

Forest Schools skills progression



Skills	Year R	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 using woodland materials.</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 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> <p>Set up a tent.</p>
Geographical Skills and Navigation	<p>Follow rules and boundaries.</p> <p>Promote free exploration.</p> <p>Seasonal walks around local village following a simple map with landmarks</p>	<p>Use simple compass directions (North, South, East and West),</p> <p>Use directional language (near and far; left and right).</p> <p>Describe the location of features and routes on a map.</p> <p>Recognise landmarks and human and physical features.</p>	<p>Use simple compass directions (North, South, East and West).</p> <p>Use directional language (near and far; left and right).</p> <p>Describe the location of features and routes on a map.</p> <p>Recognise landmarks and human and physical features.</p>	<p>Demonstrate understanding of the concept of a basic map.</p> <p>Navigate your way around a simple orienteering course.</p> <p>Understand the term 'orientate or 'setting' a map.</p> <p>Complete a simple 'star' orienteering activity in pairs / groups.</p>	<p>Recognise features and symbols on the map.</p> <p>Understand how to orientate the map.</p> <p>Demonstrate understanding of a line orienteering course (short loop) and star orienteering.</p> <p>Build trust with a partner and work together when orienteering.</p>	<p>Use the eight points of a compass and four figure grid references.</p> <p>Develop expertise in the orienteering skills of orientating a map, following a course, and recognition of relevant map symbols.</p> <p>Demonstrate an understanding of the relationship between pacing and distance.</p>	<p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey Maps).</p> <p>Further develop navigational skills by planning ahead, identifying problems and making decisions.</p> <p>Learn to balance speed and accuracy Set, read and follow a bearing Practice and develop pacing skills.</p>

		Devise a simple map and use basic symbols in a key.	Devise a simple map and use basic symbols in a key.	Record information accurately and neatly. Follow rules when completing a star orienteering activity.		Plan a short loop course for another pair to follow. Improve confidence in map reading and the transfer of information from map to ground. Apply skills of orienteering including thumbing the map, route choice and symbol recognition. Plan the most efficient route so that the course is completed in the quickest time. Complete the orienteering course in the fastest time possible competing against others.	Be able to take a bearing from a map and use that bearing to find a control point. Combine map reading and compass skills. Measure the distance between control points and, using the map scale, estimate the number of paces required to reach each control. Demonstrate effective use of orientating a map, using a compass, setting, reading and following bearings, and scale to navigate around a score (scatter) orienteering course.
Team building/problem solving	<p>Introduction to rules and boundaries.</p> <p>Working and playing together, sharing resources and taking account of each other's ideas</p> <p>Promotion of free exploration of the natural environment.</p> <p>Taking controlled and managed risks supported by adults.</p> <p>Promotion of independent learning opportunities/skills.</p> <p>To communicate my ideas to adults and another child.</p>	<p>Re-enforce rules and boundaries.</p> <p>Travel safely over the terrain in Forest School.</p> <p>Carry sticks safely Work in a team to co-operate and communicate clearly.</p> <p>Discover what's in a pond. To play team games.</p> <p>To think about a solution to a problem before asking an adult for help.</p>	<p>Re-enforce rules and boundaries of forest schools.</p> <p>Move logs safely with support first.</p> <p>Build a bridge.</p> <p>Become a nature detective.</p> <p>Get soaking wet in the rain.</p> <p>Bird watching.</p>	<p>Take part in outdoor challenges on own and in a team.</p> <p>Make something out of wood.</p> <p>Cook outdoors.</p>	<p>Play woodland versions of games.</p> <p>I can work in a team during wide games and scavenger hunts.</p> <p>Make a sculpture.</p> <p>Make up your own game and teach it to someone.</p> <p>Treasure hunt</p>	<p>Orienteering with an OS map COMPLETE AT LEAST OF THE NATIONAL TRUST LIST OF THINGS TO DO BY THE TIME YOU ARE 11 ¾ .</p> <p>Cross curricular links to forest school and other subjects. Climb a tree (*residential to Viney Hill to safely do this)</p> <p>Designing show gardens and challenges with Celebrity Gardener and podcast work</p> <p>Peer coaching</p>	<p>Creativity: COMPLETE ANOTHER 5 OF THE NATIONAL TRUST LIST OF THINGS TO DO BY THE TIME YOU ARE 11 ¾ .</p> <p>Cross curricular links to forest school and other subjects. Designing show gardens and challenges with Celebrity Gardener</p> <p>Peer coaching</p>

	<p>Plant bulbs and seeds and watch them grow.</p> <p><i>Seasonal walks in the local area looking for seasonal changes and local landmarks</i></p>	<p>To communicate my ideas to adults and other children.</p> <p><i>Hunt for insects. Make a daisy chain. Build a den.</i></p>					
Using Tools and taking controlled risks	<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.</p>	<p>Continuation of the use of basic tools, larger ropes and independent cutting of string. Use of bow saw 1-1 to cut discs.</p>	<p>In Key Stage 2 children will develop their skills when using a range of tools.</p> <p>Tools will only be used when the children are ready to do so. Children's ability to use tools will develop at different ages Peeler(1:1) 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.</p> <p>Tools will only be used when the children are ready to do so. Children's ability to use tools will develop at different ages Secateurs Peeler(1:1)</p>	<p>In Key Stage 2 children will develop their skills when using a range of tools.</p> <p>Tools will only be used when the children are ready to do so. Children's ability to use tools will develop at different ages Loppers Secateurs Knives for whittling</p>	<p>In Key Stage 2 children will develop their skills when using a range of tools.</p> <p>Tools will only be used when the children are ready to do so. Children's ability to use tools will develop at different ages Loppers Secateurs Knives for whittling</p>
Knots	<p>Threading laces through holes. Threading objects on a string.</p>	<p>Tying shoe laces</p>	<p>Introduction to basic knots</p>	<p>More sophisticated use of knots for attaching to structures and trees Example - Overhand knot and half hitch.</p> <p>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 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>
Using Fire for Cooking	<p>Observe and talk about fire lighting procedures, begin to contribute by selecting fuel.</p> <p>Safety procedures – fire safety.</p>	<p>Be safe around a fire.</p> <p>Contribute to fire lighting by gathering fuel.</p>	<p>Experience using fire strikers to spark a flame.</p> <p>Light a piece of cotton wool (fairy pillow).</p> <p>Fire safety and the fire triangle.</p>	<p>Light a fairy fire and keep it going.</p>	<p>Roast food on a fire with support.</p> <p>To prepare fire lighting equipment and light a candle using matches with close supervision.</p>	<p>Cooking on a camp fire (roast food).</p> <p>Make and tend a fire safely</p> <p>To prepare fire lighting equipment and light a fire lighter using matches with close supervision.</p>	<p>Prepare and light a campfire with supervision.</p>
Key vocabulary	<p>Den Hammers Mallets Trowels Forks Seasons Planting Growing Bulb/seed Leaves</p>	<p>North, South, East and West, near and far; left and right tripod structure lean to shelter Peeler Human and physical features</p>	<p>Fire triangle Fire strikers Bow saw tripod structure lean to shelter lashing and frapping North, South, East and West, near and far; left and right</p>	<p>Fire triangle Fire strikers Tarpaulin Weatherproofing Durability Sturdiness Overhand knot Half hitch key (map key) orientteering</p>	<p>Fire triangle Fire strikers Tarpaulin Weatherproofing Durability Sturdiness Lashing and frapping Cow hitch map symbols. orientteering</p>	<p>Fire triangle Fire strikers Tipi shelter Camouflage Weatherproofing Durability Sturdiness Lashing and frapping eight points of a compass grid references.</p>	<p>Fire triangle Fire strikers Tipi shelter Camouflage Weatherproofing Durability Sturdiness Lashing and frapping Shelter hitches eight points of a compass</p>

	Roots stem		human and physical features key (map key)	'orientate or 'setting' a map Bow saw Peelers	'orientate or 'setting' a map. Secateurs Peeler	map symbols pacing distance Loppers Secateurs whittling	grid references. map symbols pacing distance Ordnance Survey Maps Loppers Secateurs whittling
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