

Forest School Skills Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Shelters and knots	<p>Introduction to shelter building using both given and found materials</p> <p>Mini den building for animals/toys</p>	<p>Discuss shelters before building, with children explaining what they might want for a shelter</p> <p>Introduce tripod structures</p> <p>Independent building of mini dens for animals</p> <p>Starting to question what worked well</p>	<p>Independent use of tripod structure for dens</p> <p>Introduce lean to shelters and how we can use the forest to help us</p> <p>Able to source own materials and explain why they have been chosen (properties of materials)</p> <p>Begin to use string and rope to help secure their dens, tying basic knots</p> <p>Able to say what worked well and what could be done differently next time</p>	<p>Independently create structure (tripod or lean to)</p> <p>Introduction of using tarps with independent knot tying</p> <p>Work as part of a team to create a shelter for a group</p> <p>Compare and evaluate shelters</p>	<p>Design and build shelters using both tarpaulin and materials found in the woodland</p> <p>Explain purpose and properties of materials used</p> <p>Begin to advance knot tying to ensure that tarps are secure</p> <p>Work as part of a group, considering how the roles of shelter building can be shared</p> <p>Evaluate shelters and own</p>	<p>Design and build shelters using both tarpaulin and materials found in the woodland that could be used overnight</p> <p>Discuss the properties required of the shelter and how they can be used to keep us safe</p> <p>Work as a team to overcome any problems which may arise</p> <p>Compare and evaluate group members contributions</p> <p>Compare and evaluate shelters</p>	<p>Children should be able to recap the different methods which can be used for shelter building</p> <p>Build a camouflaged shelter, able to survive sudden rain</p> <p>Independently select materials and ask for further tools/materials where required</p> <p>Work successfully as a group, recognising the strengths of each team member</p>

					contribution to shelter building		Compare and evaluate the shelters
Tool use	<p>Introduction to basic tools: scissors Peelers Palm drills</p> <p>Hammers Gardening equipment</p> <p>All tool use to be fully supported by an adult (1:5)</p>	<p>Continuation of basic use of tools with a focus on the safe cutting of string and using peelers for whittling</p> <p>Begin to think about the purpose of holes being created by palm drills</p> <p>Depending on the group, ratios may be increased for some tools</p> <p>Begin to have discussions around "Tool Talks" to encourage the children to think about the safety of themselves and</p>	<p>Continuation with the use of basic tools for cutting and whittling (with peelers)</p> <p>Children should be able to independently enforce their Tool Talk and explain how to use their tool safely</p>	<p>Continuation of the use of basic tools. In KS2 children should be able to ask an adult to use a tool if they see it important for completing their chosen task</p> <p>Introduce use of bow saw 1:1 for cutting disks</p> <p>Hammer (1:1)</p> <p>Children independently enforce Tool Talks for the safety of themselves and others</p>	<p>Continuation of the use of basic tools. In KS2 children should be able to ask an adult to use a tool if they see it important for completing their chosen task</p> <p>Gardening equipment (1:1)</p> <p>Use of bow saws 1:1 Hammer (1:1)</p> <p>Children independently enforce Tool Talks for the safety of themselves and others</p>	<p>Continuation of the use of basic tools. In KS2 children should be able to ask an adult to use a tool if they see it important for completing their chosen task</p> <p>Use of bow saws 1:2 (children may saw with a partner but the adult is to supervise)</p> <p>Sheath knife (1:1)</p> <p>Gardening equipment (1:1)</p> <p>Hammer (1:1)</p> <p>Children are involved in taking care of the tools</p> <p>Children independently enforce Tool Talks for the safety of</p>	<p>Continuation of the use of basic tools. In KS2 children should be able to ask an adult to use a tool if they see it important for completing their chosen task</p> <p>Use of bow saws 1:2 (children may saw with a partner but the adult is to supervise)</p> <p>Gardening equipment (1:1)</p> <p>Loppers (1:1)</p> <p>Hammer (1:1)</p> <p>Sheath knife (1:1)</p>

		others when using tools				themselves and others	<p>Children are able to independently select tools, explaining the function of the tools on offer</p> <p>Children are involved in taking care of the tools</p> <p>Children independently enforce Tool Talks for the safety of themselves and others</p>
Nature and environment	<p>Introduction to rules and boundaries</p> <p>Seasonal walks</p> <p>Bug hunts and beginning to talk about what they find</p> <p>Can begin to name the sounds that they hear</p>	<p>Children know the rules of Forest School and understand the boundaries set for them</p> <p>Seasonal walks- children can explain how they know</p>	<p>Children know the rules of Forest School and understand the boundaries set for them</p> <p>Children can use the environment around them to</p>	<p>Children know the rules of Forest School and understand the boundaries set for them</p> <p>Children can explain how the forest</p>	<p>Children know the rules of Forest School and understand the boundaries set for them</p> <p>Children can explain how the forest</p>	<p>Children know the rules of Forest School and are involved in setting boundaries for the session</p> <p>Children can explain how the forest changes over time</p>	<p>Children know the rules of Forest School and are involved in setting boundaries for the session</p> <p>Children can explain how</p>

		<p>which season we are in from what they can see around them</p> <p>Identify and name some plants</p> <p>Identify and name some insects, mammals and birds found in the forest</p> <p>Can recognise how to travel safely on rough ground</p> <p>Begin to understand why it is important to look after our environment</p>	<p>explain seasonal changes</p> <p>Identify and name some plants</p> <p>Identify and name most insects, mammals and birds found in the forest</p> <p>Know how to travel safely on rough ground</p> <p>Know why it is important to look after our environment</p> <p>Children can talk about how being</p>	<p>changes over time</p> <p>Children independently use checklists to identify living things in the forest</p> <p>Children can carry equipment around safely</p> <p>Children can suggest different ways in which we can look after the environment</p> <p>Children can discuss how to encourage wildlife to come into the forest</p>	<p>changes over time</p> <p>Children can begin to classify the things living and growing in the forest</p> <p>Children can carry equipment and larger logs safely</p> <p>Children actively participate in looking after the environment</p> <p>Children carry out projects to encourage more wildlife to the school grounds</p> <p>Children can begin to</p>	<p>using the correct vocabulary</p> <p>Children can begin to identify and name different trees</p> <p>Children actively participate in looking after the environment and maintaining forest school</p> <p>Children carry out projects to encourage more wildlife to the school grounds and develop a range of habitats</p>	<p>the forest changes over time using the correct vocabulary</p> <p>Children can name and classify the trees in forest school</p> <p>Children can name some common birds and discuss their features</p> <p>Children independently plan projects to look after the environment and forest school</p> <p>Children continue to develop habitats on the school grounds</p>
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					describe the benefits		
Exploration and independence	<p>Introduce to rules and boundaries</p> <p>Promotion of free exploration</p> <p>Promotion of independent learning opportunities</p> <p>Show awareness of risk – brambles/nettles/water</p> <p>Plant bulbs/sensory walks/search for insects</p>	<p>Reinforce rules and boundaries</p> <p>Travel safely over terrain</p> <p>Carry sticks safely</p> <p>Work as a team to cooperate and communicate clearly</p> <p>Discover what is living in the pond</p> <p>Make a daisy chain</p> <p>Investigate the science garden</p> <p>Den building</p> <p>Tell well known stories in the shelter</p>	<p>Reinforce rules and boundaries</p> <p>Move logs safely with support</p> <p>Build a bridge</p> <p>Investigate insects</p> <p>Bird watching</p> <p>Make sensory story sticks</p>	<p>Take part in outdoor challenges independently and in groups</p> <p>Climb trees</p>	<p>Play woodland versions of games</p> <p>Play in a team during games and scavenger hunts</p> <p>Make a sculpture/make up own nature games and teach it to a friend</p> <p>Take part in nature treasure hunt</p>	<p>Create an orienteering course for friends</p> <p>Complex team games- capture the flag</p>	<p>Complex team games- capture the flag</p> <p>Introduction to survival situations.</p>
Teamwork and problem solving	<p><u>KS1</u></p> <p>Children can play team games.</p> <p>Children can communicate their ideas to adults and other children.</p> <p>Children start to think about how they could solve a problem before asking an adult for help.</p> <p>Children can work as part of a team to complete scavenger hunts and small projects.</p>			<p><u>KS2</u></p> <p>Children build trust in their peers through playing games.</p> <p>Children can clearly communicate their ideas and take on board the ideas of others.</p> <p>Children mostly solve problems as part of a team, with minimal input from an adult.</p> <p>Children can work in a group to research and find what they need.</p> <p>Children understand how working as part of a team can help them to achieve a greater goal.</p>			

<p>Fire</p>	<p>Observe and talk about fire lighting procedures. Begin to contribute by selecting fuel Toast marshmallows 1:1</p>	<p>Able to contribute in establishing group fire safety rules. Gather fuel of choice and explain why it may help with the fire Toast marshmallows 1:2</p>	<p>Children are able to explain fire safety procedures. Explore using the flint and steel to make a spark. Prepare kindling for fire. Toast marshmallows 1:3 to make s'mores</p>	<p>Children can explain what the fire safety procedures are and why we have them in place. Explore alternative methods for lighting a fire (cotton wool to make fairy pillow) Prepare kindling for fire Toast marshmallows and simple bread</p>	<p>Children can explain what the fire safety procedures are and why we have them in place. Light a small contained fire 'fairy fire' Support with making and tending to the campfire Toast/cook food on fire.</p>	<p>Children can explain what the fire safety procedures are and why we have them in place. Light a small contained 'fairy fire' and keep it going to toast marshmallows. Support with making and tending to the campfire Toast/cook food. Introduction of using the pan for cooking.</p>	<p>Children can explain what the fire safety procedures are and why we have them in place. Make and tend a fire safely. Prepare and light a campfire with support. Plan for food to be cooked using their knowledge of cooking on a fire.</p>
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