Forest School Progression of skills - Linked with PE, Geography & PSHE

|  | EYFS | Yr1/2 | Yr 3/4 | Yr 5/6 |
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| Rules/safety/risks | Understand rules /boundaries /format of sessions Know some safety procedures and follow them with support | As previousKnow safety procedures and be able to say why they are in place - follow these independentlyIdentify risks with support | As previousBe able to help others to follow safety procedures Identify risks with support | As previousIdentify risks when undertaking new experiences based on own knowledgeDecide if the risk is worth taking |
| Learning style | Complete adult led activities and use these ideas in their own playPromotion of independent learning opportunities and skillsPromotion of free exploration  | As previousRecall previous activities and skills and use these in a new wayCreate own learning opportunities based on their interestsPromote team work and team games | As previousInitiate new learning by wanting to acquire new skills to achieve something newDevelop learning opportunities alongside othersInitiate team work and complete team activities and games | As previousPlan their own learning activities based on their interests and curiosities using all the skills they have learnt |
| Nature explorers | Identify nettles, brambles and doc leavesUnderstand the need to look after the plants and animals in the woods | As previousKnow where to find different types of natural resources and wildlife based on their previous experiences | As previousBegin to know the names of the plants and wildlife found in the woods | As previousUnderstand that we need to look after the resources in the wood and allow them time to replenish |
| Survival skills | Introduction of basic real tools – Peeler (Adult support)Introduction of basic shelter building with supportIntroduction to fire safetyEntering the fire circleCooking on a stickUsing string and scissors with an adults support | Continuation of the use of basic tools - peeler, lopper, saw (Adult support)Group shelter building with some support - Teaching of different types of sheltersAs previousMaking a spark with a flint and steelIntroduction to basic knotsIndependent cutting of string |  Continuation of the use of basic tools - peeler, lopper, saw (Adult support/peer support)Group shelter building using knowledge of different types of sheltersAs previousCollecting appropriate materialsSetting the fireLighting the fire with supportMore sophisticated use of knots for attaching to structures, trees etc.Introduction of lashing and frapping techniques to make frames  | Continuation of the use of basic tools - peeler, lopper, saw, knife, bill hook (Adult support/Peer support/independent)Independent shelter building with a purpose - Able to work with any given groupAs previousLighting the fire independently Knowledge of which knot to use depending on what is being made |
| Forest Arts | Supported construction of structures and objects on a small scale | Supported construction of structures and objects on a small and large scale | Independent construction of structures and objects with adult support when needed | As previousAttempting to make more adventurous structures and objects based on children’s interests and experiences |