

Progression of skills during three programmes

Skills	EYFS (Acorn level)	Year 1 (Oak sapling level)	Year 2 (Oak tree level)
<p>LISTENING And following instructions. Plus joining in discussions on a topic, reflection and planning calmly, taking turns to speak, listening to others, listening and participating in reflection activities.</p>	<p>Listening to instructions on how to get ready and travel to FS and doing so quickly and quietly, without fuss and with increasing independence. Safety rules check. Every session at first, perhaps highlighting one if needed later. Joining in discussions about topics. Listening during stories. Listening to and following instructions for activity. When FSL blows her whistle, return to her immediately and be ready to listen to instructions. Joining in reflection on learning. Joining in planning for next session. Listen to instructions for returning to school and getting ready for home time, quickly and quietly.</p>		
<p>STAYING SAFE Recalling and Following safety rules, assessing and managing risk appropriately, asking if unsure</p>	<p>First session, spotting and assessing hazards then together coming up with safety rules to minimise risks. When exploring, adhering to these rules and begin to assess other risks (e.g. Nettles, insects) Following instructions about sitting in the fire circle closely. Returning to FSL as soon as she blows her whistle, ready to listen (as it could be an emergency).</p>	<p>When exploring, adhering to all the rules, without reminders. Assessing other risks (e.g. Nettles, insects) and taking only appropriate risks, asking an adult if unsure and refraining from any activity that adults say it is too risky. Following instructions about campfires very closely. Using tools as shown, taking all safety precautions taught. Returning to FSL as soon as she blows her whistle, ready to listen (as it could be an emergency).</p>	
<p>CONNECTING WITH NATURE Observing, collecting, identifying. Learning about nature. Showing care and respect for our environment and all living things.</p>	<p>Discussing the season (Spring/summer). Looking at trees and how-to ID using leaf shape. 4 trees. Leaf and bark rubbing. 5 senses session (perfumes, birdsong, textures, colours) Bug hunting. Bird watching. Nature collections. Showing care for our environment.</p>	<p>Discussing the season (winter/spring). Looking at trees and how-to ID using winter features e.g. buds. Evergreen and deciduous trees, Observing tree leaf burst. Bug hunting and ID Bird ID and birdsong ID (game), birdwatching. RSPB Birdwatch. Nature collections, sorting. Showing care for our environment.</p>	<p>Discussing the season (Autumn). Looking at trees and how-to ID using leaf shape. 10 trees. Evergreen and deciduous trees, Observing leaf colour change Parts of a tree plant a tree. Bug hunting and ID. Bird watching and ID. Nature collections – scavenger hunt, making games. Showing care for our environment.</p>
<p>CREATIVITY AND CONSTRUCTION</p>	<p>Natural art – faces. Mini dens for Eeyore.</p>	<p>Natural art – stick man.</p>	<p>Natural art - bonfire/firework pictures. Reflection heart of leaves (last session).</p>

<p>Natural art, pattern making, mud kitchen, building with blocks, dens. Plus tool work.</p>	<p>Make a tree cookie with FSL (bowsaw). Cooking in the Mud Kitchen. Perfume in the senses session.</p> <p>Any self-led creations or constructions.</p>	<p>Different dens for the 4 little pigs and evaluating them all. Make a toasting stick with FSL (whittling). Weaving with willow.</p> <p>Any self-led creations or constructions.</p>	<p>Clay monsters. Potions. Large dens, using a mallet, learning a knot, testing criteria. Making a map of the site with a key. Setting a compass. Making a Christmas decoration (willow stars).</p> <p>Any self-led creations or constructions.</p>
<p>TEAMWORK (& LEADERSHIP) Including taking turns and sharing and helping.</p>	<p>Following instructions to maximise time for activities and exploring for the whole class. Taking part in whole class or group discussions/reflection/planning. Working with given teams on activities e.g. Tree ID, dens. Listening to everyone's ideas, giving own ideas without being bossy. Respecting different opinions. When appropriate, leading the team. Congratulating others on their successes or accepting their evaluations. Problem solving without arguing. Staying positive. Aiming high. Taking turns fairly e.g. rolling, climbing, (Mud Kitchen). Sharing equipment and returning it safely. Helping tidy up and wash cups.</p>		
<p>RESILIENCE Staying positive and solving problems. Not giving up, finding alternatives.</p>	<p>Staying positive when the weather conditions are adverse. Not being overly bothered about getting wet, muddy, minor falls or cuts, nettle stings, insects. Not complaining about putting on dungarees or caring about how we look (stronger self-image). When activities don't go quite right, e.g. den falls down, having another go, perhaps improving plan. Having a go at activities that might seem scary e.g. Using the bowsaw, traversing an obstacle course. Taking pride in achievements without expecting a reward (improving self-esteem).</p>		
<p>MINDFULNESS Participating in group mindfulness exercises and taking 5 minutes independently to be quiet and use senses</p>	<p>Taking 5 minutes to be quiet and still, with an adult (session 2) Birdwatching quietly in The Hide. Senses session – listening.</p>	<p>Class relaxation minute at start of some sessions. Taking 5 minutes to be quiet and still, independently. Birdwatching quietly in The Hide.</p>	