

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	<p>I can begin to move and explore a space independently; crawling</p> <p>I can use my senses to explore the woodlands</p>		<ul style="list-style-type: none"> - Spring vocabulary (flower, leaf, green, bugs, rain, etc) - Sensory exploration (role model listening, feeling the contrasting natural resources, noting colours, size and shapes, etc) - Exploring ice (cold water, breaking ice, mixing ice and water) - Handling sticks and twigs (waving small ones around, hitting them on natural objects, etc) 	<ul style="list-style-type: none"> - Summer vocabulary (flower, leaf, colours, plants, bugs, frogs, sunshine etc) - Keeping to the shade - Water to keep cool (splashing, mixing, sitting in etc) - Watering plants with little jugs of water. 	<ul style="list-style-type: none"> - Autumn vocabulary (leaf, colours, plants, bugs, wind, mud, etc) - Leaves (sitting in leafy piles, scooping them in hands, throwing them, kicking through them, etc). - mixing water and mud together. 	<ul style="list-style-type: none"> - Winter vocabulary (branch, brown, ice, mud, holly, etc). - Keeping active to keep warm (crawling/toddling around the outdoor environment, etc).
Toddlers	<p>I can explore and move on different familiar terrain showing awareness of 'danger'</p> <p>I can name features of the woodland - tree, woods, mud, leaf</p>		<ul style="list-style-type: none"> - Spring vocabulary (flower, leaf, green, bugs, rain, etc) - Sensory exploration (role model listening, feeling the contrasting natural resources, noting colours, size and shapes, etc) - Caring for birds (spotting, labelled 	<ul style="list-style-type: none"> - Summer vocabulary (flower, leaf, colours, plants, bugs, frogs, sunshine etc) - Keeping to the shade - Water to keep cool (splashing, mixing, sitting in, transferring with; jugs, scoops, cups, etc) 	<ul style="list-style-type: none"> - Autumn vocabulary (leaf, colours, plants, bugs, wind, mud, etc) - Leaves (sitting in leafy piles, scooping them in hands, throwing them, kicking through them, etc). - mixing water and mud together. 	<ul style="list-style-type: none"> - Winter vocabulary (branch, brown, ice, mud, holly, etc). - Keeping active to keep warm (crawling/toddling around the outdoor environment, etc). - Exploring ice (cold water, breaking ice,

			<p>flashcards, nest spotting, filling feeders, water)</p> <ul style="list-style-type: none"> - Nature flashcards with corresponding labels (seasonal) - Exploring ice (cold water, breaking ice, freezing objects in ice, mixing ice and 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)? 	<ul style="list-style-type: none"> - Watering plants with little jugs of water/watering cans. - Flower spotting (colours, sizes, shapes, etc) - Harvesting seasonal produce with support - Help with wild seasonal foraging 	<ul style="list-style-type: none"> - Exploring rain (collecting rain in containers, powder paint rain patterns, mixing with mud). - Help with planting flowering bulbs 	<p>freezing objects in ice, mixing ice and water)</p> <ul style="list-style-type: none"> - Bug hunting: Where have they gone (so cold)? - Caring for birds (spotting, labelled flashcards, nest spotting, filling feeders, water)
--	--	--	--	---	--	--

<p>Pre-school ers</p>	<p>I can explore and move safely in different ways on different terrains With support, I can identify 'trip' hazards I can begin to spot and name features of my woodland; stinging nettles holly, fungi, berries, firepit, base camp, bushes and logs</p>		<ul style="list-style-type: none"> - Spring vocabulary (flower, leaf, green, bugs, rain, etc) - Sensory exploration (role model listening, feeling the contrasting natural resources, noting colours, size and shapes, etc) - Caring for birds (spotting, labelled flashcards, nest spotting, filling feeders, water) - Nature flashcards with corresponding labels (seasonal) - Exploring ice (cold water, breaking ice, freezing objects in ice, mixing ice and water) - Exploring puddles (splashing, adding soap to make bubbles, etc) - Exploring logs (rolling them, balancing along 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 	<ul style="list-style-type: none"> - Summer vocabulary (flower, leaf, colours, plants, bugs, frogs, sunshine etc) - Keeping to the shade - Water to keep cool (splashing, mixing, sitting in, transferring with; jugs, scoops, cups, etc) - Watering plants with little jugs of water/watering cans. - Flower spotting (colours, sizes, shapes, etc) - Harvesting seasonal produce with support - Help with wild seasonal foraging - Help collect items and construct a "bug hotel" 	<ul style="list-style-type: none"> - Autumn vocabulary (leaf, colours, conker, plants, bugs, wind, mud, etc) - Leaves (sitting in leafy piles, scooping them in hands, throwing them, kicking through them, etc). - mixing water and mud together. - Exploring rain (collecting rain in containers, powder paint rain patterns, mixing with mud). - Help with planting flowering bulbs - Collecting acorns, conkers, sycamore "wings", etc - Make rangoli patterns with natural objects. - Help to collect branches and sticks for bonfire night. 	<ul style="list-style-type: none"> - Winter vocabulary (branch, brown, ice, mud, holly, etc). - Keeping active to keep warm (walking, running and jumping around the outdoor environment, etc). - Exploring ice (cold water, breaking ice, freezing objects in ice, mixing ice and water) - Bug hunting: Where have they gone (so cold)? - Stickman (book) - The Gruffalo's Child (book) - Make decorations for the birds (fire cones, lard and seeds/berries) - Use natural resources to make wreaths and decorations.
---------------------------	--	--	--	---	---	---

			<p>support (trowels, forks, dibbers)</p> <ul style="list-style-type: none">- 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			
--	--	--	---	--	--	--