

### Forest School Progression of skills

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Shelter Building</b>	<ul style="list-style-type: none"> <li>- I can build shelters using both given and found materials.</li> <li>- I can build a mini den for an animals/toy</li> </ul>	<ul style="list-style-type: none"> <li>-I can discuss shelters before building, explaining what I might want for a shelter</li> <li>-I can start to use a tripod structure</li> <li>- I can independently build a mini den for animals</li> <li>-I can start to question what worked well</li> </ul>	<ul style="list-style-type: none"> <li>-I can independently use a tripod structure for dens</li> <li>-I can start to use a lean to shelters and how the forest/woods help me</li> <li>-I can source own materials and explain why they have been chosen (properties of materials)</li> <li>-I can begin to use string and rope to help secure my dens, tying basic knots</li> <li>-I can start to say what worked well and what could be done differently next time</li> </ul>	<ul style="list-style-type: none"> <li>-I can independently create structure (tripod or lean to)</li> <li>-I can begin to use tarps with independent knot tying</li> <li>-I can work as part of a team to create a shelter for my group</li> <li>-I can compare and evaluate shelters</li> </ul>	<ul style="list-style-type: none"> <li>-I can design and build shelters using both tarpaulin and materials found in the woodland</li> <li>-I can explain purpose and properties of materials used</li> <li>-I can begin to use advance knot tying to ensure that tarps are secure</li> <li>-I can work as part of a group, considering how the roles of shelter building can be shared</li> <li>-I can evaluate shelters and my own contribution to shelter building</li> </ul>	<ul style="list-style-type: none"> <li>-I can design and build shelters using both tarpaulin and materials found in the woodland that could be used overnight</li> <li>-I can discuss the properties required of the shelter and how they can be used to keep us safe</li> <li>-I can work as a team to overcome any problems which may arise</li> <li>-I can compare and evaluate shelters including my own contribution</li> </ul>	<ul style="list-style-type: none"> <li>-I can recap the different methods which can be used for shelter building</li> <li>-I can build a camouflaged shelter, able to survive sudden rain</li> <li>-I can independently select materials and ask for further tools/materials where required</li> <li>-I can work successfully as a group.</li> </ul>
<b>Use of tools</b>	-I can begin to use tools with support	I can continue to use basic tools with	-I can continue to use basic tools, larger ropes and	-In Key Stage 2 children will develop their	-In Key Stage 2 children will develop their	-In Key Stage 2 children will develop their	-In Key Stage 2 children will develop their

	(peelers, palm drills, hammers, mallets, trowels and forks)	slightly less support (cutting of string, peeler, palm drills, hammers, mallets, trowels, forks, hack saws and pruning saw.)	independent cutting of string (cutting of string, peeler, palm drills, hammers, mallets, trowels, forks, hack saws, pruning saw and bow saw 1:1)	skills when using a range of tools with some independence -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	skills when using a range of tools with increased independence. -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 (cutting of string, peeler, palm drills, hammers, mallets, trowels, forks, hack saws, pruning saw, secateurs and loppers)	skills when using a range of tools with independence. - 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 (cutting of string, peeler, palm drills, hammers, mallets, trowels, forks, hack saws, pruning saw, secateurs and loppers)	skills when using a range of tools with independence. - 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 (cutting of string, peeler, palm drills, hammers, mallets, trowels, forks, hack saws, pruning saw, secateurs and loppers)
<b>Understanding of our environment</b>	-I can start to explain rules and boundaries -I can take part in bug hunts and beginning to talk about what I find	-I can explain the rules of Forest School and understand the boundaries set for me -I can	-I can explain the rules of Forest School and understand the boundaries set for me -I can explain why it is important to	-I can name and identify some trees in our grounds by using a simple ID guide. -I can group objects	-I can name some common garden birds and talk about their features. -I can name the common trees in our grounds	-I can name and identify some trees in our grounds by using a simple ID guide. -I can recognise pollution	-I can recognise pollution indicators in different habitats. -I can group objects according to my

	<p>-I can begin to name the sounds that they hear</p>	<p>recognise how to travel safely on rough ground</p> <p>-I can identify and name a variety of wild and garden flora.</p> <p>-I can describe the plant structure (including trees).</p> <p>-I can identify deciduous and evergreen trees.</p> <p>-I can identify and name a variety of common fauna from amphibians to mammals</p>	<p>look after my environment</p> <p>-I can talk about how being outside makes me feel</p> <p>-I can observe and describe seeds and how they are scattered in autumn.</p> <p>-I can explain what I need to survive (water, food, air).</p> <p>-I can name and identify some trees in our grounds by using a simple ID guide.</p> <p>-I can name sounds that I hear.</p>	<p>according to my own criteria.</p> <p>-I can name fauna in the environment and group them.</p> <p>-I can name sounds that I hear.</p> <p>- I can carry equipment around safely</p> <p>- I can suggest different ways in which I can look after the environment</p> <p>-I can discuss how to encourage wildlife to come into the grounds</p>	<p>-I can talk about how to encourage wildlife into an area.</p> <p>-I can carry out fieldwork – classifying and surveying animals.</p> <p>-I can match tracks and other signs to fauna.</p> <p>-I can name fauna in the environment and group them.</p> <p>-I can carry equipment and larger logs safely</p> <p>-I can actively participate in looking after the environment</p> <p>-I can carry out projects to encourage more wildlife to the school grounds</p> <p>-I can begin to describe the benefits of being outside</p>	<p>indicators in different habitats.</p> <p>-I can group objects according to my own criteria.</p> <p>-I can actively participate in looking after the environment and maintaining forest school</p> <p>-I can carry out projects to encourage more wildlife to the school grounds and develop a range of habitats</p>	<p>own criteria.</p> <p>-I can actively participate in looking after the environment and maintaining forest school</p> <p>-I can carry out projects to encourage more wildlife to the school grounds and develop a range of habitats</p> <p>-I can independently plan projects to look after the environment</p> <p>-I can continue to develop habitats on the school grounds</p> <p>-I can play an active part in looking after the wider community and environment</p>
<b>Fire</b>	-I can observe	-I can	-I can explain fire	-I can explain	-I can explain	-I can explain	-I can explain

	<p>and talk about fire lighting procedures.</p> <p>-I can begin to contribute by selecting fuel</p>	<p>contribute to establishing group fire safety rules</p> <p>-I can gather fuel of choice and explain why it may help with the fire</p> <p>-I can observe the use of the Kelly kettle for hot drinks</p>	<p>safety procedures</p> <p>-I can begin to use the flint and steel to make a spark</p> <p>-I can prepare kindling for fire</p> <p>-I can observe the use of the Kelly Kettle and be invited to feed the fire where appropriate</p>	<p>what the fire safety procedures are and why we have them in place</p> <p>-I can explore alternative methods for lighting a fire (cotton wool to make fairy pillow)</p> <p>-I can prepare kindling for fire</p>	<p>what the fire safety procedures are and why we have them in place</p> <p>-I can light a small contained fire 'fairy fire'</p> <p>-I can support with making and tending to the campfire</p>	<p>what the fire safety procedures are and why we have them in place</p> <p>- I can light a small contained 'fairy fire' and keep it going to toast a marshmallow</p> <p>-I can boil water in a Kelly kettle with support</p>	<p>what the fire safety procedures are and why we have them in place</p> <p>-I can make and tend a fire safely</p> <p>-I can prepare and light a campfire with support</p> <p>-I can plan for food to be cooked using my knowledge of cooking on a fire</p>
<p><b>Geographical skills and navigation</b></p>	<p>-I can follow rules and boundaries</p> <p>-I can use directional language (behind, in front, next to)</p>	<p>-I can use simple compass directions (North, South, East and West)</p> <p>-I can use directional language (near and far; left and right)</p> <p>-I can describe the location of features and routes on a map</p>	<p>-I can use simple compass directions (North, South, East and West)</p> <p>-I can use directional language (near and far; left and right)</p> <p>-I can describe the location of features and routes on a map</p> <p>-I can recognise landmarks and</p>	<p>-I can take part in outdoor activities and challenges on my own and in a team.</p> <p>-I can demonstrate understanding of the concept of a basic map</p> <p>-I can navigate my way around a simple orienteering course</p>	<p>-I can recognise features and symbols on the map</p> <p>-I can understand how to orientate the map</p> <p>- I can build trust with a partner and work together when orienteering</p>	<p>-I can interpret a map.</p> <p>-I can navigate using a map and compass</p> <p>-I can plan a short loop course for another pair to following</p> <p>-I can complete the orienteering course in the fastest time possible competing</p>	<p>-I can further develop navigational skills</p> <p>-I can combine map reading and compass skills</p> <p>-I can successfully undertake an orienteering competition using a map</p>

