



Skills and Progression Measure

Forest School is predominantly child led. This remains the basis of every session, with children being able to choose and lead their activities. Teaching holistically is very much of paramount importance with the sessions facilitating supported risk taking, play and individual learning - building on resilience, confidence and improving self-esteem as well as gaining further knowledge and appreciation of our natural environment. The levels described below are very loosely attached to year groups. It very much depends on how much experience the child has had. Tools will only be used when the children are physically, mentally and socially ready to do so and their ability to use tools will develop at different ages.

Our Curriculum is building on the knowledge learned in our Early Years...

Introduction to rules/boundaries/safety and the format of sessions

Tools: Introduction to basic tools (e.g. hammers, trowels, forks, peelers, mallets). Know what they look like, what they are called and what they can be used for. Be able to use a hammer and mallet safely.

Knots: Introduction to basic knots (e.g. shoe tying).

Fire: Observe and talk about fire lighting procedures and fire safety procedures.

Nature ID: Begin to identify woodland animals and trees. Begin to recognise seasonal changes. Support work on site to improve biodiversity e.g. planting.

Shelter building: Introduction to shelter building. Build a basic shelter with support.

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To deliver an inclusive, engaging and memorable curriculum which bridges differences, opens minds and fosters critical thinking in all our learners

Progression in Skills	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Tools	Use basic tools described for EYFS, plus bow saw to cut discs (1:1). Be able to use them safely with correct PPE.	Continue to use basic tools described for Year 1.	Continue to use basic tools safely. Begin to use the bow saw independently. Introduce secateurs and loppers.	Develop skills when using a range of tools. Tools to include but not limited to: bow saw, whittling knives, folding saw, secateurs, loppers, palm drill.	Develop skills when using a range of tools. Allow for increased independence.	Develop skills when using a range of tools. Allow for increased independence.
Knots	Make basic knots and use a knot to hold two sticks in place.	Make more sophisticated knots e.g. overhand and half hitch.	Make more sophisticated knots e.g. cow hitch, lashing and frapping techniques.	Make more sophisticated knots. Independently use lashing and frapping techniques.	Make more complex knots and select the correct knot for a job.	Make more complex knots and select the correct knot for a job. Make a quadrant using knots and lashings.
Shelter building	Independent shelter building with e.g. tarps and pegs. Introduce mini tripod building with support.	Build mini tripod dens with support. Introduce lean to shelters. Begin to use paracord to secure tarps	Build mini tripod dens and lean to shelters independently. Create shelters from tarps and independent knot tying. Compare and evaluate shelters.	Begin to design and build varying sized shelters using tarpaulin and materials found in FS. Work successfully as a group. Compare and evaluate shelters (sturdy, durable, weatherproof).	Continue to design and build varying sized shelters using tarpaulin and materials found in FS. Work successfully as a group. Compare and evaluate shelters (sturdy, durable, weatherproof).	Plan, build and review shelters in groups. Independently create a waterproof shelter using tarpaulins. Erect and take down tents.
Fire	Be safe around the firepit. Understand what fires need as fuel.	Use the strikers to spark a flame.	Light a fairy fire (piece of cotton wool) with a fire striker.	Light a fairy fire (piece of cotton wool) with a fire striker.	Light a fairy fire and keep it going with kindling. Introduction to campfires. Support keeping the fire going.	Light a small fire to boil the Kelly Kettle. Make hot chocolate for the group. Toast/cook food on the campfire.
Nature ID	Identify and name a variety of wild plants, allotment plants and common animals. Know about the signs of the seasons in the environment. Support work on site to improve biodiversity e.g. planting.	Use simple ID guides. Support work on site to improve the biodiversity e.g. planting and weeding.	Continue to use simple ID guides. Support work on site to improve biodiversity e.g. planting and weeding.	Continue to use simple ID guides. Support work on site to improve biodiversity e.g. planting, weeding, and making animal habitats.	Continue to use simple ID guides. Support work on site to improve biodiversity e.g. planting, weeding, and making animal habitats.	Continue to use simple ID guides. Support work on site to improve biodiversity e.g. planting, weeding, and making animal habitats.

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