

Forest Schools Progression of Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Shelter Building	<p>Introduction of basic shelter building with support (some indoor and outdoor equipment)</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 and frapping 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>
Knots	<p>Tying shoe laces</p> <p>Granny knot</p> <p>Experiment with tying objects together</p>	<p>Introduction to basic knots</p>	<p>Introduction to use of knots for attaching to structures and trees (overhand knot and half hitch)</p> <p>Lashing and frapping techniques to</p>	<p>More sophisticated use of knots for attaching to structures and trees</p> <p>Lashing and frapping to build frames and dual structures</p>	<p>More sophisticated use of knots for attaching to structures and trees</p> <p>Independent use of lashing and frapping techniques</p>	<p>More complex knots</p> <p>Selecting the correct knot for a job</p> <p>Clove Hitch knot</p>	<p>Use of simple and complex knots independently</p> <p>Make selection of the correct knot for a job</p> <p>Peer mentor and explain how to tie different knots and know which knot</p>

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			make simple tepee frames Square knots	Slip knot (a quick release knot) - should be used safely as it is a type of noose	Taut-line Hitch knot		is used for different tasks
Using Tools	Introduction to tools Hammers, mallets, trowels and forks	Continuation of the use of basic tools Cutting of string, loppers	Continuation of the use of basic tools, larger ropes and independent cutting of string Use of bow saw (1-1) to cut discs and loppers	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 Bow saws Loppers Knives for whittling (Small group with adult support)	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 Bow saws Loppers Knives for whittling (Small group with adult support)	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 Select and use a range of tools to complete a task (Adult support) Bowie Knife (Small group with adult support)	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 Select and use a range of tools to complete a task independently (Adult supervision)
Using Fire for Cooking	Safety procedures – fire safety Observe and talk about fire lighting procedures, begin to contribute by selecting fuel	Safety procedures – fire safety Be safe around a fire	Safety procedures – fire safety Experience using fire strikers to spark a flame	Safety procedures – fire safety Light a tepee fire and keep it going	Safety procedures – fire safety Roast food on a fire with adult support	Safety procedures – fire safety Roast food on a fire with adult support	Safety procedures – fire safety Prepare and light a campfire with supervision

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		Contribute to fire lighting by gathering fuel	Light a piece of cotton wool (fairy pillow) Discuss the fire triangle			Make and tend a fire safely	
Boundary Rules and Safety	<p>Listen to boundaries, safety and general rules and try to carry them out</p> <p>Observe the boundaries and remain within them.</p> <p>Explain some of the rules and safety procedures</p>	<p>Say where the boundaries are and remain within them.</p> <p>Retell and carry out the rules and safety procedures (e.g. snakes, moving/lifting objects)</p>	<p>Explain where the forest and extended boundaries are and explain why they should remain within them</p> <p>Explain and adhere to the rules and safety rules</p>	<p>Identify where the forest boundaries are say why.</p> <p>Remain within the boundaries and extended boundaries</p> <p>Retell and adhere to safety procedures</p>	<p>Explain the boundaries to new children</p> <p>Remain within the boundaries and extended boundaries</p> <p>Remind others of safety rules and procedures if needed</p>	<p>Contribute to decisions about the forest boundaries and extended boundaries and remain within them</p> <p>Remind and support others and new pupils with the safety rules and procedures</p>	<p>Take a leadership role in deciding the forest boundaries and extended boundaries and remain within them without boundary markings.</p> <p>Adhere to rules and safety procedure without reminders and support peers (including new pupils)</p>
Nature Appreciation <i>(Link to Science Curriculum when appropriate)</i>	Introduction to different flora and fauna found in the school environment	Begin to identify some of the flora and fauna found in the school environment	Begin to identify some of the flora and fauna found in the school environment and explain their uses	<p>Identify flora and fauna found in the school environment and explain their uses</p> <p>Utilise flora for a specific use that it is suited to</p> <p>Begin to discuss how different flora and fauna interact</p>	<p>Begin to identify a range of flora and fauna in different environments</p> <p>Identify how different flora and fauna interact</p>	Able to identify flora and fauna in various environments and explain their uses	Able to identify flora and fauna in various environments and explain their uses