



# Our Forest School Adventure



## Progression of Forest School Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Shelter Building</b>	<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 contribution to shelter building</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> <p>Compare and evaluate the shelters</p>

<b>Use of Tools</b>	<p>Introduction to basic tools: scissors Peelers Palm drills 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 “blood bubbles” to encourage the children to think about the safety of themselves and others when using tools</p>	<p>Continuation with the use of basic tools for cutting and whittling (with peelers)</p> <p>Introduction of junior hacksaws, supported in small groups with an adult</p> <p>Children should be able to independently enforce their blood bubble 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>Hand-drills and pistol grip drills introduced</p> <p>Children independently enforce blood bubbles 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 1:1</p> <p>Children select the equipment needed for drilling</p> <p>Children independently enforce blood bubbles 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>Children are involved in taking care of the tools</p> <p>Children independently enforce blood bubbles 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>Introduction of loppers (1:1)</p> <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 blood bubbles for the</p>

							safety of themselves and others
<b>Understanding of our environment</b>	<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 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>Children know the rules of Forest School and understand the boundaries set for them</p> <p>Children can use the environment around them to 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>Children know the rules of Forest School and understand the boundaries set for them</p> <p>Children can explain how the forest 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>Children know the rules of Forest School and understand the boundaries set for them</p> <p>Children can explain how the forest 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 describe the benefits</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 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>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 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>

			outside makes them feel	Children can describe how being outside makes them feel	of spending time outside	Children can describe the benefits of being outside  Children understand why they have a responsibility to help take care of the local community and wider world	Children play an active part in looking after the wider community and environment
<b>Teamwork and Problem Solving</b>	<b>KS1</b>			<b>KS2</b>			
	Children can play team games			Children build trust in their peers through playing games			
	Children can communicate their ideas to adults and other children			Children can clearly communicate their ideas and take on board the ideas of others			
	Children start to think about how they could solve a problem before asking an adult for help			Children mostly solve problems as part of a team, with minimal input from an adult			
	Children can work as part of a team to complete scavenger hunts and small projects			Children can work in a group to research and find what they need			
	Children understand how working as part of a team can help them to achieve a greater goal						
<b>Fire</b>	Observe and talk about fire lighting procedures. Begin to contribute by selecting fuel  Toast marshmallows 1:1	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	Children are able to explain fire safety procedures  Explore using the flint and steel to make a spark  Prepare kindling for fire	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)	Children can explain what the fire safety procedures are and why we have them in place  Light a small contained fire 'fairy fire'	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 marshmallow	Children can explain what the fire safety procedures are and why we have them in place  Make and tend a fire safely

		<p>Introduction of using the Kelly kettle for hot drinks (if deemed appropriate for the group)</p>	<p>Toast marshmallows 1:3 to make s'mores</p> <p>Use Kelly Kettle for hot drinks – children to be invited to feed the fire where appropriate</p>	<p>Prepare kindling for fire</p> <p>Toast marshmallows and simple bread</p> <p>(other cooking may be included to fit in with taught topics)</p>	<p>Support with making and tending to the campfire</p> <p>Toast/cook food on fire, adapting bread recipe from before</p>	<p>Support with making and tending to the campfire</p> <p>Toast/cook food. Introduction of using the pan for cooking</p>	<p>Prepare and light a campfire with support</p> <p>Plan for food to be cooked using their knowledge of cooking on a fire</p>
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