

AREA OF MPPS FOREST SCHOOL PROGRAMME	RECEPTION	YEAR 2	YEAR 5
1.Safety	<ul style="list-style-type: none"> - Self – ‘I make safe choices’ - Others – ‘I take care of others’ - Site – ‘I take care of our site and leave no trace’ <p>To begin to observe the weather and dress / prepare themselves appropriately.</p>	<ul style="list-style-type: none"> - Self, others, site - building upon Reception -Walking to and from a different site (The Enchanted Woodland at the Junior site) - Strangers - introduce protocol (refer to MPPS Forest School Handbook) - Dogs - introduce protocol (refer to MPPS Forest School Handbook) <p>For practical purposes i.e. observing the weather and dressing / preparing themselves appropriately with increasing independence.</p>	<ul style="list-style-type: none"> - Self, others, site - Travelling to and from an off-school site (by minibus to Turn Moss) - Strangers - building upon Year 2 - follow protocol (refer to MPPS Forest School Handbook) - Dogs - building upon Year 2 - follow protocol (refer to MPPS Forest School Handbook) <p>For practical purposes i.e. observing the weather and dressing / preparing themselves appropriately with increasing independence.</p>
Safety - Examples	<p>Reception children are introduced to our overarching Forest School rules:</p> <p>I look after</p> <ul style="list-style-type: none"> - Myself - Others and - Our Forest <p>The children are reminded of these rules at the start of each session. If there are any behaviour issues, children are encouraged to resolve these independently, by reference to the Forest School rules.</p>	<p>An important part of each session for the Year 2 children includes greater independence in preparing for the session (clothing, footwear, drinks/snacks) and walking to and from the Junior site.</p>	<p>Building upon their experiences in Reception and Year 2, the Year 5 children enjoy the additional responsibility of preparing for and then travelling by school minibus to an off site location (at Turn Moss). Given that this is a public location, the children are taught the protocols to follow if approached by strangers or dogs whilst off school property.</p>
Safety - Curriculum Links	<p>Self Regulation ELG: Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being 	<p>Excerpt from NC (KS1) Human and physical geography: ‘identify seasonal and daily weather patterns in the United Kingdom ...’</p> <p>When participating in Forest School, children are encouraged to apply their learning from Reception into Year 1.</p>	<p>Excerpt from NC (KS2) physical geography:</p> <p>‘describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle’</p>

	<p>able to wait for what they want and control their immediate impulses when appropriate;</p> <ul style="list-style-type: none"> - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self ELG: Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. <p>Building Relationships ELG: Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs. 	<p>Key KS1 NC Learning Links - Geography (Year 1)</p> <p>K: How the weather changes in different seasons (<i>Physical</i>)</p> <p>S: Make observations about the weather</p> <p>K: How the weather changes in different seasons (<i>Physical</i>)</p> <p>S: Explain what clothes you might wear in the different seasons.</p>	
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2. Speaking & Listening

(Refer also to
EYFS
Statutory
Curriculum /
Development
Matters
Guidance and
MPPS P4C /
Spoken
Language
Curriculum

- Reflection / Thinking Time
- Clear speaking
- Active listening

<p>Speaking & Listening - Examples</p>	<p>Communication & Language is at the heart of the new EYFS Statutory Curriculum, with the recognition that “The development of children’s spoken language underpins all seven areas of learning and development”</p> <p>Participation in Forest School sessions offers our youngest learners numerous opportunities to develop all aspects of their Communication and Language skills in a different setting and with less familiar adults.</p> <p>The structure of Forest School sessions for our youngest learners aims to promote thinking, speaking, listening, collaborating and understanding with real purpose. Just a few examples ...</p> <p>Learning to use tools - listen to and follow instructions, ask questions to clarify understanding</p> <p>Snack time - social language</p> <p>Story / Non-Fiction gathering - text linked to that week’s theme - listening, comprehension, curiosity</p> <p>Reflection time - metacognition and speaking to a larger group.</p> <p>These and countless other examples align perfectly with the EYFS Statutory Curriculum.</p>	<p>The range and complexity of purposes for which learners need to communicate will increase with their age / stage of development and the nature of the child-led play.</p> <p>The following are examples of different elements of communication that Forest School participants develop through their engagement with the different experiences Forest School has to offer. These examples are linked to 11 Spoken Language elements identified by the National Curriculum for English.</p> <p>Listen and respond - Reflection time, response to stimulus e.g. story, participation in circle games</p> <p>Ask questions - Find out information about a natural discovery e.g. ‘Why does ___ grow here?’</p> <p>Build vocabulary / Use spoken language to develop understanding - speculate, hypothesise, imagine, explore ideas - Countless opportunities to build nature- and skills-related vocabulary such as habitats and their inhabitants, tools, eco-awareness. Circle and team games designed to build upon children’s understanding of the natural world, such as ‘Safe if ...’. Activities relying upon teamwork offer opportunities to construct understanding and explore ideas together.</p> <p>Articulate and justify answers - Gathering time e.g. explaining a response to a stimulus,, when working together e.g. working with others to site and build a den</p> <p>Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings - Forest School offers wonderful opportunities for participants to explore and express their feelings in ways they cannot in a class of 30 with 1 adult inside a classroom. The high adult:child ratio and the regular sessions over time afford each child opportunities to develop their abilities to organise their thoughts and practise expressing themselves for different purposes. Examples include describing found objects, explaining how they intend to approach a challenge, adding narrative to their imaginative play and learning to tune in to and express how they feel.</p> <p>Maintain attention and participate actively - e.g. gathering times, whole group and smaller / 1:1 reflections, listening to safety briefings / instructions on how to participate in a new activity such as constructing a rope swing or lighting a fire.</p> <p>Speak audibly and fluently / Participate in discussions, role-play / Gain, maintain and monitor the interest of listener(s) / Consider and evaluate different viewpoints, attend to and build on others’ contributions - These elements all require an understanding of and confidence to speak appropriately to the given situation. These elements also require an appreciation that the speaking is</p>
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for an 'audience' or listener i.e. that it has a purpose. They additionally recognise the importance of each child finding and developing their 'voice' and knowing that what they have to say is important and will be respected. Children's role-play / their own invented games alongside reflection or gathering time, as just a few examples, offer the chance for the speaker to listen to, reflect upon and then respond appropriately to others.

Detailed below are the Spoken Language statements from the National Curriculum followed by the MPPS SPL / P4C Assessment Overview statements, split into the statements for Year 2 and those for Year 5. Finally, under each statement in **red font**, are the **Talk Prompts** developed for each Year Group (Years 2 and 5). These are modelled and referenced when applicable by the Forest School Practitioners.

Speaking & Listening - Curriculum Links

Communication and Language ELGs

Listening, Attention and Understanding ELG:

Children at the expected level of development will:

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions;
- Make comments about what they have heard and ask questions to clarify their understanding;
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking ELG:

Children at the expected level of development will:

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences,

The Spoken Language element of the National Curriculum in English stipulates that pupils should be taught to:

- listen and respond appropriately to adults and their peers

I make relevant contributions.

I think that...

I strongly believe...

It is my opinion that...

- ask relevant questions to extend their understanding and knowledge

I ask questions to gain more information.

Can I help ___?
Why is it that?
Do you mean___?

- use relevant strategies to build their vocabulary

The Spoken Language element of the National Curriculum in English stipulates that pupils should be taught to:

- listen and respond appropriately to adults and their peers

I refer to the comments of others when developing my own ideas.

It was mentioned earlier that...
I have been listening carefully and I would like to add a new point...

- ask relevant questions to extend their understanding and knowledge

I ask questions to develop a discussion.

Could you explain what you mean please?
I'm confused when you say____. Can you elaborate?
Am I right in saying that you believe...?
Why is it that... ?

- use relevant strategies to build their vocabulary

	<p>including use of past, present, and future tenses and making use of conjunctions, with modelling and support from their teacher.</p>	<p>I use alternatives for simple vocabulary choices.</p> <ul style="list-style-type: none"> articulate and justify answers, arguments and opinions <p>I give reasons.</p> <p>...because... I agree with _ because... I have changed my thinking because ...</p> <ul style="list-style-type: none"> give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings <p>I retell stories and recount experiences.</p> <ul style="list-style-type: none"> maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments <p>I remain focused and make relevant contributions.</p>	<p>I use vocabulary in the correct context and for effect.</p> <ul style="list-style-type: none"> articulate and justify answers, arguments and opinions <p>I develop evidence to support my ideas and opinions.</p> <p>There is evidence to suggest that... The evidence for __ is convincing when you consider that...</p> <ul style="list-style-type: none"> give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings <p>I talk about ideas in detail to make meaning explicit.</p> <ul style="list-style-type: none"> maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments <p>I summarise another person's contribution and build onto a discussion through giving reasons.</p> <p>I think Adnan is saying that....</p>
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My final thoughts are...

In conclusion...

Do you mean...?

- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

I explore ideas through real life or imagined examples.

- speak audibly and fluently with an increasing command of Standard English

I speak in grammatically correct sentences.

- participate in discussions, presentations, performances, role play/improvisations and debates

In other words, Matt is saying...

Am I right in saying that you believe...?
I have been listening carefully and I would like to add a new point...

One reason this makes sense is...

- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas

I connect and suggest alternative ideas, drawing some conclusions.

I have a different idea...
I disagree...
I would like to challenge something that Samia said...
On the other hand...
I would like to respectfully challenge...
My final thoughts are...

In conclusion...

- speak audibly and fluently with an increasing command of Standard English

I take part in different roles in drama or role-play.

- gain, maintain and monitor the interest of the listener(s)

I choose vocabulary to add detail.

- consider and evaluate different viewpoints, attending to and building on the contributions of others

I value the responses of others.

Do you mean?
I have changed my thinking because...
I agree...
I agree with ___ because...
Can I help?
Do you mean?
I disagree...
I would like to challenge...
Adding to what ___ said...

- select and use appropriate registers for effective communication.
- consider why different speakers vary the way they talk.

I articulate ideas clearly when presenting to a range of audiences.

- participate in discussions, presentations, performances, role play/improvisations and debates

I perform to wider audiences combining words, gestures and movement.

- gain, maintain and monitor the interest of the listener(s)

I maintain control and effective organisation of talk to guide the listener.

- consider and evaluate different viewpoints, attending to and building on the contributions of others

I build on responses and use evidence to evaluate.

There is evidence to suggest that...
Adding to what Jeff said...
Building on what Melinda said...
It was mentioned earlier that...
I have been listening carefully and I would like to add a new point...

			<p>The evidence for ____ is convincing when you consider that...</p> <ul style="list-style-type: none">• select and use appropriate registers for effective communication• explain how registers for language choices vary.
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3. Personal, Social & Emotional Development

(Refer also to MPPS PSHE Curriculum Document)

Excerpt from the EYFS Statutory Educational Programme:

'Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives, and is fundamental to their cognitive development.

Underpinning their personal development are the important attachments that shape their social world. Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.

Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently.

Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life'.

The PSHE Association received Government funding to advise schools in developing their own PSHE curriculums and improve the quality of teaching in this area.

According to the PSHE Association, "PSHE education isn't just another school subject. It's a chance to give every child and young person an equal opportunity to develop the skills and knowledge they need to thrive now and in the future".

Why is PSHE education important? **Public Health England** states that

1. Pupils with better health and wellbeing are likely to achieve better academically
2. Effective social and emotional competencies are associated with greater health and wellbeing, and better achievement
3. The culture, ethos and environment of a school influences the health and wellbeing of pupils and their readiness to learn
4. A positive association exists between academic attainment and physical activity levels of pupils

At MPPS, the PSHE curriculum has been designed to cover three core themes which are aligned with our whole-school themes (

[Links to the MPPS PSHE Curriculum Overview and documents](#)

At MPPS - "Through the teaching of PSHE, we aim to develop skills and attributes such as risk management, self-esteem, resilience, teamwork and critical thinking in the context of 3 core themes (Living in the Wider World, Health & Wellbeing and Relationships). These skills and attributes can be applied to some of the most pressing issues that young people are facing today"

**Personal,
Social &
Emotional
Development
- Examples**

- Willingness to try new activities and be exposed to a different setting (a number of our Reception children join MPPS with limited experiences in the outdoors)
- Take turns with greater independence - e.g. when using resources, waiting for an adult's support, actively listening to others during circle games / gathering times / whole group reflection times.
- Say when I do / don't need help - e.g. have the confidence to attempt to get changed into appropriate clothing and footwear ready for Forest School whilst recognising when support is needed.

Value the contributions of everyone within the group.

Reflect upon and respond to the contributions of others who are communicating with the group using appropriate language.

Be able to show an understanding of how conversations work.

Be able to show an increasing understanding of non-verbal communication cues.

Manage emotions with increasing independence / develop strategies for coping with strong emotions. Begin to be able to share these with others.

(links to P4C / NC English (Spoken Language) Curriculum)

<p>Personal, Social & Emotional Development - Curriculum links</p>	<p>EYFS - PSE - 3 ELGs - Self-Regulation, Managing Self and Building Relationships</p> <p>Self Regulation</p> <ul style="list-style-type: none"> - Express their feelings and consider the feelings of others - Show resilience and perseverance in the face of challenge - Identify and moderate their own feelings socially and emotionally <p>Self Regulation ELG: Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> - Know and talk about the different factors that support their overall health & wellbeing (regular physical activity, 	<p>The PSHE Association has developed the following evidence-based principles of good practice in PSHE education. Please refer to the MPPS PSHE Document for further detail, but in summary these are:</p> <ol style="list-style-type: none"> 1. Start where the children are at 2. Create a spiral programme 3. Have a positive approach 4. Offer a wide variety of teaching and learning styles, with emphasis on the teacher as facilitator 5. Provide realistic and relevant information which reinforces positive social norms 6. Encourage reflection 7. Link the school's PSHE programme to other whole school approaches 8. Embed PSHE education within other efforts, particularly when identifying and supporting the most vulnerable children 9. Provide opportunities for children to make real decisions 10. Provide a safe and supportive learning environment
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	<p>healthy eating, toothbrushing, sensible amounts of 'screen time', sleep, being a safe pedestrian)</p> <ul style="list-style-type: none"> - Manage their own needs - personal hygiene <p>Managing Self ELG:</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. <p>Building Relationships</p> <ul style="list-style-type: none"> - See themselves as a valuable individual - Build constructive and respectful relationships - Think about the perspective of others <p>Building Relationships ELG: Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others; - Form positive attachments to adults and 	
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	<p>friendships with peers;</p> <ul style="list-style-type: none"> - Show sensitivity to their own and to others' needs. 		
<p>4.Caring for the Environment</p> <p>(Refer also to MPPS 'Understanding the World' (EYFS) and Science and Geography Curriculum Documents (NC))</p>	<ul style="list-style-type: none"> - Seasons - Weather - Flora & fauna ID – relevant to site 	<ul style="list-style-type: none"> - Flora & fauna ID – relevant to site 	
<p>Caring for the Environment - Examples</p>	<ul style="list-style-type: none"> -Links to wider school initiatives and awareness of and campaigning for environmental initiatives relevant to school, local area, global issues e.g. litter picking, RSPB Big Schools' Birdwatch, RSPB Wild Challenge, Earth Hour - Bug hotels - Bird feeders / boxes - Planting and weeding 		
<p>Caring for the Environment - Curriculum links</p>	<p>The Natural World ELC Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Explore the natural world around them, 	<p><i>Refer to MPPS Science Curriculum Document - see Year 1</i></p> <p><i>Refer to MPPS Geography Curriculum Document</i></p>	<p><i>Refer to MPPS Science and Geography Curriculum Documents</i></p>

	<p>making observations and drawing pictures of animals and plants;</p> <ul style="list-style-type: none"> - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. <p>People Culture and Communities ELC Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts, and maps. 		
<p>5.Natural Crafts</p> <p>(Refer also to MPPS Art & Design Curriculum document)</p>	<ul style="list-style-type: none"> -Select natural woodland materials from the ground -Begin to observe and describe features of their creations -Begin to talk about why those materials were chosen and any improvements that could be made 	<p>Use different tools and joining techniques to create a new object</p>	<p>Use different tools and joining techniques to create a new object</p>

Natural Crafts - Examples	<p>Fairy / woodland folk mini dens, supporting imaginative / small world play</p> <p>Introduce 'magic ropes' to learn about knot-tying</p> <p>Use 'stubby hammers' to introduce natural printing (Hapa Zome) - link to responsible harvesting.</p>	<p>Tree cookies - design, use a hand drill and simple overhand knot to add twine necklace.</p>	<p>Use a fixed-blade knife to whittle tent pegs.</p>
Natural Crafts - Curriculum links	<p>Creating with Materials ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. <p>Excerpt from EYFS Statutory Education Programme: "Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore..."</p>	<p>NC Art & Design - KS1 objective: to use a range of materials creatively to design and make products</p> <p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p><i>Refer also to MPPS Art & Design Curriculum Document</i></p>	<p><i>Refer also to MPPS Art & Design Curriculum Document</i></p>

<p>MPPS Forest School areas 6 - 11 (Dens, Ropes, Tools, Fire, Wild Cooking and Tree Climbing) comprise 'woodcraft' / forest - specific knowledge and skills.</p>	<p>Alongside supporting the 'nature connection' element of a strong Forest School Programme, Areas 6 - 11 of the MPPS Forest School guidance link most strongly to the concept of developing healthy risk-taking.</p> <p>"Health and safety law is often used as an excuse to stop children taking part in exciting activities, but well-managed risk is good for them. It engages their imagination, helps them learn and even teaches them to manage risks for themselves in the future. They won't understand about risk if they're wrapped in cotton wool. Risk itself won't damage children, but ill-managed and overprotective actions could!" UK Health & Safety Executive</p> <p>Skills within areas 6-11 of the MPPS Forest School Programme would be introduced as appropriate to the age and development needs of each group of learners. Whilst the basic taught knowledge and skills within these areas is the same, the spiral nature of the programme means that the learners would display greater independence in applying the knowledge and skills to achieve a given child-selected goal.</p>		
<p>6.Den Building / Shelter</p>	<ul style="list-style-type: none"> - Select resources and put up a small stick structure to support small world / imaginative play e.g. a fairy house - Select, carry and put up a branch and stick structure to create a small den - Show awareness of the need to keep equipment sheltered 	<ul style="list-style-type: none"> - Select resources and put up stick structures. With support, use ropes to secure structure 	<ul style="list-style-type: none"> - With some adult support, use a large tarp and ropes to put up a group shelter
<p>7.Ropes</p>	<ul style="list-style-type: none"> - Simple overhand knot (reef knot) 	<ul style="list-style-type: none"> - Half hitch - Clove hitch 	<ul style="list-style-type: none"> - Square lashing - Round turn, 2 and a half hitches (tree climbing, aerial ropes or rope swings. Easy to tie, does not slip under pressure)

8.Tools	<p>Depending upon safety of group / individuals –</p> <p>Hammer, Hand drill, conker clamp used 1:1 with FS Leader whilst competent assistant oversees the rest of the group.</p> <ul style="list-style-type: none"> - Handling, carrying - Tool use area & rules - Safe use 	<p>Building upon Reception -</p> <p>Hand drill, secateurs. 1 adult : 2 chn</p> <ul style="list-style-type: none"> - Handling, carrying - Tool use area & rules - Safe use - How to pass and store tools - How to care for tools 	<p>Building upon Year 2 -</p> <p>Bow saw, loppers, fixed blade knife</p> <p>1 adult : 1 or 2 chn depending upon group</p> <ul style="list-style-type: none"> - Handling, carrying - Tool use area & rules - Safe use - How to pass and store tools - How to care for tools
9.Fire	<ul style="list-style-type: none"> - Introduce Fire Circle and rules – play games to support understanding of how to move safely around fire. - Depending upon group / individuals, small temporary fire (using a fire bowl) may be used – all stages carried out by FS Leader 	<ul style="list-style-type: none"> - Fire Circle safety and rules - Safe siting of a fire - Materials needed - Prepare materials - Safe maintenance and extinguishing - Note – FS Leader lights, maintains and extinguishes fire 	<ul style="list-style-type: none"> - Fire Circle safety and rules - Safe siting of a fire - Materials needed - Prepare materials - Safe maintenance and extinguishing - Note – Depending upon group / individuals – learners may support FS Leader lighting, maintaining and extinguishing fire. 1:1 ratio, other learners observing safety rules. <p>using flint and steel to light cotton ball</p>
10.Wild Cooking	<p>Popcorn celebration – see above notes for ‘Fire’</p>	<p>Nettle tea (boiling)</p> <ul style="list-style-type: none"> - Forage – identify, collect, prepare, boil on fire 	<p>Wild garlic</p> <ul style="list-style-type: none"> - Forage – identify, collect leaves, prepare, melt butter on the fire, add and crush wild garlic leaves to the butter
11.Tree Climbing	<p>Introduction through log scrambling. Currently no safe tree-climbing options at the Infant site.</p>	<p>Follow safe tree climbing protocol - <i>Refer to MPPS Forest School Handbook</i></p>	<p>Building upon Year 2, develop skill in identifying and safely climbing trees off-site - follow protocol - <i>Refer to MPPS Forest School Handbook</i></p>

<p>MPPS Forest School Areas 6 - 11 - Curriculum links</p>	<p>PD Gross Motor Skills ELG: Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Excerpt from EYFS Statutory Education Programme: "Fine motor control and precision helps with hand-eye co-ordination, which is later linked to early literacy. Repeated and varied opportunities to explore and... the practice of using small tools, with feedback and support from adults, allow children to develop proficiency, control and confidence"</p> <p>PD Fine Motor ELG includes: 'Use a range of small tools' - FS extends the range of fine motor opportunities to which Reception children are exposed.</p> <p>PSE Managing Self ELG: Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; <p>PSE Self-Regulation ELG includes: Give focused attention to what the teacher says, responding appropriately even when engaged</p>		
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	<p>in activity, and show an ability to follow instructions involving several ideas or actions.</p> <p>Creating with Materials ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories 		
12.Imaginative Play	<p>In 2012, Pearce stated, 'in education there is something like 3-5% retention of information learnt in the first few years of a child's life, however if something is truly experienced with all parts of the child's being (as in imagination and play) then there is 95% retention. That which is learnt in a state of play is literally built in as a permanent neural pathway in the brain.'</p> <p>Cree and Robb (2021) summarise play thus - 'Play is about 'becoming', rather than about learning facts, and is essential to our learning and development. Play, or lack of it, can define who we are as people. Children who have good play experiences have greater choices in life, as "play lays the foundations for all later forms of intelligence" (Pearce, 2012).</p>		
Imaginative Play - Examples	<p>It is important not to be prescriptive here, but examples may include:</p> <ul style="list-style-type: none"> -Retelling and acting out familiar or 'Forest School' / nature-based stories -Creating 'woodland folk' mini dens -Clay 'tree faces' and folklore repetition / 		

	<p>creation</p> <ul style="list-style-type: none"> -Using natural and found materials to create characters for small world / role play e.g. Stick Man -Mud kitchen creations and story-telling / role play to accompany this -Joining in 'campfire' songs -Making and performing with own natural instruments -Making up own songs / dances and performing these 		
Imaginative Play - Curriculum links	<p>Creating with Materials ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive ELG Children at the expected level of development will:</p>		

	<ul style="list-style-type: none">- Invent, adapt and recount narratives and stories with peers and their teacher;- Sing a range of well-known nursery rhymes and songs;- Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.		
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