



Progression of Skills – Forest School

Skills	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Shelter Building	<p>Introduction of basic shelter building with support</p> <p>Mini-den building for small animals</p>	<p>Supported construction of tripod structures (mini-den building)</p> <p>Erect a lean to shelter, with support</p>	<p>Independent use of tripod structures (animal den building)</p> <p>Introduction to lashing techniques to make frames</p> <p>Create a lean to shelter, independently or with limited support</p>	<p>Create a tarpaulin shelter in a woodland</p> <p>Work successfully as a group having considered and evaluated each members contributions</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose</p>	<p>Design and build varying sized shelters using tarpaulin and materials found in a woodland</p> <p>Work successfully as a group having considered and evaluated each members contributions</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose</p>	<p>Create a tipi shelter with camouflage</p> <p>Work successfully as a group having considered and evaluated each members contributions</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose</p>	<p>Shelter building challenge – working in teams the children plan, build and review their shelters (recap the different ways to build shelters)</p> <p>Work successfully as a group having considered and evaluated each members contributions</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose</p>
Using Tools	<p>Introduction to tools (peelers for whittling, hammers, mallets, trowels and forks)</p>	<p>Continuation of the use of basic tools (cutting of string, peeler for whittling, bow saw to cut discs (1:1))</p>	<p>Continuation of the use of basic tools, larger ropes and independent cutting of string</p> <p>Use of bow saw 1-1 to cut discs and peelers for whittling</p>	<p>In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages</p> <p>Peeler(1:1)</p>	<p>In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages</p> <p>Loppers Secateurs</p>	<p>In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages</p> <p>Loppers Secateurs Knives for whittling(1:1)</p>	<p>In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages</p> <p>Loppers Secateurs Knives for whittling (1:5)</p>
Knots	<p>Introduction to basic knots</p>	<p>Introduction to basic knots</p>	<p>More sophisticated use of knots for attaching to structures and trees</p> <p>Example - Overhand knot and half hitch Lashing and frapping techniques to make frames</p>	<p>More sophisticated use of knots for attaching to structures and trees</p> <p>Lashing and frapping frames and dual structures</p> <p>Example - Cow hitch,</p>	<p>More sophisticated knots for attaching to structures and trees</p> <p>Independent use of lashing and frapping techniques</p>	<p>Shelter hitches and knots</p> <p>More complex knots and selecting the correct knot for a job</p>	<p>More complex knots and selecting the correct knot for a job</p>

Using Fire for Cooking	Observe and talk about the safety of the fire and how to be safe around it.	Reinforce and talk about the safety of the fire and how to be safe around it.	Observe and talk about the safety of the fire and how to be safe around it.	Observe and talk about the safety of the fire and how to be safe around it.	Observe and talk about the safety of the fire and how to be safe around it.	Observe and talk about the safety of the fire and how to be safe around it.	Prepare and light a campfire with supervision
	Talk about fire triangle (oxygen, heat and fuel)	Talk about fire triangle (oxygen, heat and fuel) Contribute to fire lighting by gathering fuel	Talk about fire triangle (oxygen, heat and fuel) Contribute to fire lighting by gathering fuel Understand that we can use fire to cook simple food.	Talk about fire triangle (oxygen, heat and fuel) Contribute to fire lighting by gathering fuel Contribute to the making and cooking of damper bread.	Talk about fire triangle (oxygen, heat and fuel) Understand the types of wood required to start and keep a fire going (tinder, kindling and fuel) Build a fire example.	Talk about fire triangle (oxygen, heat and fuel) Experience using fire strikers to spark a flame Light a piece of cotton wool (fairy pillow)	

In addition to the above 4 main areas covered in Forest School sessions we seek to consolidate all areas of the curriculum and build and extend knowledge for example:

ENGLISH - Children will use descriptive vocabulary to describe woodland objects and plants, through sensory games. All of these sessions use speaking and listening, key literacy skills such as exciting vocabulary which then permeates all areas of learning. They will talk and share ideas about how we can help to look after the planet.

SCIENCE - Through shelter building children recognise that there are hazards in living things, materials and physical processes and assess risks and take action to reduce these risks to themselves and others. They learn to sort objects into groups on the basis of simple material properties, they learn that both pushes and pulls are forces and how a variety of materials are chosen for specific uses on the basis of their simple properties. Through mini beast hunts children learn about the different kinds of animals in local environment and understand that animals need food and water to survive. By looking at flowers children recognize the leaf, flower, stem and root of flowering plants. When cooking children follow instructions to control the risks to themselves, they use the senses of sight, hearing, smell, touch and taste as appropriate. They communicate what happens in a variety of ways including speech and explore and describe the way some materials change when they are heated.

MATHS – Children measure lengths of sticks and consolidate 3D shapes when building dens and making picture frames.

ART and DT – The Forest Schools curriculum gives all children the opportunities to cut wood and shape it safely using a range of tools. They will learn how to use a hand drill, peeler and loppers. They will also learn how to lash pieces of wood together and how and why we tie different knots.

PSHE – Forest School will nurture a deeper bond with nature and consider how much joy it brings to the children, and how they should respect and look after our planet. They will learn how to listen to other people, and play and work collaboratively