



PROGRESSION OF SKILLS – Forest School

Skills	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Vocabulary	Shelter, den, animals Rules, boundaries, trees, plants, animals Fire, safety, cooking, roasting Forwards, backwards	Shelters, tarpaulin, pegs, rope, paracord, tripod Compass, north, east, south, west, directional language Map, human and physical features, symbols, key Rules, boundaries, instructions Tools, mallets, gardening tools Tying laces, knots Fire, lightening, safety, toasting and cooking	Den building, tripods, shelters, evaluating strengths and areas to improve, team work Compass directions, north, east, south and west, directional language, map, directions, human and physical geography, key Tool use and safety, mallets, gardening tools Knots, lashing and frapping techniques, tying shoe laces, Fire lighting, flint and steel, safety, fire triangle, cooking and toasting	Shelter, woodland, team work, evaluating success, weatherproofing, sturdiness, durability Navigation, maps, directions, orientate Tool use and safety, mallets, peelers and gardening tools Knots, lashing and frapping, sophisticated Fire safety and procedures, fire triangle, fairy fires	Woodland shelter, tarpaulin, evaluating contributions, sturdiness, weatherproofing, durability and woodland materials Orientate/set a map, orienteering, trust, partner, features of a map, key, symbols Tool use and safety, Mallet, Gardening Equipment, Loppers, Bow Saw, Knives for whittling Camp fire, fire safety, flint and steel, kindling, fairy fire Make and tend to a fire safety, flint and steel, fire safety	Shelter, tipi shelter, evaluate contributions, weatherproofing, sturdiness, compare and evaluate Orienteering, directions, eight points of a compass, orientating, setting a map, features, pacing and distance, planning, route, compete Tool use and safety talks, Mallet, Gardening Equipment, Loppers, Bow Saw, Knives for whittling, Billhook Complex knots and fit for purpose Camp fire, kindling, safety	Shelter building, challenge, plan, build, review, residential, preparation Compass directions, grid references, ordnance survey, compass bearing Tool use and safety talks, Mallet, Gardening Equipment, Loppers, Bow Saw, Knives for whittling, Billhook Complex knots, fit for purpose Campfire, supervision, independently, Fire safety procedures and rules
Shelter Building	Introduction of basic shelter building with support (some indoor and outdoor equipment) Mini-den building for small animals	Supported/independent construction of shelters with resources such as tarps and pegs. Introduce paracord for tying Independent mini den building for animals such as tripod structures	Independent use of tripod structures Introduction to lean to shelters Use of paracord to secure tarpaulins in shelter building Evaluating dens for weatherproofing	Create a tarpaulin shelter in a woodland with knots Work successfully as a group, having considered and evaluated each members' contributions Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose Moving to independent construction of lean to shelters	Design and build varying sized shelters using tarpaulin and materials found in a woodland Work successfully as a group, having considered and evaluated each members' contributions Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose	Create a tipi shelter with camouflage Work successfully as a group, having considered and evaluated each members' contributions Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose	Shelter building challenge – working in teams the children plan, build and review their shelters (recap the different ways to build shelters) Work successfully as a group, having considered and evaluated each members' contributions Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose Set up a tent in preparation for going on a residential visit

<p>Geographical Skills and Navigation</p>	<p>Follow rules and boundaries</p> <p>Promote free exploration</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>Devise a simple map and use basic symbols in a key</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>Devise a simple map and use basic symbols in a key</p> <p>Take part in a star orienteering course with support</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>Record information accurately and neatly</p> <p>Follow rules when completing a star orienteering activity</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>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>Plan a short loop course for another pair to follow</p> <p>Improve confidence in map reading and the transfer of information from map to ground</p> <p>Apply skills of orienteering including thumbing the map, route choice and symbol recognition</p> <p>Plan the most efficient route so that the course is completed in the quickest time</p> <p>Complete the orienteering course in the fastest time possible competing against others</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</p> <p>Set, read and follow a bearing</p> <p>Practice and develop pacing skills</p> <p>Be able to take a bearing from a map and use that bearing to find a control point</p> <p>Successfully undertake an orienteering competition using an unfamiliar map in a new location</p> <p>To navigate around a score (scatter) orienteering course</p>
<p>Play / Exploring (linked to My Activity Passport)</p>	<p>Introduction to rules and boundaries</p> <p>Promotion of free exploration</p> <p>Promotion of independent learning opportunities/skills</p> <p><i>Plant bulbs and watch them grow</i></p> <p><i>Autumn walk</i></p> <p><i>Search for butterflies</i></p>	<p>Re-enforce rules and boundaries</p> <p>Travel safely over the terrain in Forest School</p> <p>Carry sticks safely</p> <p>Work in a team to co-operate and communicate clearly</p> <p><i>Discover what's in a pond</i></p> <p><i>Hunt for insects</i></p> <p><i>Roll down a hill</i></p> <p><i>Make a daisy chain</i></p> <p><i>Build a den</i></p>	<p>Re-enforce rules and boundaries of forest schools</p> <p>Move logs safely with support first</p> <p><i>Build a bridge</i></p> <p><i>Become a nature detective</i></p> <p><i>Get soaking wet in the rain</i></p> <p><i>Bird watching</i></p>	<p>Take part in outdoor challenges on own and in a team</p> <p><i>Climb a tree</i></p> <p><i>Make something out of wood</i></p> <p><i>Cook outdoors</i></p>	<p>Play woodland versions of games</p> <p>I can work in a team during wide games and scavenger hunts</p> <p><i>Make a sculpture</i></p> <p><i>Make up your own game and teach it to someone</i></p> <p><i>Treasure hunt</i></p>	<p><i>Orienteering with an OS map</i></p>	<p><i>Create a time capsule</i></p>

Using Tools	Introduction to tools with full support from adults (hammers, mallets, trowels and forks)	Continuation of the use of basic tools (cutting of string, mallets and gardening tools)	Continuation of the use of basic tools (cutting of string, mallets and gardening tools)	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 Introduction to using the peeler to peel fruit and vegetables or whittling sticks Mallets Gardening equipment	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 Mallet Gardening Equipment Loppers Bow Saw Knives for whittling	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 Mallet Gardening Equipment Loppers Bow Saw Knives for whittling Billhook	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 Mallet Gardening Equipment Loppers Bow Saw Knives for whittling Billhook
Knots	Using string in play settings	Tying shoe laces with support Introduction to basic knots	Tying shoe laces more independently Example - Overhand knot and half hitch Lashing and frapping techniques to make frames	More sophisticated use of knots for attaching to structures and trees Lashing and frapping frames and dual structures Example - Cow hitch,	More sophisticated knots for attaching to structures and trees Independent use of lashing and frapping techniques	Shelter hitches and knots More complex knots and selecting the correct knot for a job	More complex knots and selecting the correct knot for a job
Using Fire for Cooking	Observe and talk about fire lighting procedures, begin to contribute by selecting fuel Safety procedures – fire safety Toasting marshmallows with support Observing popcorn popping	Be safe around a fire Contribute to fire lighting by gathering fuel Toasting marshmallows with support if needed Support with cooking popcorn	Experience using flint and steel to create sparks Light a piece of cotton wool (fairy pillow) with support Fire safety and the fire triangle Toasting of marshmallows and bread with support if needed Support with cooking popcorn	Attempt to light a fairy fire with a flint and steel Fire safety and procedures Independent toasting of marshmallows and bread Support with cooking popcorn Other food maybe cooked	Cooking on a camp fire (roast food) Make and tend to a small fire safely (fairy fire and introduce small pieces of kindling) Use a flint and steel to create a spark and attempt to light the fire	Cooking on a camp fire (roast food) Make and tend to a small fire safely (fairy fire and introduce small pieces of kindling) Fire safety and procedures	Prepare and light a campfire with supervision Cook on the fire independently Fire safety procedures and rules