Forest School Skills Progression

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|  | **Social and Emotional Skills** |
|  | **Self-management:** | **Self-Awareness** | **Social awareness** | **Responsible decision making** | **Relationship skills** |
| **Age 3** | Learning to express emotions appropriately (less tantrums | Able to identify other feelings beside glad, mad and bad | Able to ask other family members for help | Learning to connect behaviours to consequences | Take turns with others |
|  | Learning to talk about strong feelings | Able to express likes and dislikes | Following rules. |  | Play with other children |
|  | Becoming more independent (wet weather/wellies/organised) | Has a strong sense of self |  |  | Copies other children’s behaviours |
|  | Can tell adults when hungry or tired or when they want to rest or play. | Able to identify their gender |  |  | Begins to have real friendships |
|  |  | Observes the effects of activity on their bodies |  |  | Resolves conflict with help from adult |
|  |  |  |  |  | Engages in imaginative play (practice how to interact with people in real life) |
| Age 4 | Able to talk about feelings | Interested in new experiences | Shows empathy for others | Able to think through a problem to find a solution | Shows interest in being part of a group |
|  | Better able to manage impulses  | Views self as someone with a body. Mind and feelings | Compares self to other children | Understands right from wrong | Listens to others |
|  | Follow simple instructions | Can recognise and identify emotions | Beginning to understand that not everyone things and acts like them and shares the same beliefs | Understands that equipment and tools have to be used safely. | Shares with other people Cooperates with others  |
|  | Gains more bowel and bladder control and can attend to toileting needs most of the time themselves. | Eats a healthy range of foodstuffs and understands need for variety in food. |  |  | Affectionate with friends and family |
|  | Usually dry and clean during the day. | Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health |  |  |  |
| Age 5-6 | Able to use words to describe feelings | Notice difference between self and others | Sensitive to how other people feel | Can make a choice between 2 or more options | Accept others opinion |
|  | Able to stop and think before acting | Identifies with a particular gender (may only want to play with that gender) | Develops an understanding of social challenges i.e. poverty | Understands the consequences of their actions | Wants to please friends |
|  | Able to wait their turn | Begins to understand what it means to be embarrassed |  | Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks. | Imitates friends behaviour |
|  |  |  |  | Shows understanding of how to transport and store equipment safely. | Plays respectfully with others |
|  |  |  |  | Practices some appropriate safety measures without direct supervision. | Able to resolve conflict with friends |
|  |  |  |  |  | Enjoys being around friends |
| 7-8 | Express feelings with words | Knows their wants and needs | Shows interest in abstract concepts i.e. justice | Thinks of the pros and cons of different options | Share opinions with peers |
|  | Able to delay gratification | Sense of self-worth is emerging | Shows compassion for people who experience social difficulties i.e. poverty | Able to identify consequences for actions | Able to resolve conflict with friends |
|  | Able to use coping skills when upset | Can be very self-critical | Relies on adults for security |  | Can be competitive when playing games |
|  | Able to manage transitions | Describes self based on external and behavioural characteristics e.g. I have a dog. I like to swim |  |  | Make friends with the opposite gender |
|  |  |  |  |  | Imitate their friends |