Our Woodland Learning; Forest and Garden Progression of Skills

Exploration:

Trees, plants & bushes, wildlife, water, sticks/twigs/branches & stumps

	Skill	Spring Activities	Summer Activities	Autumn Activities	Winter Activities
Babies	I can begin to move	- Spring vocabulary	- Summer vocabulary	- Autumn vocabulary	- Winter vocabulary
	and explore a space	(flower, leaf, green,	(flower, leaf, colours,	(leaf, colours, plants,	(branch, brown, ice,
	independently;	bugs, rain, etc)	plants, bugs, frogs,	bugs, wind, mud, etc)	mud, holly, etc).
	crawling	- Sensory exploration	sunshine etc)	- Leaves (sitting in	- Keeping active to
	I can use my senses to	(role model listening,	- Keeping to the shade	leafy piles, scooping	keep warm
	explore the woodlands	feeling the contrasting	- Water to keep cool	them in hands,	(crawling/toddling
		natural resources,	(splashing, mixing,	throwing them, kicking	around the outdoor
		noting colours, size	sitting in etc)	through them, etc).	environment, etc).
		and shapes, etc)	- Watering plants with	- mixing water and	
		- Exploring ice (cold	little jugs of water.	mud together.	
		water, breaking ice,			
		mixing ice and water)			
		- Handling sticks and			
		twigs (waving small			
		ones around, hitting			
		them on natural			
		objects, etc)			
Toddlers	I can explore and	- Spring vocabulary	- Summer vocabulary	- Autumn vocabulary	- Winter vocabulary
	move on different	(flower, leaf, green,	(flower, leaf, colours,	(leaf, colours, plants,	(branch, brown, ice,
	familiar terrain	bugs, rain, etc)	plants, bugs, frogs,	bugs, wind, mud, etc)	mud, holly, etc).
	showing awareness of	- Sensory exploration	sunshine etc)	- Leaves (sitting in	- Keeping active to
	'danger'	(role model listening,	- Keeping to the shade	leafy piles, scooping	keep warm
	I can name features of	feeling the contrasting	- Water to keep cool	them in hands,	(crawling/toddling
	the woodland - tree,	natural resources,	(splashing, mixing,	throwing them, kicking	around the outdoor
	woods, mud, leaf	noting colours, size	sitting in, transferring	through them, etc).	environment, etc).
		and shapes, etc)	with; jugs, scoops,	- mixing water and	- Exploring ice (cold
		- Caring for birds	cups, etc)	mud together.	water, breaking ice,
		(spotting, labelled			

	flashcards, nest spotting, filling feeders,	- Watering plants with little jugs of	- Exploring rain (collecting rain in	freezing objects in ice, mixing ice and water)
	water)	water/watering cans.	containers, powder	- Bug hunting: Where
	- Nature flashcards	- Flower spotting	paint rain patterns,	have they gone (so
	with corresponding	(colours, sizes, shapes,	mixing with mud).	cold)?
	labels (seasonal)	etc)	- Help with planting	- Caring for birds
	- Exploring ice (cold	- Harvesting seasonal	flowering bulbs	(spotting, labelled
	water, breaking ice,	produce with support		flashcards, nest
	freezing objects in ice,	- Help with wild		spotting, filling feeders,
	mixing ice and water)	seasonal foraging		water)
	- Exploring puddles			
	(splashing, adding			
	soap to make			
	bubbles, etc)			
	- Exploring logs (rolling			
	them, balancing along			
	them with support, etc)			
	- Handling sticks and			
	twigs (mark making in			
	the soil, hitting them on			
	various surfaces, etc)			
	- Using simple tools for			
	gardening jobs with			
	support (trowels, forks,			
	dibbers)			
	- Tools flashcards with			
	corresponding labels			
	- Planting seasonal			
	produce with support.			
	- Explore the poly			
	tunnel (vocab			
	opportunities: warm,			
	hot, grow, plant, etc)			
	- Bug hunting: Where			
	have they gone (so			
	cold)?			

Pre-school	I can explore and	- Spring vocabulary	- Summer vocabulary	- Autumn vocabulary	- Winter vocabulary
ers	move safely in	(flower, leaf, green,	(flower, leaf, colours,	(leaf, colours, conker,	(branch, brown, ice,
	different ways on	bugs, rain, etc)	plants, bugs, frogs,	plants, bugs, wind,	mud, holly, etc).
	different terrains	- Sensory exploration	sunshine etc)	mud, etc)	- Keeping active to
	With support, I can	(role model listening,	- Keeping to the shade	- Leaves (sitting in	keep warm (walking,
	identify 'trip' hazards	feeling the contrasting	- Water to keep cool	leafy piles, scooping	running and jumping
	I can begin to spot	natural resources,	(splashing, mixing,	them in hands,	around the outdoor
	and name features of	noting colours, size	sitting in, transferring	throwing them, kicking	environment, etc).
	my woodland;	and shapes, etc)	with; jugs, scoops,	through them, etc).	- Exploring ice (cold
	stinging nettles holly,	- Caring for birds	cups, etc)	- mixing water and	water, breaking ice,
	fungi, berries, firepit,	(spotting, labelled	- Watering plants with	mud together.	freezing objects in ice,
	base camp, bushes	flashcards, nest	little jugs of	- Exploring rain	mixing ice and water)
	and logs	spotting, filling feeders,	water/watering cans.	(collecting rain in	- Bug hunting: Where
		water)	- Flower spotting	containers, powder	have they gone (so
		- Nature flashcards	(colours, sizes, shapes,	paint rain patterns,	cold)?
		with corresponding	etc)	mixing with mud).	- Stickman (book)
		labels (seasonal)	- Harvesting seasonal	- Help with planting	- The Gruffalo's Child
		- Exploring ice (cold	produce with support	flowering bulbs	(book)
		water, breaking ice,	- Help with wild	- Collecting acorns,	- Make decorations for
		freezing objects in ice,	seasonal foraging	conkers, sycamore	the birds (fire cones,
		mixing ice and water)	- Help collect items	"wings", etc	lard and
		- Exploring puddles	and construct a "bug	- Make rangoli	seeds/berries)
		(splashing, adding	hotel"	patterns with natural	- Use natural resources
		soap to make		objects.	to make wreaths and
		bubbles, etc)		- Help to collect	decorations.
		- Exploring logs (rolling		branches and sticks	
		them, balancing along		for bonfire night.	
		them increasingly			
		independent, create			
		an obstacle course			
		etc)			
		- Handling sticks and			
		twigs (mark making in			
		the soil, creating			
		journey sticks, etc)			
		- Using simple tools for			
		gardening jobs with			

		support (trowels, forks,		
		dibbers)		
		- Tools flashcards with		
		corresponding labels		
		- Planting seasonal		
		produce with support.		
		- Explore the poly		
		tunnel (vocab		
		opportunities: warm,		
		hot, grow, plant, etc)		
		- Make patterns with		
		natural objects		
		- Bug hunting: Where		
		have they gone (so		
		cold)?		
		- The Lost Words: a		
		spellbook (Poetry		
		book)		
		- Make Easter crowns		
		using a willow		
		template and		
		collecting natural		
		resources with support		