

Strand	M1	M2	M3	M4	M5	M6	M7	M8	M9	NC1	NC2	NC3	
<b>Navigation and exploration</b>  Learning through exploratory play is a key theme of Forest School. Forest School exploratory play will include child initiated, risky play, collaborative and independent explorative play. The aim is for students to feel safe and happy in all these types of exploratory play.	I can encounter a range of sensory experiences during Forest School.	I can engage in sensory experiences for short but sustained periods when there is a change or simple cause/effect relationship	I can navigate through the Forest School area, when guided by staff.	I can navigate through the Forest School area, with some support of staff.	I can navigate through the Forest School area, with verbal prompting from staff.	I can understand the physical boundaries of the Forest School area, with some support from staff.	I can understand the physical boundaries of the Forest School area, with minimal support from staff.	I can understand the physical boundaries of the Forest School area independently.	I can name some of the safety rules of the Forest School area.	I can explore the Forest School area, including 'out of sight' opportunities, and play at height with support.	I can independently explore the Forest School area, including 'out of sight' opportunities, and play at height.	I can confidently explore the Forest School area, including 'out of sight' opportunities, and play at height and explains ways in which I am keeping myself safe.	
	I can encounter activities and experiences but may be passive or resistant.	I can change my body language in a more sustained way when presented with natural materials.	I can sustain interest in activities or materials that are shown to me.	I can sustain interest in activities or materials that I have found.	I can explore the Forest School area, supported by staff.	I can explore the Forest School area, with minimal prompting by staff.	I can independently explore the Forest School area.	I can independently explore the Forest School area and begin to explore 'out of sight' play (hidey holes etc).	I can engage in group play, listening to the views and ideas of others.	I can name, and give examples, of the safety rules of the Forest School area.	I can name, and give examples, of the safety rules of the Forest School area, and begin to explain why they are needed.	I can name, and give examples, of the safety rules of the Forest School area, and explain why they are needed.	I can name, and give examples, of the safety rules of the Forest School area, and explain why they are needed.
	I can participate when fully prompted and supported by an adult	I can partly/mostly sustain interest in activities/stimuli in different contexts or environments.	I can observe the effects of my actions.	I can find natural resources in the Forest School environment with support.	I can engage in exploratory play in small groups, with the support of staff.	I can listen to the safety rules of the Forest School area.	I can understand the safety rules of the Forest School area.	I can begin to recall some of the safety rules of the Forest School area.	I can return to base on call.	I can understand risks, when prompted by an adult.	I can identify risks, when prompted by an adult.	I can start to assess my own risks and make good choices.	
	I can show a fleeting interest in activities/stimuli by looking.	I can participate in activities or experiences when fully prompted by an adult.	I can show preferences to Forest School activities.	I can anticipate the effects of my actions.	I can return to base on call, supported by staff.	I can engage in exploratory play in small groups, with minimal prompting from staff.	I can initiate play with small groups (2's and 3's).	I can initiate play with small groups and accept when an game is over.	I can use positional language (on, in, under, over, beneath, beside, near, far).	I can use directional language (near and far, left and right).	I can use simple compass directions (North, South, East and West).	I can navigate my way around a simple orienteering course using navigational language.	
		I can cooperate with shared exploration and supported participation.	I can positively or negatively anticipate events.	I can make requests of favoured activities, when choosing from a selection.	I can make requests of favoured activities.	I can return to base on call, fully supported by staff.	I can return to base on call, with some support from staff.	I can return to base on call, with minimal prompting.		I can describe features of a location.			

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<b>Understanding nature</b>  Developing an understanding and connection to the natural world is a key part of Forest School. Students should be able to recognise seasons, months, and weather patterns, understand life cycles and understand how the seasons affect changes. Students should develop respect for the natural world around them.	I can show simple reflex responses (eg. startling at water on hand)	I can partly sustain interest in cause and effect of objects/stimuli in the natural environment.	I can react to a variety of objects/stimuli, such as mini-beasts, by showing 'excitement', 'surprise', 'amazement', 'delight' or 'fear'	I can dress appropriately for the weather, with full adult support.	I can hold mini-beasts appropriately with adult support.	I can search for and explore mini-beasts, using bug pots with support.	I can search for and explore mini-beasts, using bug pots, returning them to where they were found.	I can name 3 common mini-beasts found in the Forest School area.	I can name 3 common mini-beasts found in the Forest School area and describe their characteristics.	I can use a magnifying glass to examine mini-beasts in further detail, naming their parts.	I can understand what is meant by hibernation and name some animals which may hibernate in the UK.	I can show an awareness of how the seasons change the Forest School area and the creatures found there.
	I can show simple reflex responses to the environment (eg. startling at sudden noise)	I can show some interest in controlling an object from nature.	I can react to seasonal changes, such as the weather.	I can choose and control an object of interest in free play.	I can dress appropriately for the weather, with minimal adult support.	I can choose appropriate clothes to suit the weather, choosing between 2 options.	I can suggest appropriate clothes to suit the weather.	I can confidently select appropriate clothes to suit the weather.	I can begin to observe and identify natural phenomena and changes across the four seasons.	I can observe and describe weather associated with the seasons and how day length varies.	I can match the months of the year to the 4 seasons.	I can match the months of the year to the 4 seasons and name some seasonal changes.
	I can show an emerging awareness of Forest School activities and experiences.	I can partly sustain interest in cause and effect of objects/stimuli when led by adult.	I can show some interest in controlling an object/stimuli (eg. start and stop)	I can find and explore the feel of different smells and textures in the Forest School area, with support.	I can follow instructions to control objects (such as planting large seeds) with full adult support.	I can follow instructions to control objects (such as planting large seeds) with some adult support.	I can follow instructions to control objects (such as planting large seeds) independently.	I can understand that plants come from a seed.	I can observe and identify changes to a weatherstation after rainfall.	I can plant seeds, beginning to understand the elements which seeds need to germinate and grow.	I can plant seeds and confidently explain the elements which seeds need to germinate and grow.	I can plant and nurture a range of seeds and seedlings with adult supervision.
		I can respond with increasing consistency to sensory based Forest School activities.	I can tolerate the feel of different smells and textures in the Forest School area, which are brought to me.		I can explore and change the feel of different textures in the Forest School area. For example, by adding water.	I can describe the feel of different textures in the Forest School area, using speech, sign of symbol support.		I can begin to compare different leaves and notice seasonal changes.	I can explain the steps in planting a seed.	I can identify and name a variety of common plants, including deciduous and evergreen trees.	I can find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	I can identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
		I can begin to show interest in Forest School activities and objects.							I can begin to compare different leaves and match them to the trees they belong to.	I can identify and describe the basic structure of common flowering plants.	I can identify and name a variety of plants and animals in their habitats, including microhabitats	I can recognise that light from the sun can be dangerous and that there are ways to protect my eyes

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<b>Using tools</b>  Tools are a key part of the Forest School curriculum as they enable children to undertake small projects and develop fine and gross motor skills. Children's ability to use tools will develop at different rates. They will only use tools when they are physically, mentally and socially ready to do so.	I can allow myself to be involved in activity using my hands.	I can begin to show an interest in Forest School activities and objects.	I can show some interest in controlling an object/stimuli.	I can show an interest in controlling an object independently.	I can control an object independently, with improved accuracy.	I can begin to follow tool rules with full support.	I can follow tool rules with full support.	I can follow tool rules with adult prompting.	I can explain some tool rules, appropriate to my use.	I can explain some tool rules, including the 'Blood Bubble' appropriate to my use.	I can explain tool rules and put them into practice.	I can explain what to do in the event of an emergency, knowing who to alert and how.	
		I can begin to observe the effects of my actions.	I can use hands and fingers as tools when digging and exploring the Forest School area.	I can use hands and fingers as tools when digging and exploring the Forest School area.	I can confidently and safely use plastic jugs, sieves and buckets, pouring from one to another.	I can return tools back to the box after use with support.	I can return tools back to the box after use with adult prompting.	I can use peelers for whittling with full support.	I can use peelers for whittling with supervision.	I can use a safety knife for whittling with support.	I can use a saw to cut small sticks or peices of wood with full support.	I can select the correct tool for the task.	
			I can observe the effects of my actions.		I can safely use plastic trowels and spades.	I can ask to wash hands after digging and exploring the Forest School area.	I can use mallets with full support.	I can use mallets for erecting tents with adult prompting.	I can use mallets for erecting tents with full supervision.	I can request the use of a mallet and tent pegs when erecting tents, knowing how to position tent pegs correctly.	I can use a palm drill with support.	I can use hammers for erecting tents and crafts with supervision and am able to explain how to keep my fingers and others safe.	
				I can anticipate the effects of my actions.			I can use nail brushes with support to ensure my hands are clean.	I can use small hammers for crafts with full support.	I can use small hammers for crafts with adult prompting to keep me safe.	I can use small hammers for crafts with supervision, knowing how to hold a nail accurately.	I can use secateurs with support.	I can use a saw to cut larger branches or sticks with supervision, ensuring a clean cut.	
							I can use scissors to cut strings with full support.	I can safely use plastic trowels and spades to purposefully mark make or dig.	I can safely use metal trowels and spades with adult prompting.	I can safely use metal trowels and spades with supervision.	I can confidently and safely use metal trowels and spades.	I can select from and use a range of tools and equipment to perform practical tasks, appropriate for use.	I can select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
								I can use gardening scissors to cut strings with some support.	I can use gardening scissors to accurately cut strings independently.	I can select from and use a wide range of materials and components.		I can request to use a wider range of appropriate tools and equipment to perform practical tasks, accurately.	

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<b>Shelter building</b>  Students will be encouraged to create dens and shelters using both natural materials and brought in materials. Shelter building helps students to develop gross motor, teamwork and problem solving skills.	I can experience a larger den, when led there by staff or others.	I can use a larger den, built by staff or others, with full support.	I can find and use a natural shelter in the Forest School area (hiding place), with support.	I can find and use a larger den, built by staff or others, with adult prompting.	I can find and use a larger den, built by staff or others.	I can confidently find and use a larger den for a range of purposes, built by staff or others.	I can find and share a natural shelter in the Forest School area with others (i.e hiding places).	I can find a natural shelter in the Forest School area and initiate play with others (i.e hiding places).	I can participate in den making activities using mallets and ropes, with adult supervision.	I can confidently participate in den making activities using mallets and ropes, sharing my ideas.	I can confidently participate in den making activities as part of a small group, using mallets and ropes, sharing my ideas.	I can lead a small team in den making activities, using mallets and ropes.	
	I can show simple reflex responses to the environment (eg. movement of tent in the wind.)	I can respond with increasing consistency to sensory based Forest School activities.	I can react to all objects/stimuli, by showing 'excitement', 'surprise', 'amazement', 'delight' or 'fear'	I can choose to use a pre-made den for shelter or rest during exploration.	I can participate in den making activities which are led by adults or other children with full support.	I can participate in den making activities, with some adult support.	I can participate in den making activities, with some adult support.	I can share ideas in den making activities, with adult prompting.	I can participate in den making activities using mallets and ropes, with adult support.	I can construct a small tripod structure with full adult direction.	I can construct a small tripod structure with adult prompting.	I can independently build small tripod structures.	I can explain how to build small tripod structures.
	I can show an emerging awareness of Forest School activities and experiences.	I can begin to show interest in Forest School activities and objects.		I can enjoy the feel of different smells, sounds and textures in the Forest School area.	I can build mini dens or nests for small animals with adult support.	I can build mini dens or nests for small animals or toys, with adult prompting.	I can build mini dens or nests for small animals or toys, with adult prompting.	I can build mini dens or nests for small animals or toys, using a range of resources.	I can confidently build mini dens or nests for small animals or toys, using a range of resources.	I can erect lean to shelter with adult supervision.	I can share my ideas when erecting a lean to shelter, suggesting materials.	I can erect a lean to shelter independently, choosing materials.	I can lead a small group when erecting a lean to shelter, suggesting techniques and materials.
								I can erect lean to shelter with adult support.	I can erect lean to shelter with adult prompting.		I can suggest improvements to an existing structure.	I can evaluate my ideas and products against a design criteria and consider the views of others to improve my work.	
											I can explore how a structure can be made stronger, stiffer and more stable.	I can compare and evaluate a shelter in relation to its sturdiness, durability and weather proofing.	

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<b>Fire safety</b>  Fire is used for a variety of purposes in Forest School: For heat and cooking, to create a sense of community, to teach fire safety and to help children understand risk.  Fires will only be lit when it is deemed safe for the whole	N/A	N/A	N/A	I can begin to understand that I need to sit down around the fire circle, with full adult support.	I can begin to understand safe practice around the fire circle with full adult support.	I can begin to understand safe practice around the fire circle with adult prompting.	I can understand safe practice around the fire circle with adult prompting.	I can understand and explain some safe practice around the fire circle with adult support.	I can recall the fire safety rules.	I can name combustible materials.	I can begin to understand elements of the fire triangle.	I can name the features of the fire triangle and understand that all are needed to support a fire.
				I can remain seated around the fire pit for up to 3 minutes, fully supported by an adult.	I can remain seated around the fire pit for up to 5 minutes, fully supported by an adult.	I can remain seated around the fire pit, supported by an adult.	I can remain seated around the fire pit, supervised by staff.	I can remain seated around the fire pit and explain why this is important.	I can explain the importance of safe practices around the fire circle.	I can recall and explain safe practices around the fire circle.	I can demonstrate safe practice around the fire circle.	I can help to build a fire, understanding fire structure and ingredients.
				I can watch the fire building process, fully supported by an adult.	I can watch and react to the fire building process.	I can show an awareness of others around me when supported by an adult.	I can begin to take the 'Respect' position around fire when asked by an adult.	I can take the 'Respect' position around fire when asked by an adult.	I can show the 'Respect' position around fire when asked by adult.	I can show and explain the 'Respect' position around fire when asked by adult.	I can name some of the emergency fire safety equipment and identify some of their uses.	I can light a small fire using a flint and steel under close supervision.
							I can show an awareness of others around me when reminded by an adult.	I can show an awareness of others around me and how to keep them safe.	I can explain why it is important to remain focussed around the fire and not distract the person in control.	I can use a flint and steel to create a spark with adult supervision.	I can make suggestions of combustibles to use in the fire and show an interest in building it.	I can show an awareness of the impact on the community from the fire circle.

class.									I can use a flint and steel to create a spark with full adult hand over hand support.	I can use a flint and steel to create a spark with adult support.	I can understand that more smoke will be produced when the fire is extinguished.	I can explain the importance of extinguishing a fire safely and the steps to do so.	I can extinguish a fire and understand the need to watch it closely to ensure it is completely extinguished.
									I can identify when tinder has caught light.	I can understand that fires create smoke and this can be harmful.			
									I can turn my face away if smoke comes my way.				
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<b>Campfire cooking</b>	N/A	N/A	N/A	I can react to show like or dislike of new experiences.	I can recognise of a range of food which can be cooked over a campfire.	I can try food and drink created by adults over the campfire which are new to me.	I can name a preferred food which can be cooked over a campfire.	I can cook on a campfire, using a grilling basket or popcorn popper, with full adult supervision.	I can suggest ideas for foods which can be cooked over a campfire.	I can choose the correct equipment to prepare food over the fire.	I can name the key ingredients used in campfire cookery.	I can name protective fire equipment which is in place to keep me safe.	
Cooking over a campfire is a key part of the Forest Schools Curriculum.				I can try food and drink, created by adults in a new environment, which are familiar to me.	I can express like or dislike of new experiences using speech, symbols or sign.	I can use a skewer to cook over the fire, with full hand over hand support.	I can cook on a campfire, using a grilling basket or popcorn popper, with full adult support.	I can use a skewer to cook over the fire, with verbal adult support.	I can show an awareness of the difference between a treat and food cooked as part of a meal.	I can understand safe eating practice e.g. only eating things with permission.	I can understand safe eating practice e.g. only eating things with permission.	I can understand the dangers of foraging.	
If enables students to see how food is prepared and allows them to try new things. Cooking over a fire can help students to understand how people live in other parts of the world and how food was prepared in the past.						I can wear fire safety gloves when cooking.	I can use a skewer to cook over the fire, with adult support.	I can understand the need to wear fire safety gloves when cooking.	I can help to prepare food to cook on a campfire, using a grilling basket or popcorn popper, with full adult support.				
									I can use a skewer to cook over the fire, explaining how to keep myself safe.				
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<b>Ropes and knots</b>	N/A	N/A	N/A	I can put items in a weaving frame, with full adult support.	I can fasten things to a weaving frame, with some adult support.	I can fasten things to a weaving frame with adult prompting.	I can fasten things to a weaving frame independently.	I can sew using a stick 'needle', with adult prompting.	I can create a weaving frame with full support.	I can create a weaving frame with adult prompting.	I can independently create a weaving frame.	I can fasten projects using granny knots independently.	
Using ropes and knots in Forest School builds problem solving skills. Students will use ropes and knots to build shelters and in crafts.					I can wind string or wool around resources with full adult support.	I can wind string or wool around resources.	I can sew using a stick 'needle' with full adult support.	I can fasten projects using pipe cleaners with adult prompting.	I can independently sew using a stick 'needle'.	I can fasten projects using granny knots with support.	I can fasten projects using granny knots with verbal support.	I can choose which knot or fastening to use.	
							I can fasten projects using pipe cleaners with full adult support.	I can create a simple braid with verbal support.	I can independently fasten projects using pipe cleaners.	I can independently create a simple braid.	I can fasten projects using clove hitch knots with support.	I can create a Nordic braid with support.	
							I can create a simple braid with full adult support.	I can use ropes to erect shelters with full adult support.	I can use ropes to erect shelters with some adult supervision.	I can use ropes to erect shelters with verbal support.	I can confidently use ropes to erect shelters with adult supervision.	I can direct others in the steps to create a shelter using ropes, with adult supervision.	
											I can check and store ropes correctly with support.	I can confidently check and store ropes correctly.	
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<b>Woodland Management</b>	N/A	N/A	N/A	I can recognise and accept when an activity or session has come to an end with full adult support.	I can recognise and accept when an activity or session has come to an end with some adult support.	I can recognise and accept when an activity or session has come to an end with adult prompting.	I can independently recognise and accept when an activity or session has come to an end.	I can demonstrate good practice with regard to tree management e.g., no snapping living branches etc.	I can understand why we should not snap living branches and return creatures to their original place etc.	I can help to clear nettles and brambles in certain areas of the Forest School area which are heavily used with full adult support.	I can help to clear nettles and brambles in certain areas of the Forest School area which are heavily used, and explain why we are doing so.	I can explain that 'perennial' plants grow back each year and need maintaining.	
A key part of Forest Schools is the children's understanding of how the Forest School area changes throughout the year and what we need to do to help manage it sustainably.					I can return items and resources at the end of the session, with adult support.	I can return items and resources at the end of the session, when reminded by an adult.	I can demonstrate good practice with regard to tree management e.g., no snapping living branches etc. when shown by an adult.	I can independently return items and resources at the end of the session when the session has been called.	I can identify hazards in the Forest School area with adult support.	I can understand and explain why we should not snap living branches and return creatures to their original place etc.	I can identify hazards in the Forest School area and suggest ways of keeping safe.	I can identify who to inform of a hazard in the Forest School area.	
					I can take rubbish away from the Forest School area, with full adult support.	I can take rubbish away from the Forest School area, when reminded by an adult.	I can return items and resources at the end of the session, when prompted.	I can explain why it is important to take rubbish away from the Forest School area.	I can identify hazards in the Forest School area with adult prompting.		I can take part in tree or seed planting with adult supervision.	I can plant tree saplings or seeds, deciding where they should go.	
							I can remember to take rubbish away from the Forest School area.						