

Knowledge & Skills Progression: EYFS – Y6

Forest School Curriculum

Year	Shelter Building	Geographical Skills & Navigation	Team Building/ Problem Solving	Using Tools	Knots	Using fire for cooking	Cultural Capital
EYFS	Introduction of basic shelter building with support (some indoor and outdoor equipment). Mini-den building for small animals.	Follow rules and boundaries. Promote free exploration.	<p>Introduction to rules and boundaries: safety sweep, 'No pick, no lick, be careful with that stick!'</p> <p>Working and playing together, sharing resources and taking account of each other's ideas</p> <p>Promotion of free exploration of the natural environment. Taking controlled and managed risks supported by adults.</p> <p>Promotion of independent learning opportunities/skills. To communicate my ideas to adults</p> <p>Plant bulbs and seeds and watch them grow.</p>	Introduction to tools (peelers for whittling, hammers, mallets, trowels and forks)	Threading laces through holes. Threading objects on a string.	Observe and talk about fire lighting procedures, begin to contribute by selecting fuel. Safety procedures – fire safety.	<p>Seasonal walks around local village following a simple map with landmarks</p> <p>Hold Muddy Worship in worship area built by children.</p> <p>Hunt for insects.</p> <p>Make a daisy chain.</p> <p>Build a den</p>
Yr 1	Supported construction of tripod structures (mini-den building). Erect a lean to shelter, with support.	Use simple compass directions (North, South, East and West), Use directional language (near and far; left and right). Describe the location of features and routes on a map.	<p>Re-enforce rules and boundaries.</p> <p>Travel safely over the terrain in Forest School.</p> <p>Carry sticks safely</p> <p>Work in a team to co-operate and communicate clearly.</p> <p>Discover what's in a pond.</p> <p>To play team games.</p> <p>To think about a solution to a problem before asking an adult for help.</p>	Continuation of the use of basic tools (cutting of string, peeler for whittling).	Tying shoe laces	Be safe around a fire. Contribute to fire lighting by gathering fuel.	

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		<p>Recognise landmarks and human and physical features.</p> <p>Devise a simple map and use basic symbols in a key.</p>	<p>To communicate my ideas to adults and other children.</p>					
Yr 2	<p>Independent use of tripod structures (animal den building). Introduction to lashing and frapping techniques to make frames.</p> <p>Create a lean to shelter, independently or with limited support.</p>	<p>Use simple compass directions (North, South, East and West). Use directional language (near and far; left and right). Describe the location of features and routes on a map. Recognise landmarks and human and physical features.</p> <p>Devise a simple map and use basic symbols in a key.</p>	<p>Re-enforce rules and boundaries of forest schools.</p> <p>Move logs safely with support first.</p> <p>Build a bridge. Become a nature detective. Get soaking wet in the rain. Bird watching.</p>	<p>Continuation of the use of basic tools, larger ropes and independent cutting of string. Use of bow saw 1-1 to cut discs.</p>	<p>Introduction to basic knots</p>	<p>Experience using fire strikers to spark a flame.</p> <p>Light a piece of cotton wool (fairy pillow).</p> <p>Fire safety and the fire triangle</p>		<p>Take part in RSPB Bird Count using bird hide built by children.</p> <p>Invite pre-schoolers to Forest School and help them learn.</p> <p>Invite parents to Forest School and cook for them.</p>
Yr 3	<p>Create a tarpaulin shelter using woodland materials. Work successfully as a group, having considered and evaluated each members' contributions.</p>	<p>Demonstrate understanding of the concept of a basic map.</p> <p>Navigate your way around a simple orienteering course.</p>	<p>Take part in outdoor challenges on own and in a team. Make something out of wood. Cook outdoors.</p>	<p>In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are ready to do so.</p> <p>Children's ability to use tools will develop at different ages Peeler (1:1) Use of bow saw 1-1 to cut</p>	<p>More sophisticated use of knots for attaching to structures and trees Example - Overhand knot and half hitch. Lashing and frapping techniques to make frames.</p>	<p>Light a fairy fire and keep it going.</p>		

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	<p>Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose.</p>	<p>Understand the term 'orientate' or 'setting' a map.</p> <p>Complete a simple 'star' orienteering activity in pairs / groups.</p> <p>Record information accurately and neatly. Follow rules when completing a star orienteering activity</p>		discs and peelers for whittling.				<p>Hold a Remembrance Service in Worship area.</p>
Yr 4	<p>Design and build varying sized shelters using tarpaulin and materials found in a woodland.</p> <p>Work successfully as a group, having considered and evaluated each members' contributions.</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose</p>	<p>Recognise features and symbols on the map. 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 work together when orienteering.</p>	<p>Play woodland versions of games.</p> <p>I can work in a team during wide games and scavenger hunts.</p> <p>Make a sculpture.</p> <p>Make up your own game and teach it to someone. Treasure hunt</p>	<p>In Key Stage 2 children will develop their skills when using a range of tools.</p> <p>Tools will only be used when the children are ready to do so. Children's ability to use tools will develop at different ages Secateurs Peeler (1:1)</p>	<p>More sophisticated use of knots for attaching to structures and trees.</p> <p>Lashing and frapping frames and dual structures Example - Cow hitch.</p>	<p>Roast food on a fire with support.</p> <p>To prepare fire lighting equipment and light a candle using matches with close supervision.</p>		
Yr 5	<p>Create a tipi shelter with camouflage Work successfully as a group, having considered and evaluated each members' contributions. Compare and evaluate the shelters in relation to their sturdiness,</p>	<p>Use the eight points of a compass and four figure grid references. Develop expertise in the orienteering skills of orientating a map, following a course, and recognition of relevant map symbols.</p>	<p>Orienteering with an OS map Complete at least three of the national trust list of things to do by the time you are 11 ¾ . Climb a tree.</p>	<p>In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are ready to do so. Children's ability to use tools will develop at different ages Loppers</p>	<p>In Key Stage 2 children will develop their skills when using a range of tools.</p> <p>Tools will only be used when the children are ready to do so.</p>	<p>Cooking on a camp fire (roast food). Make and tend a fire safely</p> <p>To prepare fire lighting equipment and light a fire lighter using matches with close supervision.</p>	<p>Design and make a miniature garden for Hawkesbury Village Show.</p>	

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	<p>durability, weatherproofing and whether it is fit for purpose.</p>	<p>Demonstrate an understanding of the relationship between pacing and distance.</p> <p>Plan a short loop course for another pair to follow.</p> <p>Improve confidence in map reading and the transfer of information from map to ground.</p> <p>Apply skills of orienteering including thumbing the map, route choice and symbol recognition.</p> <p>Plan the most efficient route so that the course is completed in the quickest time.</p> <p>Complete the orienteering course in the fastest time possible competing against others.</p>		<p>Secateurs Knives for whittling</p>	<p>Children's ability to use tools will develop at different ages Loppers Secateurs Knives for whittling</p>	
Yr 6	<p>Shelter building challenge – working in teams the children plan, build and review their shelters (recap the different ways to build shelters).</p> <p>Work successfully as a group, having considered and evaluated each members' contributions. Compare and evaluate the shelters in relation to their sturdiness, durability, weather-proofing and whether it is fit for purpose.</p> <p>Set up a tent.</p>	<p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey Maps)</p> <p>Further develop navigational skills by planning ahead, identifying problems and making decisions.</p> <p>Learn to balance speed and accuracy Set, read and follow a bearing Practice and develop pacing skills.</p> <p>Be able to take a</p>	<p>Complete another 5 of the national trust list of things to do by the time you are 11 ¾ .</p> <p>Peer coach KS1 at Forest School.</p>	<p>In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are ready to do so.</p> <p>Children's ability to use tools will develop at different ages: Loppers Secateurs Knives for whittling</p>	<p>Shelter hitches and knots. More complex knots and selecting the correct knot for a job.</p>	<p>Prepare and light a campfire with supervision.</p>

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		<p>bearing from a map and use that bearing to find a control point. Combine map reading and compass skills.</p> <p>Measure the distance between control points and, using the map scale, estimate the number of paces required to reach each control.</p> <p>Demonstrate effective use of orientating a map using a compass, setting, reading and following bearings, and scale to navigate around a score (scatter) orienteering course.</p>					
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