

Forest School Skills Progression



Skills	Year 3	Year 4	Year 5	Year 6
<p>Shelter Building</p> <p><i>(links to DT and PSHE)</i></p>	<p>Introduce basic shelter building.</p> <p>What does a basic shelter need to provide?</p> <p>Mini den building for small animals.</p> <p>To assist with the building of a basic shelter.</p>	<p>Create a tarpaulin shelter in the woodland – A frame structure.</p> <p>Work successfully as a group, having considered and evaluated each members’ contributions.</p> <p>Compare and evaluate shelter in relation to their sturdiness, durability, weatherproofing and if it is fit for purpose.</p>	<p>Improve on shelter building, identifying good locations, incorporating natural materials.</p> <p>Working as a team, communicating together.</p>	<p>Create a small group shelter to have lunch in (Carsington).</p> <p>Identify a suitable safe area to hang a hammock with correct knots.</p>
<p>Geographical Skills/Location</p> <p><i>(links to PE, Geography, maths and science)</i></p>	<p>Follow rules and boundaries.</p> <p>Promote free exploration.</p> <p>Use simple compass directions (North, East, South, 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>Recognise 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.</p> <p>Build trust with a partner and group and work together when orienteering</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>Create an orienteering course in teams for the rest of the group.</p> <p>Add into the orienteering facts and points of interests of the area, enabling the participants to learn/notice ore about the environment.</p>

	<p>Recognise features and symbols on a map</p> <p>Build trust with a partner and group and work together when orienteering</p>	<p>Devise a simple map and use basic symbols in a key</p>	<p>Record information accurately and neatly</p> <p>Follow rules when completing an orienteering activity</p> <p>Build trust with a partner and group and work together when orienteering</p>	
<p>Play/Exploring</p> <p><i>(links to PE and PSHE)</i></p>	<p>To participate in various games.</p>			<p>To create their own games.</p>
<p>Using tools</p> <p><i>(links to DT and PSHE)</i></p>	<p>Recognise blades and how to use them safely.</p> <p>Share and take turns.</p> <p>Use the bridge cut.</p> <p>Clean and put away.</p>	<p>Gain confidence in safe use of tools</p>	<p>To be able to organise and leave a workspace clean and tidy</p> <p>Tell somebody else the tool, use, and how to use safely</p>	<p>Name and demonstrate the safe use of a minimum of four hand tools</p>
<p>Knots</p> <p><i>(links to DT)</i></p>	<p>To know basic knots:</p> <ul style="list-style-type: none"> • Timber hitch • Clove hitch • Overhand knot 	<p>To demonstrate how to use knots.</p> <p>To tie knots for different purposes.</p> <p>Using knots to strengthen structures.</p>	<p>Make an item using natural materials,</p> <p>Use knots competently in shelter building.</p>	<p>Teach others the tension knot and how to hang a hammock.</p>
<p>Using Fire and Cooking</p> <p><i>(links to science and PSHE)</i></p>	<p>Basic safety</p> <p>Recognise elements needed for fire – fire triangle.</p> <p>Safe places to have a fire.</p>	<p>Competent knowledge of fire triangle.</p> <p>Different ways of eliminating fire.</p>	<p>To list three safety rules for using a campfire.</p> <p>To assist in laying and extinguishing a small fire.</p>	<p>To create a spark and create and extinguish small fire.</p>

<p>Story and Narrative</p> <p>Poetry</p> <p>Onomatopoeia</p> <p><i>(links to English)</i></p>	<p>Imagination.</p> <p>Woodland fantasy and story.</p> <p>Exploring objects and materials and using to create a story mountain.</p>	<p>Explore mythical and magical ideas</p>	<p>Storytelling.</p> <p>Following instructions and creating story maps.</p>	<p>Sharing stories with the group.</p>
<p>Plants and animals</p> <p><i>(links to science)</i></p>	<p>To identify common trees using an id guide.</p> <p>To recognise fruits, nuts and berries of an id guide.</p> <p>To find fossils in the rocks.</p> <p>To recognise which animals and birds we may see in the wood.</p>	<p>Animal habitats.</p> <p>Life cycles.</p>	<p>To identify and tell a couple of facts about trees.</p> <p>To find and identify fossils.</p> <p>To know what deciduous trees are.</p> <p>Understanding what a native tree is.</p>	<p>To identify a range of plants trees and animals found at forest school</p> <p>To be able to give simple biodiversity in relation to woodlands</p> <p>To be able to share with others the history of Stoney wood</p>
<p>Seasons</p> <p><i>(Links to science)</i></p>	<p>To recognise features of different seasons.</p> <p>Know how to stay warm in cold weather.</p> <p>Identify changes seen during winter.</p> <p>Identify how animals stay warm.</p> <p>Explore materials for insulation and warmth.</p>	<p>To identify and know why it is the season it is.</p> <p>What to expect in the different seasons.</p>	<p>To understand reasons for autumn colour.</p> <p>Knowing when it is the Summer and Winter solstice.</p>	<p>To understand reasons for seasons.</p> <p>Understanding reasons for longest and shortest days, and the solstices.</p> <p>Understanding Earths hemispheres, longitude and latitude, and how the Earth orbits the sun.</p>
<p>Growing vegetables and harvesting</p>	<p>Identify how plants grow.</p>	<p>Know what plants need to grow.</p>	<p>Prepare seed beds, sowing seeds in drills and labelling.</p>	<p>Correctly reading seed packet instructions, measuring depths and</p>

<p>Creating recipes</p> <p><i>(links to DT and science)</i></p>	<p>Prepare vegetable beds.</p> <p>Recognising weeds.</p> <p>Sow seeds.</p> <p>Maintain vegetable beds.</p> <p>Collect apples.</p> <p>Harvest and identify foods from vegetable beds.</p>	<p>Know what fruit and vegetables are ready at different times of the year.</p> <p>Choosing seeds to plant.</p> <p>Assist with use of apple press.</p>	<p>Collect, prepare and cut apples for apple crumble.</p> <p>Harvest potatoes and peel, cut and prepare for chips or part of a soup.</p>	<p>spacing and sowing seeds in drills and labelling. <i>(links to maths and English)</i></p> <p>Recipes with fruit and vegetables.</p> <p>Harvest cook and share with rest of group.</p> <p>Collect, prepare, cut and press apples for apple juice.</p>
<p>Risk, care of environment</p> <p><i>(Links to science, school values and PSHE)</i></p> <p>Respect</p>	<p>What is a hazard?</p> <p>Understand hazards and how we reduce risk.</p> <p>To show care of environment.</p>	<p>To be able to identify 3 different types of hazard in Forest School.</p>	<p>To be able to identify 3 different types of hazard on Forest School and what we do to reduce that hazard.</p>	<p>Complete a risk assessment for forest school.</p> <p>Proactive ways to look after the woodland space.</p>