



St Mary's CE Primary School

Forest Schools

Progression of Skills -Forest School

Shelter Building

	Reception	Y1	Y2
	<p>Introduction to basic shelter building</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 to make frame</p> <p>Make a lean- to shelter with limited support</p>
Y3	Y4	Forest School Club	Forest School Club
<p>Create a shelter using tarps</p> <p>Work successfully as a group to create a shelter</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability and weatherproofing, assess if it is fit for purpose</p>	<p>Design and build varying sized shelters using tarpaulins and materials found in Forest Schools</p> <p>Work successfully as a group, having considered and evaluated each members' contribution</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability and weatherproofing, assess if it is fit for purpose</p>	<p>Work successfully as a group, having considered and evaluated each members' contribution</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability and weatherproofing, assess if it is fit for purpose</p>	<p>Shelter building challenges, working in teams the children plan, build and review shelters</p> <p>Work successfully as a group, having considered and evaluated each members' contribution</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability and weatherproofing, assess if it is fit for purpose</p>

Geographical Skills and Navigation

Geographical Skills and Navigation			
	Reception	Y1	Y2
	<p>Follow rules and boundaries, specifically when accessing the pond</p> <p>Promote free exploration and investigation</p> <p>Use positional language</p>	<p>Use simple compass directions (North, South, East and West)</p> <p>Use simple 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>Devise a simple map and use basic symbols on a key</p>	<p>Use simple compass directions (North, South, East and West)</p> <p>Use simple 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>Devise a simple map and use basic symbols on a key</p>
Y3	Y4		
<p>Demonstrate understanding of the concept of a basic map</p> <p>Navigate way around a simple orienteering course</p>	<p>Recognises features and symbols on a map</p> <p>Understand how to orientate the map</p> <p>Demonstrate understanding of a line orienteering course (short loop) and star orienteering (returning to base between each control)</p> <p>Build trust with a partner when completing star orienteering</p>		

Exploration and Play

	Reception	Y1	Y2
	<p>Introduce to rules and boundaries Promotion of free exploration</p> <p>Promotion of independent learning opportunities/skills</p> <p>Show awareness of risk brambles/nettles/water</p> <p>Plant bulbs/sensory walks/search for insects</p>	<p>Reinforce rules and boundaries Travel safely over terrain</p> <p>Carry sticks safely</p> <p>Work as a team to cooperate and communicate clearly</p> <p>Discover what is living in the pond/make a daisy chain/investigate the herb garden/den building/tell well known stories in the FS environment</p>	<p>Reinforce rules and boundaries</p> <p>Move logs safely with support</p> <p>Build a bridge/investigate insects living in FS/bird watching/make sensory story sticks</p>
Y3	Y4		
<p>Take part in outdoor challenges on own and in groups</p> <p>Make something out of wood</p>	<p>Play woodland versions of games</p> <p>Play in a team during wide games and scavenger hunts</p> <p>Make a sculpture/make up own nature games and teach it to a friend</p> <p>Take part in nature treasure hunt</p>		

Using Tools

Using Tools			
	Reception	Y1	Y2
	Introduction to tools – peelers (with gloves) for whittling, trowels and forks for planting	Continuation of the use of basic tools, peelers, hammer	Continuation of the use of basic tools, larger ropes and independent cutting of string
Y3	Y4	Forest School Club	Forest School Club
In KS2 children will develop their skills when using a range of tools. Tools will only be used when children are physically, emotionally and mentally ready to do so	In KS2 children will develop their skills when using a range of tools. Tools will only be used when children are physically, emotionally and mentally ready to do so	In KS2 children will develop their skills when using a range of tools. Tools will only be used when children are physically, emotionally and mentally ready to do so	In KS2 children will develop their skills when using a range of tools. Tools will only be used when children are physically, emotionally and mentally ready to do so

Knots

Knots			
	Reception	Y1	Y2
	Tying shoe laces	Introduction to basic knots	More sophisticated use of knots for attaching to structures to structures and trees Basic – overhand knot Lashing techniques to make frames
Y3	Y4	Forest School Club	Forest School Club
More sophisticated use of knots for attaching to structures to structures and trees Clove hitch, figure of 8	More sophisticated use of knots for attaching to structures to structures and trees	More sophisticated use of knots for attaching to structures to structures and trees Independent use of lashing techniques	More complex knots and ability to select the correct knot for the job.

Fire

**Using Fire for Cooking
only with Forest Lead**
**JB swap for sessions as
appropriate – link to insurance
must be a Forest School Leader**

Observe and talk about fire lighting procedures,
begin to contribute by selecting fuel

Safety procedures – fire safety

Be safe around a fire

Contribute to fire lighting by
gathering fuel

Experience using fire strikers to spark a
flame

Light a piece of cotton wool (fairy pillow)

Fire safety and the fire triangle