



Forest School Curriculum Coverage and Outcomes

Stage 1		
Skill Coverage	Listening New skill development	Problem Solving New skill development
Outcomes	<p>I can pay attention to sounds I hear.</p> <p>I can respond to songs, rhymes or phrases from others.</p> <p>I can listen to something that I find interesting and say something about it.</p> <p>I can listen to adults.</p> <p>I can listen to and follow instructions.</p> <p>I can listen to other students.</p>	<p>I can follow simple visual instructions.</p> <p>I can follow instructions to solve a problem with help.</p> <p>I know when I need help.</p> <p>I know who I can ask for help.</p> <p>I can say what I need help with.</p>

Stage 2			
Skill Coverage	Listening Building on stage 1 listening	Problem Solving Building on stage 1 problem solving	Creativity New skill development
Outcomes	<p>I can tell you what I heard.</p> <p>I can use active listening strategies to show I am listening to others.</p> <p>I can ask questions that show I am listening to others.</p> <p>I can use strategies to help me remember what different people have said.</p> <p>I can recount what someone has said to others.</p>	<p>I can identify when I have a problem.</p> <p>I can communicate what the problem is.</p> <p>I can make a list of people I could ask for help, including my peers.</p> <p>I can identify what I already know about a problem.</p> <p>I can look for more than one solution to a problem.</p>	<p>I can show awareness of an imaginary setting or object.</p> <p>I can join in with someone's imaginative play.</p> <p>I can role-play things I know.</p> <p>I know the difference between 'imaginary' and 'real'.</p> <p>I can describe what I have imagined.</p>

Stage 3				
Skill Coverage	Creativity Building on stage 2 creativity	Staying Positive New skill development	Teamwork New skill development	Aiming High New skill development
Outcomes	<p>I can link what I have imagined to images, actions or text I have seen.</p> <p>I can draw or record an idea I have.</p> <p>I can act out or model an idea I have.</p> <p>I can generate suitable ideas for a given set of criteria.</p> <p>I can share multiple ideas inspired by an original idea.</p>	<p>I am aware that people have feelings.</p> <p>I can name simple emotions.</p> <p>I know that emotions can change.</p> <p>I know that emotions can change because different things have happened.</p> <p>I can give examples of when 'something goes wrong'.</p> <p>I can explain how I feel when something goes wrong.</p>	<p>I can take turns with adults.</p> <p>I can take turns with other children when an adult tells me to.</p> <p>I can tell you what 'taking turns' means.</p> <p>I can name the small tasks that make up a larger task.</p> <p>I can explain what 'working together' means.</p> <p>I try to get on well with other children.</p> <p>I can list the advantages of teamwork.</p> <p>I can identify tasks which are more suited to teamwork.</p> <p>I can explain the benefits of working in a team.</p> <p>I can tell you what jobs need to be done on a team task.</p> <p>I can explain why there are different jobs in a team.</p> <p>I can complete my job in a team task.</p> <p>I can explain why team mates should get on well.</p> <p>I can find ways to get on well with others.</p> <p>I can use strategies to resolve disagreements.</p>	<p>I am able to try new things.</p> <p>I can finish an activity I have started.</p> <p>I know that some activities can be more difficult than others.</p> <p>I can say how hard I tried in a task.</p> <p>I can give an example of 'trying my best'.</p> <p>I can say what 'trying my best' looks like in different situations.</p> <p>I can give examples of when I might find something difficult.</p> <p>I can give a definition of 'difficult'.</p>

Stage 4 (Pre Entry Level)				
Skill Coverage	Creativity Building on stage 2 creativity	Staying Positive New skill development	Teamwork New skill development	Aiming High New skill development
Outcomes	<p>I can link what I have imagined to images, actions or text I have seen.</p> <p>I can draw or record an idea I have.</p> <p>I can act out or model an idea I have.</p> <p>I can generate suitable ideas for a given set of criteria.</p> <p>I can share multiple ideas inspired by an original idea.</p>	<p>I am aware that people have feelings.</p> <p>I can name simple emotions.</p> <p>I know that emotions can change.</p> <p>I know that emotions can change because different things have happened.</p> <p>I can give examples of when 'something goes wrong'.</p> <p>I can explain how I feel when something goes wrong.</p>	<p>I can take turns with adults.</p> <p>I can take turns with other children when an adult tells me to.</p> <p>I can tell you what 'taking turns' means.</p> <p>I can name the small tasks that make up a larger task.</p> <p>I can explain what 'working together' means.</p> <p>I try to get on well with other children.</p> <p>I can list the advantages of teamwork.</p> <p>I can identify tasks which are more suited to teamwork.</p> <p>I can explain the benefits of working in a team.</p> <p>I can tell you what jobs need to be done on a team task.</p> <p>I can explain why there are different jobs in a team.</p> <p>I can complete my job in a team task.</p> <p>I can explain why team mates should get on well.</p> <p>I can find ways to get on well with others.</p> <p>I can use strategies to resolve disagreements.</p>	<p>I am able to try new things.</p> <p>I can finish an activity I have started.</p> <p>I know that some activities can be more difficult than others.</p> <p>I can say how hard I tried in a task.</p> <p>I can give an example of 'trying my best'.</p> <p>I can say what 'trying my best' looks like in different situations.</p> <p>I can give examples of when I might find something difficult.</p> <p>I can give a definition of 'difficult'.</p>

Stage 4 (Entry Level)				
Skill Coverage	Leadership New skill development	Staying Positive Building on stage 3 staying positive	Teamwork Building on stage 3 teamwork	Aiming High Building on stage 3 aiming high
Outcomes	<p>I can show how I feel through my body language.</p> <p>I can use resources to show how I am feeling.</p> <p>I can describe how I feel to someone I know well.</p> <p>I can describe a range of feelings.</p> <p>I can say what has made me feel the way I do.</p> <p>I can explain why my team might want to know how I am feeling.</p> <p>I can recognise different emotions in different people.</p> <p>I can encourage my team and help them to feel motivated.</p> <p>I can suggest ways to make my team members feel better.</p> <p>I can explain and demonstrate the ability to help people when needed.</p> <p>I can divide up tasks amongst a team that I am leading.</p> <p>I can describe which emotions indicate someone may need help.</p> <p>I can describe different ways to encourage my team to complete their tasks.</p> <p>I can see when team mates are falling behind and help them finish on time.</p> <p>I can explain why it is important to achieve a task on time and why helping and encouraging others may support with this.</p>	<p>I can identify times when people might want to give up.</p> <p>I can explain the down side of giving up.</p> <p>I can explain how choosing to keep going might be a better choice.</p> <p>I can describe strategies to stay calm.</p> <p>I can apply strategies to stay calm when something goes wrong.</p> <p>I can identify the cause of the problem.</p> <p>I can identify positive strategies for when things go wrong.</p> <p>I can apply positive strategies to keep trying when things go wrong.</p> <p>I can explain how my actions can influence how others feel and act.</p> <p>I can describe a range of strategies to cheer up my peers.</p> <p>I can apply a range of strategies to cheer up my peers.</p>	<p>I can explain why helping others is good for the team.</p> <p>I can tell you what is helpful for the team.</p> <p>I can help others if I have finished my task.</p> <p>I can explain why teams make decisions.</p> <p>I can give ideas to the team to help make a decision.</p> <p>I can help my team to make a decision.</p> <p>I can identify what ideas are useful.</p> <p>I can tell you what is good about others' ideas.</p> <p>I can reflect on my own ideas and make useful suggestions.</p> <p>I can identify team members who aren't participating.</p> <p>I can identify strategies to help others contribute.</p> <p>I can encourage contributions from everyone in a group discussion.</p> <p>I can define what is meant by an 'argument'.</p> <p>I can identify strategies to avoid getting into an argument.</p> <p>I can apply strategies to avoid getting into an argument.</p>	<p>I can explain how something difficult will improve my understanding of something.</p> <p>I can show how I am trying my best in different contexts.</p> <p>I can demonstrate my sense of achievement when I have tried my best.</p> <p>I can share what I have accomplished with others.</p> <p>I can identify something I might find difficult, but 'do-able'.</p> <p>I look for chances to do something I might find difficult.</p> <p>I ask adults to set me extra challenges.</p>