

Progression Skills at Forest School AKPS

Reception

- Introduction to rules/boundaries/format of sessions
- Promotion of independent learning opportunities/skills
- Introduction of basic real tools – hammers, mallets, trowels and forks
- Introduction of basic shelter building with support
- Safety procedures
- Promotion of free exploration

Year 1

- Re-enforcement of rules and boundaries
- Continuation of the use of basic tools, larger ropes and independent cutting of string
- Introduction to basic knots
- Supported construction of tripod structures on a small and large scale

Year 2

- Re-enforcement of rules and boundaries
- Continuation of the use of basic tools, larger ropes and independent cutting of string
- More sophisticated use of knots for attaching to structures, trees etc.
- Independent use of tripod structures
- Introduction of lashing and frapping techniques to make frames

Year 3

- Re-enforcement of rules and boundaries
- Continuation of the use of basic tools, larger ropes and independent cutting of string
- More sophisticated use of knots for attaching to structures, trees etc.
- Lashing and frapping frames and dual structures – attaching hessian using knots
- Introduction of bow saw and peeler – 1:1 support

Year 4

- Re-enforcement of rules and boundaries
- Continuation of the use of basic tools, larger ropes and independent cutting of string
- Continued more sophisticated use of knots for attaching to structures, trees etc.
- Further extend lashing and frapping techniques on a smaller scale at an independent level
- Introduction of hack saw/loppers/secateurs/whittling using knives 1:1 support

Year 5 as year 4 plus the following

- Introduction of fire safety and cooking over a camp fire.
- Introduce knowledge about the wildlife within our school grounds and how to look after them.

Year 6 as year 5 plus the following

- further knowledge about fire safety and fire lighting to an independent level.
- To introduce peer mentoring into F/S, i.e.: den building / willow weaving



Curriculum links

Forest School sessions seek to consolidate all areas of the curriculum and build and extend knowledge:

ENGLISH - Children will use descriptive vocabulary to describe woodland objects and plants, through sensory games. All of these sessions used 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 – Apple class have been looking at different habitats and we've been identifying some in the school grounds. Bonsai were looking at how animals are grouped into vertebrates and invertebrates and how vertebrates are further grouped into: birds, mammals, amphibians, reptiles and fish. We will be consolidating this learning by finding examples of each and learning more about the animals that live in our immediate environment. This term Bonsai are investigating different materials and we will consider these and their properties when turning the gardens into sensory gardens.

MATHS – Children measure lengths of sticks and consolidate 3D shapes when making the bird house.

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. The bird tables and nest-in-boots will provide an opportunity to apply these skills, as will sculptures for the gardens.

PSHE – We will nurture a deeper bond with nature and consider how much joy it brings us, and how we in turn should respect and look after our planet. In developing the sensory gardens we will consider all children and all needs and how we can create spaces that provide experience for multiple senses. In addition, the infrastructure and design will be improved so that every child can have positive learning experiences. We will seek feedback and make improvements.