pose carefully framed open-ended questions, such as 'How can we?' or 'What would happen if?'</li> <li>*Model correct handling of tools/equipment</li> <li>* Work alongside the children, demonstrating/making and solving problems</li> </ul> |
| <p style="text-align: center;"><b>Music</b></p> <p style="text-align: center;"><b>Music is a universal language that embodies one of the highest forms of creativity.</b></p> <ul style="list-style-type: none"> <li>*use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>*play tuned and untuned instruments musically</li> <li>*experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul> <p>Each session will start with singing to welcome the children,</p>   | <p style="text-align: center;"><b>Geography</b></p> <p>Should inspire in pupils a curiosity and fascination about the world.</p> <ul style="list-style-type: none"> <li>*identify seasonal and daily weather patterns in the United Kingdom</li> <li>*identify seasonal and daily weather patterns in the United Kingdom</li> <li>*use simple compass directions (North, South, East and West) and locational and directional language to describe the location of features and routes on a map</li> </ul> <ul style="list-style-type: none"> <li>*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</li> <li>*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.</li> </ul> | <p style="text-align: center;"><b>Possible Experiences</b></p> <p>*den building * knot tying * cooking<br/>         *fire lighting * 2d and 3d art using variety of different materials * flora and fauna identification *independent work * working as a team * drama * measuring using non standard units * weaving * working with tools * writing labels * story writing * measuring * careful observations* making structures</p> <p>NB - other subjects not mentioned here can also be taught explicitly within the forest school area - but may not happen 'naturally' during independent playful learning time</p>  | <p style="text-align: center;"><b>Characteristics of effective learning (from Dev Matters)</b></p> <p style="text-align: center;"><b>Playing and exploring - engagement</b></p> <p>Finding out and exploring<br/>         Playing with what they know<br/>         Being willing to 'have a go'</p> <p style="text-align: center;"><b>Active learning - motivation</b></p> <p>Being involved and concentrating<br/>         Keeping trying<br/>         Enjoying achieving what they set out to do</p> <p style="text-align: center;"><b>Creating and thinking critically - thinking</b></p> <p>Having their own ideas<br/>         Making links<br/>         Choosing ways to do things</p>   |

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|  |  | <b>Permanent Resources</b><br>* tarps * ropes * string * writing kits * maths kits * art kits * paint * different sized pieces of paper * identification guides * magnifying glasses * digging tools * water * natural found resources | <b>Computing</b><br>*use technology purposefully to create, organise, store, manipulate and retrieve digital content |
| <u>Other enhancements based on children's current needs and interests:</u> |  |  | <u>CURRENT TASK:</u>   |

| CONTINUOUS PROVISION   |   |  | Long Term Key Learning Opportunities: EYFS - Reception |  |  |
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| <p style="text-align: center;"><b>PSED</b></p> <p><b>Making relationships</b><br/> <b>30-50</b><br/>                     •Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children. • Initiates play, offering cues to peers to join them. •Keeps play going by responding to what others are saying or doing. •Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.<br/> <b>40-60</b><br/>                     Initiates conversations, attends to and takes account of what others say. •Explains own knowledge and understanding, and asks appropriate questions of others. •Takes steps to resolve conflicts with other children, e.g. finding a compromise.<br/> <b>Early Learning Goal Children</b><br/>                     play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show</p> | <p style="text-align: center;"><b>PD</b></p> <p><b>Moving and handling</b><br/> <b>30-50</b><br/>                     Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. •Mounts stairs, steps or climbing equipment using alternate feet. •Walks downstairs, two feet to each step while carrying a small object. •Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. •Can stand momentarily on one foot when shown. •Draws lines and circles using gross motor movements. •Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. •Holds pencil between thumb and two fingers, no longer using whole-hand grasp. •Holds pencil near point between first two fingers and thumb and uses it with good control.<br/>                     •Can copy some letters, e.g. letters from their name<br/> <b>40-60</b><br/>                     •Experiments with different ways of moving. • Jumps off an object and lands appropriately. •Negotiates space successfully when playing racing</p> | <p style="text-align: center;"><b>C&amp;L</b></p> <p><b>Listening and attention</b><br/> <b>30-50</b><br/>                     Listens to others one to one or in small groups, when conversation interests them. •Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.<br/>                     •Focusing attention – still listen or do, but can shift own attention. • Is able to follow directions (if not intently focused on own choice of activity).<br/> <b>40-60</b><br/>                     •Maintains attention, concentrates and sits quietly during appropriate activity. •Two-channelled attention – can listen and do for short span.<br/> <b>Early Learning Goal</b><br/>                     Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to</p> |  |  |  |

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| <p>sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p><b>Self confidence and self awareness</b><br/> <b>30-50</b></p> <ul style="list-style-type: none"> <li>•Can select and use activities and resources with help. •Welcomes and values praise for what they have done. •Enjoys responsibility of carrying out small tasks. • Is more outgoing towards unfamiliar people and more confident in new social situations. •Confident to talk to other children when playing, and will communicate freely about own home and community. •Shows confidence in asking adults for help</li> </ul> <p><b>40-60</b></p> <ul style="list-style-type: none"> <li>• Confident to speak to others about own needs, wants, interests and opinions. • Can describe self in positive terms and talk about abilities.</li> </ul> <p><b>Early Learning Goal</b><br/> Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</p> <p><b>Managing feelings and behaviour</b><br/> <b>30-50</b></p> <p>Aware of own feelings, and knows that some actions and words can hurt others' feelings. •Begins to accept the needs of others and can take turns and share resources, sometimes with support from others. •Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met. •Can usually adapt behaviour to different events, social situations and changes in routine.</p> <p><b>40-60</b></p> <ul style="list-style-type: none"> <li>•Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them. •Aware of the boundaries set, and of behavioural expectations in the setting. •Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.</li> </ul> <p><b>Early Learning Goal</b><br/> Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> | <p>and chasing games with other children, adjusting speed or changing direction to avoid obstacles. •Travels with confidence and skill around, under, over and through balancing and climbing equipment. •Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. •Uses simple tools to effect changes to materials. •Handles tools, objects, construction and malleable materials safely and with increasing control. •Shows a preference for a dominant hand. •Begins to use anticlockwise movement and retrace vertical lines. •Begins to form recognisable letters. •Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</p> <p><b>Early Learning Goal</b><br/> Children show good control and coordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p> <p><b>Health and selfcare</b><br/> <b>30-50</b></p> <ul style="list-style-type: none"> <li>•Can tell adults when hungry or tired or when they want to rest or play. •Observes the effects of activity on their bodies. •Understands that equipment and tools have to be used safely. •Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. •Can usually manage washing and drying hands. •Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom.</li> </ul> <p><b>40-60</b></p> <ul style="list-style-type: none"> <li>•Eats a healthy range of foodstuffs and understands the need for variety in food. •Usually dry and clean during the day. •Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. •Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. •Shows understanding of how to transport and store equipment safely. •Practices some appropriate safety measures without direct supervision.</li> </ul> <p><b>Early Learning Goal</b><br/> Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> | <p>what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity</p> <p><b>Understanding</b><br/> <b>30-50</b></p> <p>Understands use of objects (e.g. "What do we use to cut things?") •Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. •Responds to simple instructions, e.g. to get or put away an object. •Beginning to understand 'why' and 'how' questions</p> <p><b>40-60</b></p> <ul style="list-style-type: none"> <li>•Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. •Able to follow a story without pictures or props. •Listens and responds to ideas expressed by others in conversation or discussion.</li> </ul> <p><b>Early Learning Goal</b><br/> Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p><b>Speaking</b><br/> <b>30-50</b></p> <p>Beginning to use more complex sentences to link thoughts (e.g. using and, because). •Can retell a simple past event in correct order (e.g. went down slide, hurt finger). •Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences. •Questions why things happen and gives explanations. Asks e.g. who, what, when, how. •Uses a range of tenses (e.g. play, playing, will play, played). •Uses intonation, rhythm and phrasing to make the meaning clear to others. •Uses vocabulary focused on objects and people that are of particular importance to them. •Builds up vocabulary that reflects the breadth of their experiences. •Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle.'</p> <p><b>40-60</b></p> <ul style="list-style-type: none"> <li>•Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. •Uses language to imagine and recreate roles and experiences in play situations. •Links statements and sticks to a main theme or intention. •Uses talk to organise, sequence and clarify thinking, ideas, feelings and events. •Introduces a storyline or narrative into their play.</li> </ul> <p><b>Early Learning Goal</b><br/> Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p> |
| <b>Literacy</b>   | <b>Maths</b>  | <b>Learning and Development using EYFS principle From Development Matters</b>  |
|   | <p>Number<br/> <b>30-50</b></p>   |  |

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### Reading

#### 30-50

• Enjoys rhyming and rhythmic activities. •Shows awareness of rhyme and alliteration. •Recognises rhythm in spoken words. • Listens to and joins in with stories and poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. •Beginning to be aware of the way stories are structured. •Suggests how the story might end. • Listens to stories with increasing attention and recall. •Describes main story settings, events and principal characters. •Shows interest in illustrations and print in books and print in the environment. •Recognises familiar words and signs such as own name and advertising logos. • Looks at books independently. • Handles books carefully. •Knows information can be relayed in the form of print. • Holds books the correct way up and turns pages. •Knows that print carries meaning and, in English, is read from left to right and top to bottom

#### 40-60

Continues a rhyming string. • Hears and says the initial sound in words. • Can segment the sounds in simple words and blend them together and knows which letters represent some of them. • Links sounds to letters, naming and sounding the letters of the alphabet. •Begins to read words and simple sentences. •Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Enjoys an increasing range of books. •Knows that information can be retrieved from books and computers.

#### Early Learning Goal

Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read

### Writing

#### 30-50

•Sometimes gives meaning to marks as they draw and paint. •Ascribes meanings to marks that they see in different places.

#### 40-60

•Gives meaning to marks they make as they draw, write and paint. •Begins to break the flow of speech into words. •Continues a rhyming string. •Hears and says the initial sound in words. •Can segment the sounds in simple words and blend them together. •Links sounds to letters, naming and sounding the letters of the alphabet. •Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. •Writes own name and other things such as labels,captions. •Attempts to write short sentences in meaningful contexts.

#### Early Learning Goal

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Uses some number names and number language spontaneously. •Uses some number names accurately in play. •Recites numbers in order to 10. •Knows that numbers identify how many objects are in a set. •Beginning to represent numbers using fingers, marks on paper or pictures. •Sometimes matches numeral and quantity correctly. •Shows curiosity about numbers by offering comments or asking questions. •Compares two groups of objects, saying when they have the same number. •Shows an interest in number problems. •Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same. •Shows an interest in numerals in the environment. •Shows an interest in representing numbers. •Realises not only objects, but anything can be counted, including steps, claps or jumps.

#### 40-60

•Recognise some numerals of personal significance. •Recognises numerals 1 to 5. •Counts up to three or four objects by saying one number name for each item. •Counts actions or objects which cannot be moved. •Counts objects to 10, and beginning to count beyond 10. •Counts out up to six objects from a larger group. •Selects the correct numeral to represent 1 to 5, then 1 to 10 objects. •Counts an irregular arrangement of up to ten objects. •Estimates how many objects they can see and checks by counting them. •Uses the language of 'more' and 'fewer' to compare two sets of objects. •Finds the total number of items in two groups by counting all of them. •Says the number that is one more than a given number. •Finds one more or one less from a group of up to five objects, then ten objects. • In practical activities and discussion, beginning to use the vocabulary involved in adding and subtracting. •Records, using marks that they can interpret and explain. •Begins to identify own mathematical problems based on own interests and fascinations.

#### Early Learning Goal

Children count reliably with numbers from one to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

### Shape, space and measure

#### 30-50

Shows an interest in shape and space by playing with shapes or making arrangements with objects. •Shows awareness of similarities of shapes in the environment. •Uses positional language. •Shows interest in shape by sustained construction activity or by talking about shapes or arrangements. •Shows interest in shapes in the environment. •Uses shapes appropriately for tasks. •Beginning to talk about the shapes of everyday objects, e.g. 'round' and 'tall'.

#### 40-60

•Beginning to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes. •Selects a particular named shape. •Can describe their relative position such as 'behind' or 'next to'. •Orders two or three items by length or height. •Orders two items by weight or capacity. •Uses familiar objects and common shapes to create and recreate patterns and build models. •Uses everyday language related to time. •Beginning to use everyday

#### Unique Child

\*Provide a range of resources that reflect the diversity of individuals and the community  
\*Consider each child's stage of development and support their individual interests (NC: Inclusion)

#### Enabling Environments

\*Follow principles for inclusion: set suitable learning challenges, respond to pupils' diverse learning needs, and overcome potential barriers to learning (NC: inclusion)  
\*Teachers use, where appropriate, a range of organisational approaches, such as setting, to ensure that learning needs are properly addressed (NC: Inclusion)  
\* Review the environment resources after each day - plan work that builds on interests (NC: Inclusion)  
\*Exploit the mathematical and literacy potential of the area  
\*Exploit other opportunities to extend and progress thinking and learning at the area

#### Positive Relationships

\* Help children to cooperate, share and succeed  
\* Encourage children to respect other children's work and contributions  
\* Share and celebrate the children's work

#### Learning & Development

\*Ensure that children know the current target for learning (NC: Inclusion)  
\*Model the main features of spoken and written standard English (En1, 5 and En3, 6)  
\*Support the children as they apply their knowledge, understanding and skills to further their learning.  
\*Help the children make cross curricular connections in their learning.  
\* Pose carefully framed open-ended questions, such as 'How can we?' or 'What would happen if?'  
\*Model correct handling of tools/equipment  
\* Work alongside the children, demonstrating/making and solving problems

## Reception and Year 1 Learning in FOREST SCHOOL

|   |   |  |
|---|---|--|
|   | <p>language related to money. •Orders and sequences familiar events.<br/>         •Measures short periods of time in simple ways.<br/> <b>Early Learning Goal</b><br/>         Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.</p> |  |
| <p style="text-align: center;"><b>Expressive arts and design</b></p> <p><b>Exploring and using media and materials</b><br/> <b>30-50</b><br/>         •Enjoys joining in with dancing and ring games. •Sings a few familiar songs. •Beginning to move rhythmically. •Imitates movement in response to music. •Taps out simple repeated rhythms. •Explores and learns how sounds can be changed. •Explores colour and how colours can be changed. •Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. •Beginning to be interested in and describe the texture of things. •Uses various construction materials. •Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. •Realises tools can be used for a purpose.<br/> <b>40-60</b><br/>         Begins to build a repertoire of songs and dances. •Explores the different sounds of instruments. •Explores what happens when they mix colours. •Experiments to create different textures. •Understands that different media can be combined to create new effects. •Manipulates materials to achieve a planned effect. •Constructs with a purpose in mind, using a variety of resources. •Uses simple tools and techniques competently and appropriately. •Selects appropriate resources and adapts work where necessary. •Selects tools and techniques needed to shape, assemble and join materials they are using.<br/> <b>Early Learning Goal</b><br/>         Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.</p> <p>Being imaginative<br/> <b>30-50</b><br/>         •Developing preferences for forms of expression. •Uses movement to express feelings. •Creates movement in response to music. •Sings to self and makes up simple songs. •Makes up rhythms. •Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there. •Engages in imaginative role-play based on own first-hand experiences. •Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'. •Uses available resources to create props to support role-play. •Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.<br/> <b>40-60</b><br/>         •Create simple representations of events, people and objects. • Initiates new combinations of movement and gesture in order to express and respond to feelings, ideas and experiences. •Chooses particular colours to use for a purpose. • Introduces a storyline or narrative into their play. •Plays alongside other children who are engaged in the same theme. •Plays cooperatively as part of a group to develop and act out a narrative.<br/> <b>Early Learning Goal</b><br/>         Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.</p> |   | <p style="text-align: center;"><b>Characteristics of effective learning<br/>(from Dev Matters)</b></p> <p style="text-align: center;"><b>Playing and exploring - engagement</b></p> <p>Finding out and exploring<br/>         Playing with what they know<br/>         Being willing to 'have a go'</p> <p style="text-align: center;"><b>Active learning - motivation</b></p> <p>Being involved and concentrating<br/>         Keeping trying<br/>         Enjoying achieving what they set out to do</p> <p style="text-align: center;"><b>Creating and thinking critically - thinking</b></p> <p>Having their own ideas<br/>         Making links<br/>         Choosing ways to do things</p> |

## Reception and Year 1 Learning in FOREST SCHOOL

### Understanding the world

#### **.Permanent Resources**

\* tarps \* ropes \* string \* writing kits \* maths kits \* art kits  
 \* paint \* different sized pieces of paper \* identification guides \* magnifying glasses \* digging tools \* water \* natural found resources

#### **People and communities**

##### **30-50**

Shows interest in the lives of people who are familiar to them. •Remembers and talks about significant events in their own experience. •Recognises and describes special times or events for family or friends. •Shows interest in different occupations and ways of life. •Knows some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family

##### **40-60**

•Enjoys joining in with family customs and routines.

#### **Early Learning Goal**

Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

#### **The world**

##### **30-50**

•Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world. •Can talk about some of the things they have observed such as plants, animals, natural and found objects. •Talks about why things happen and how things work.

•Developing an understanding of growth, decay and changes over time. •Shows care and concern for living things and the environment

##### **40-60**

•Looks closely at similarities, differences, patterns and change.

#### **Early Learning Goal**

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

#### **Technology**

##### **30-50**

Knows how to operate simple equipment, e.g. turns on CD player and uses remote control. •Shows an interest in technological toys with knobs or pulleys, or real objects such as cameras or mobile phones. •Shows skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images. •Knows that information can be retrieved from computers

#### **Early Learning Goal**

Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

#### **Other enhancements based on children's current needs and interests:**

#### **Possible Experiences**

\*den building \* knot tying \* cooking \*fire lighting \* 2d and 3d art using variety of different materials \* flora and fauna identification \*independent work \* working as a team \* drama \* measuring using non standard units \* weaving \* working with tools \* writing labels \* story writing \* measuring \* careful observations

NB - other subjects not mentioned here can also be taught explicitly within the forest school area - but may not happen 'naturally' during independent playful learning time

#### **CURRENT TASK:**

Reception and Year 1 Learning in FOREST SCHOOL