

ALVER VALLEY SCHOOLS
**EARLY YEARS
NETWORK**

Let the magic begin...



Why Forest Schools in EYFS?

Rationale:

Case studies have shown children can:

Be supported with development of self-regulation skills

Cope with and learn from failure

Increase motivation and concentration

Expand vocabulary and communication skills

Build positive relationships with adults and peers

Improved well-being and mental health

Feel empowered and have new perspectives

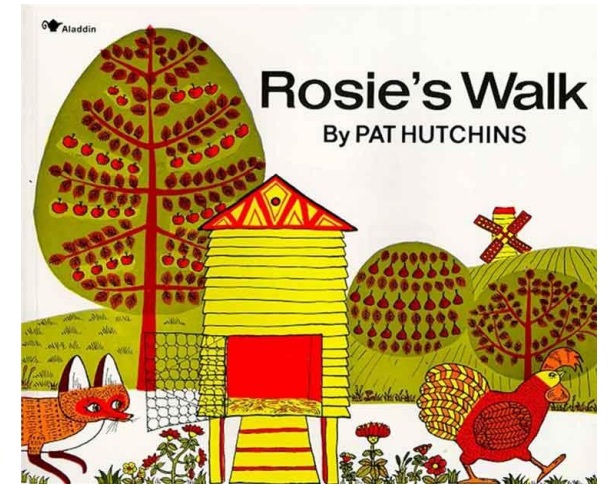
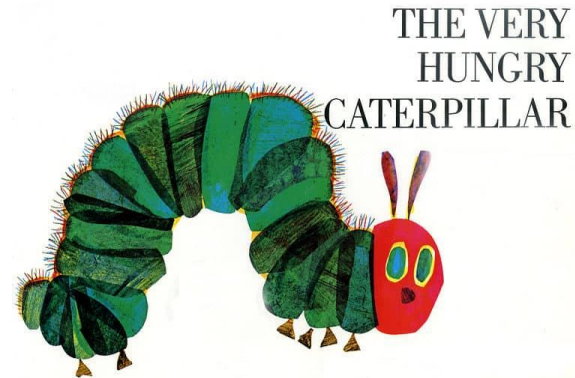
Research states that pupils with SEND and learning difficulties benefit from a multi-sensory approach and enabling environment
(McCree 2018)

Research:
Boys speak more than
40% more when they
are outside

Forest Schools at AVS

What has been most successful?

- The development of children's back and forth interactions
- Brings our topics to life
- Self-regulation - learned in a social context
- Greater emphasis on reading books
- Gross and fine motor skill development
- Listening skills co-operative
- Appreciation of nature and responsibility for their own environment



This Photo by Unknown author is licensed under CC



Selecting good stories to support language development, different cultures, reinforce topics and vocabulary taught, books should be the basis for all planning

EDUCATIONAL PROGRAMMES:

FOCUS

Communication and Language

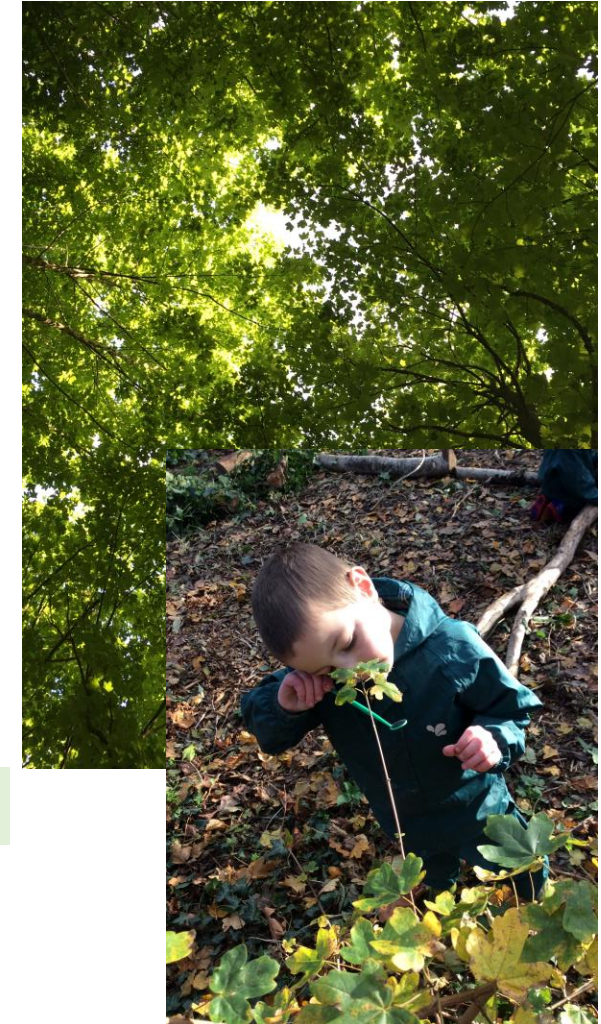
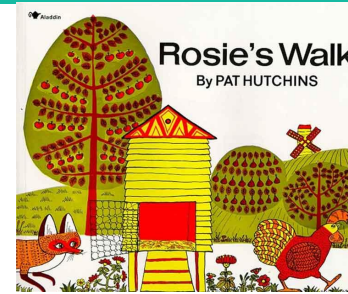
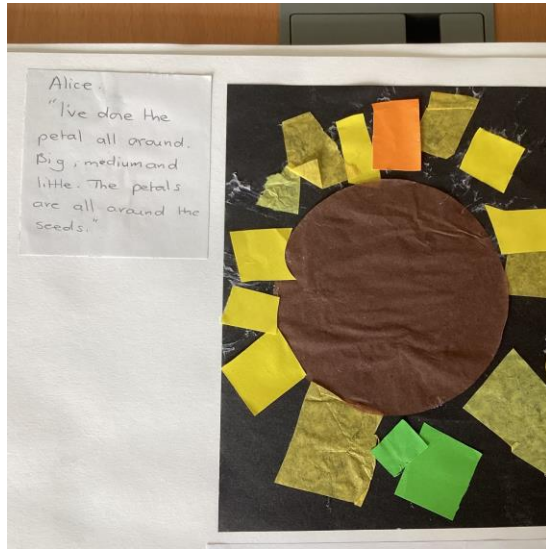
Communication and Language The development of children's spoken language underpins all seven areas of learning and development. **Children's back-and-forth interactions** from an early age **form the foundations for language and cognitive development**. The **number and quality** of the conversations they have with adults and peers throughout the day in a **language-rich environment** is crucial. By **commenting** on what children are interested in or doing, and **echoing** back what they say with new **vocabulary** added, practitioners will build children's language effectively.

Reading frequently to children, and **engaging them actively** in stories, non-fiction, rhymes and poems, and then providing them with extensive opportunities to use and embed new words in a range of contexts, will give children the opportunity to thrive. Through conversation, story-telling and role play, where children share their ideas with support and **modelling** from their teacher, and **sensitive questioning** that **invites them to elaborate**, children become comfortable using a rich range of vocabulary and language structures.

(Statutory framework for the early years foundation stage 2021:8)

The development of children's spoken language – underpinning all 7 areas of learning

"Flower yellow"



Exposure to tier 2 words



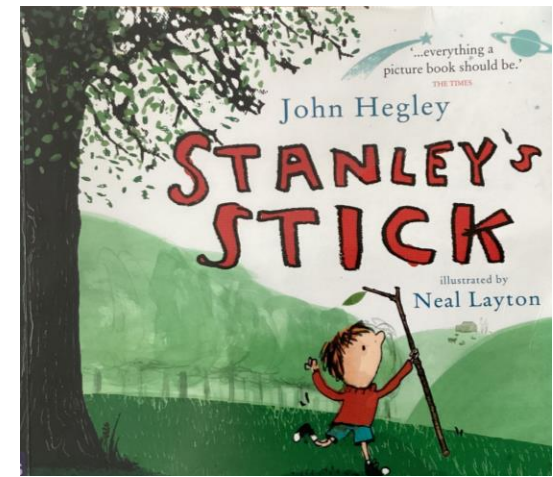
Little pig, little pig, let me come in...



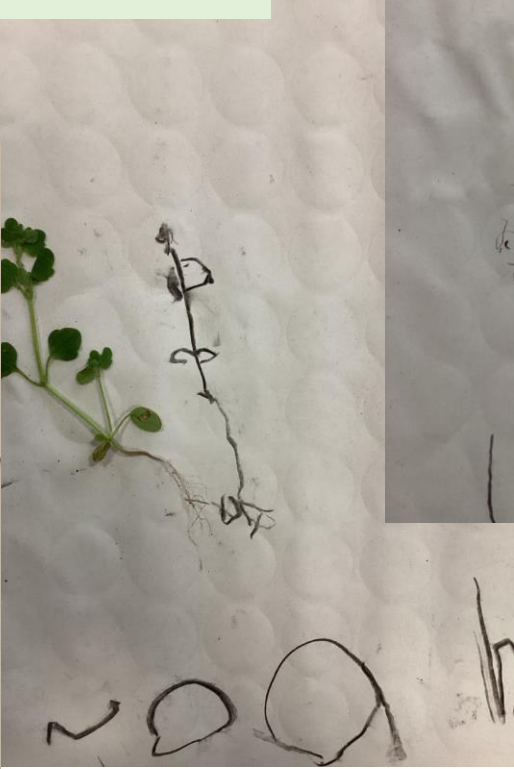
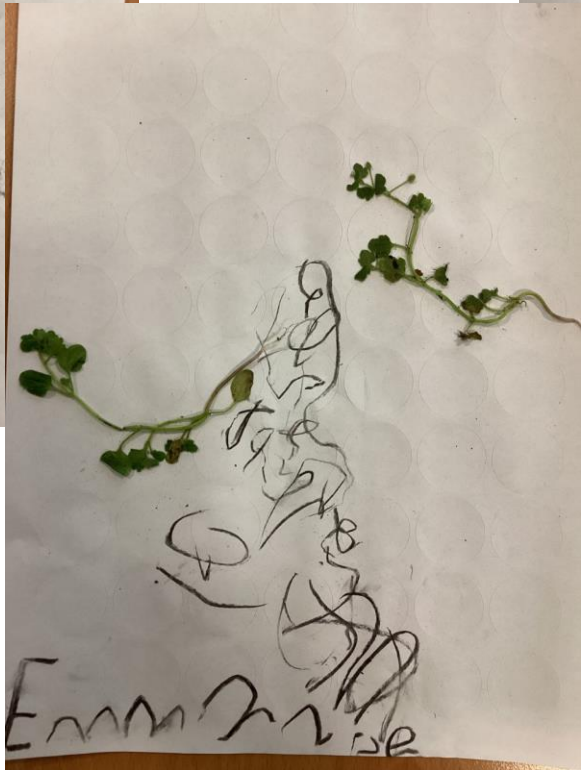
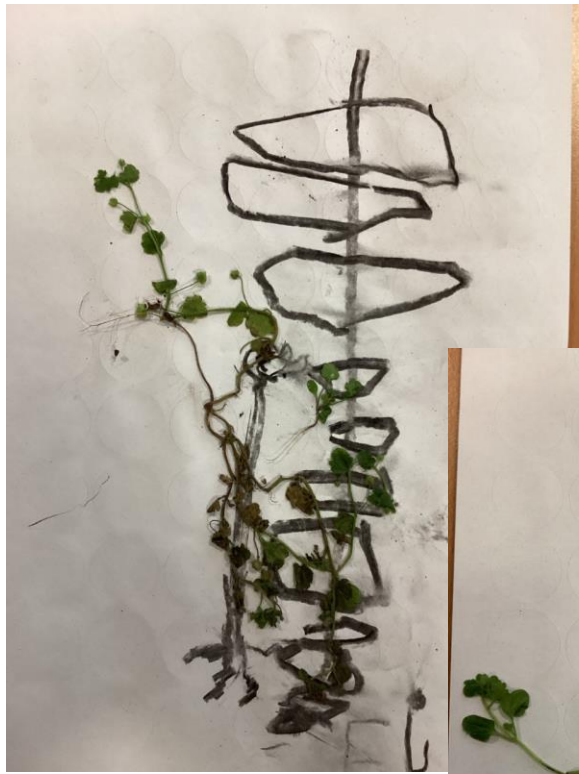
Selecting good stories to support language development, different cultures, reinforce topics and vocabulary taught, books should be the basis for all planning



Transition into the woods...



Sensitive questioning that invites children to elaborate





**playing and exploring -
children investigate and
experience things, and
'have a go'**



The role of the adult is key



SUPPORTING SUSTAINED SHARED THINKING

- WONDERING**
"I wonder what would happen..."
- CONNECTING IDEAS**
"This reminds me of when Goldilocks..."
"We did something like this before..."
- RE-MINDING**
"Don't forget that you said the ice will melt if I put it in the sun."
- POSING PROBLEMS**
"I see rain clouds in the distance, how can we make sure we don't get wet?"
"How could we make this fair?"
- INVITING TO ELABORATE**
"I really want to know more about this."
- TALKING ABOUT FEELINGS**
"I think the Dad Alien felt cross because the others wouldn't help."
- THINKING ALOUD**
"Next I'm going to..."
- RE-CAPPING**
"So for you have..."
- OFFERING AN ALTERNATIVE VIEWPOINT**
"Maybe Goldilocks wasn't naughty when she ate the porridge."
- SPECULATING**
"Do you think the three bears would have liked Goldilocks to come and live with them as their friend?"
- CLARIFYING IDEAS**
"So you think that..."
- OFFERING OWN EXPERIENCE**
"I like to listen to music when I could driver of home."
- SUGGESTING**
"You might like to try doing it this way."



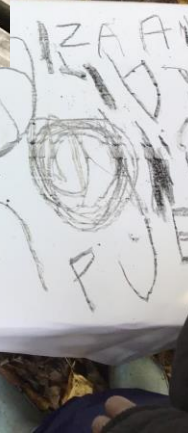
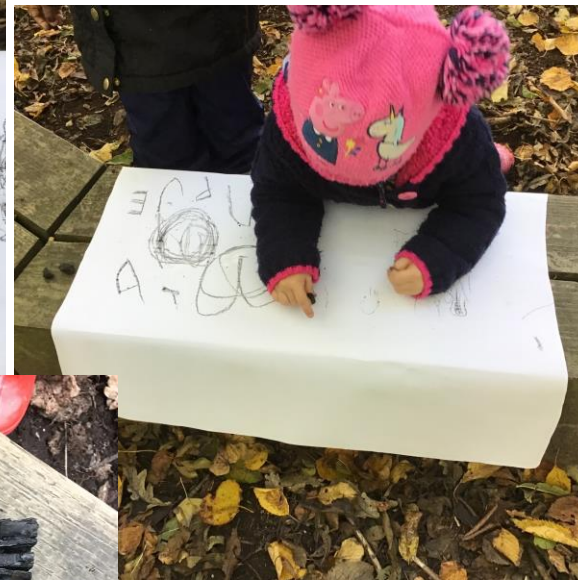
Firmly based on adults "giving just enough help"

3 Characteristics of effective learning



creating and thinking critically - children have and develop their own ideas, make links between ideas, and develop strategies for doing things





playing and exploring - children investigate and experience things, and 'have a go'

NOW IT IS TIME TO PLAY!

