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 previous  Know safety procedures and be able to say why they are in place - follow these independently  Identify risks with support | As previous  Be able to help others to follow safety procedures  Identify risks with support | As previous  Identify risks when undertaking new experiences based on own knowledge  Decide if the risk is worth taking |
| Learning style | Complete adult led activities and use these ideas in their own play  Promotion of independent learning opportunities and skills  Promotion of free exploration | As previous  Recall previous activities and skills and use these in a new way  Create own learning opportunities based on their interests  Promote team work and team games | As previous  Initiate new learning by wanting to acquire new skills to achieve something new  Develop learning opportunities alongside others  Initiate team work and complete team activities and games | As previous  Plan their own learning activities based on their interests and curiosities using all the skills they have learnt |
| Nature explorers | Identify nettles, brambles and doc leaves  Understand the need to look after the plants and animals in the woods | As previous  Know where to find different types of natural resources and wildlife based on their previous experiences | As previous  Begin to know the names of the plants and wildlife found in the woods | As previous  Understand 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 support  Introduction to fire safety  Entering the fire circle  Cooking on a stick  Using 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 shelters  As previous  Making a spark with a flint and steel  Introduction to basic knots  Independent 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 shelters  As previous  Collecting appropriate materials  Setting the fire  Lighting the fire with support  More 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 group  As previous  Lighting 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 previous  Attempting to make more adventurous structures and objects based on children’s interests and experiences |