

St Mary's Forest School Progression of Skills

Key skills of Forest School <ul style="list-style-type: none">● Shelter building● Using tools● Fire● Knots● Play/exploration	Curricular links <ul style="list-style-type: none">● Art● Design and Technology● Geographic● Scientific● PE/Outdoor activities
Big Questions <ul style="list-style-type: none">● How do we keep ourselves safe outdoors?● How do we manage risks?● How can we respect our environment?● How can we use these new skills out of school?● Why is Forest school beneficial to 'me'? How does it make me feel?	
Forest school principles <ul style="list-style-type: none">● Long term process of regular sessions● Supports the development of a lifelong relationship with the natural world● Child led processes which allow for the development of the whole child● Opportunity to take supported risks appropriate to the environment and themselves	

St Mary's Forest School Progression of Skills

Shelter Building						
Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Shelter building using pegs for support	With support, construct a lean to structure.	With little support, create a lean to shelter.	Create a tarpaulin shelter. Evaluate the structure in relation to sturdiness, durability and weather proofing.	Independently create a tarpaulin/lean to/tripod shelter. Evaluate the structure in relation to sturdiness, durability and weather proofing.	First, design and then create a tipi shelter with camouflage. Evaluate the structure in relation to sturdiness, durability and weather proofing. Encouraging effective team work.	Shelter building challenge. Plan, build and review shelters. Choose structure. Work successfully as a group. Evaluate the structure in relation to sturdiness, durability and weather proofing.
Build mini den for bugs	With support, create tripod structure for animals.	Independently build a tripod structure for animals.				

Geographical Skills						
Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Follow rules and boundaries	Use simple compass directions Use directional language [for example, near and	Use simple compass directions to follow set of	Use the eight points of a compass, four and six-figure grid references, symbols and key.	Use fieldwork to observe, measure, record and present the human and physical features in	Use fieldwork to observe, measure, record and present the human and physical features in	Use fieldwork to observe, measure, record and present the human and physical features in

St Mary's Forest School Progression of Skills

<p>Encourage free exploration</p> <p>1,2,3 Where are you? Hide and seek.</p> <p>What is a map? Where do we live?</p>	<p>far; left and right], to describe the location of features and routes on a map of the school/field</p> <p>Use a map/aerial photograph to recognise landmarks and basic human and physical features in the school/local area.</p> <p>Discovery/photo trail.</p> <p>Devise a simple map of a small given area; and use basic symbols in a key.</p>	<p>instructions around the school.</p> <p>Use a map to recognise landmarks and basic human and physical features in the school.</p> <p>Mapping treasure hunt</p> <p>Devise a simple map of a small given area; and use basic symbols in a key.</p> <p>Study the geography of the school and its grounds and the key human and physical features of its surrounding environment.</p> <p>Create natural objects mini map.</p>	<p>mapwork</p> <p>aerial maps find clue stations</p> <p>Use a map for orienteering link to science/subject skills?</p>	<p>the school grounds using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Sketch map of view from N/E/S/W. Ipads, record human/physical features in the outdoor area.</p>	<p>the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Plot a route on a map, follow (e.g. to St Joseph's field) recognise human/physical features along the way.</p> <p>Use a map for orienteering link to science/subject skills?</p>	<p>the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p> <p>Plot a route on a map, follow (e.g. to St Joseph's field) recognise human/physical features along the way. Create sketchmaps of the area.</p> <p>Record the position of certain human/physical features in the local area using grid references.</p> <p>Use a map for orienteering in an unfamiliar area.</p>
--	--	--	---	--	--	--

Scientific Skills

Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Understanding the world</i>	identify and name common wild and garden plants,	Identify and name a variety of plants and animals in their	Linked with work in geography, pupils should explore	Grouping plants.	Pupils should study and raise questions about their local	Grow new plants from different parts of the parent plant, for

St Mary's Forest School Progression of Skills

<p>Explore the natural world, make observations and drawing pictures of animals and plants; Pond dipping, minibeast hunt.</p> <p>Understand changes in the natural world around them, including the seasons and changing states of matter. Walk in different seasons to explore 'signs' of each season.</p>	<p>including deciduous and evergreen trees- Walk to St Joseph's field.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees. Collect a variety of plants. Look at structures using magnifying glasses.</p> <p>Observe changes across the four seasons and describe weather associated with the seasons look for signs of Autumn/Spring. Collect clues.</p>	<p>habitats, The gruffalo including microhabitats for example for woodlice under stones, logs or leaf litter) Scavenger hunt Pond exploration/dipping</p> <p>Observe and describe how seeds and bulbs grow into mature plants- Plant seeds/young plants and watch them grow over the weeks (may need to continue over the next half term).</p>	<p>different kinds of rocks and soils, including those in the local environment/school grounds.- collect samples. Compare.</p> <p>Plant survey in a set area.</p> <p>Pollination- plant seeds/plants to support bees</p>	<p>Pupils might work scientifically by: using and making simple guides or keys to explore and identify local plants and animals. -Explore plants on the field and create a guide.</p>	<p>environment throughout the year. Plant survey in a set area. Present findings.</p> <p>Observe life-cycle changes in a variety of living things, for example, plants in the vegetable garden or flower border, and animals in the local environment.</p> <p>Materials - separating materials by filtering etc. Make the clearest water.</p>	<p>example, seeds, stem and root cuttings, tubers, bulbs.</p> <p>Pupils should explore changes that are difficult to reverse. e.g. burning, cooking</p>
---	--	---	--	--	---	--

St Mary's Forest School Progression of Skills

PE						
Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Show an ability to follow instructions involving several ideas or actions Parachute games</p> <p>Negotiate space and obstacles. Demonstrate strength, balance and coordination. Move energetically.</p> <p>Create their own obstacle course.</p> <p>Hula hoop pass</p> <p>String ninja course</p>	<p>Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Create their own obstacle course using natural materials.</p> <p>Finger tip hoop game.</p> <p>Caterpillar race- Kids sit behind each other with legs outstretched, holding onto the feet of the person behind them. The team work together to race to the finish.</p>	<p>Participate in team games, developing simple tactics for attacking and defending</p> <p>Group rope jump/skipping.</p> <p>Three legged race</p> <p>under/over</p> <p>Minefield (random objects spread out, pairs, one child blindfolded, direct partner through the course with voice)</p>	<p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Parachute games</p> <p>Play ground games -Crocodile crocodile</p> <p>Team Skipping along one rope</p> <p>Team wooden planks Height order on benches, don't fall off.</p>	<p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Drain pipes + ball/human marble run.</p> <p>bucket on a rope obstacle game (rope put through obstacles. Bucket of water attached, get it to the end with as much water in it as you can).</p>	<p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>cross the river- crates</p> <p>tug of war</p> <p>Simple tag rugby</p>	<p>Take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>Capture the flag https://www.pegames.org/full-length/capture-the-flag/</p> <p>Wooden planks team work race</p>

Using tools

St Mary's Forest School Progression of Skills

Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Introduction to tools. Using trowels and forks for digging- plant</p> <p>Hammers to put nails into vegetables/pumpkins.</p>	<p>Basic tools- peelers for whittling, potatoes</p> <p>hammers.</p> <p>Nails into wood and use bands to make pictures/shapes.</p> <p>Using digging tools for a purpose- plant seeds/seedlings.</p>	<p>Basic tools- peelers for whittling. carrots</p> <p>Hammers.</p> <p>Cutting circular shaped disks using bow saws.</p> <p>Independently cutting string.</p>	<p>Basic tools- peelers for whittling, wood</p> <p>hammers.</p> <p>Cutting disks using bow saws.</p> <p>Independently cutting string.</p>	<p>Basic tools- peelers for whittling, wood</p> <p>hammers, mallets</p> <p>Cutting disks using bow saws.</p> <p>Independently cutting string.</p> <p>Bow saw, wood files</p>	<p>Basic tools- knives for whittling, wood</p> <p>hammers, mallets</p> <p>Cutting disks using bow saws.</p> <p>Independently cutting string.</p> <p>Knives for whittling.</p> <p>Bow saw, wood files</p> <p>bradawls</p>	<p>Basic tools- knives for whittling, hammers, mallets</p> <p>Cutting disks using bow saws.</p> <p>Independently cutting string.</p> <p>Bow saw, wood files</p> <p>Bradawls</p> <p>Knives, secateurs</p> <p>Drilling using manual drills</p>

Fire

St Mary's Forest School Progression of Skills

Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Learn fire pit rules Collect fuel for a fire.</p> <p>Hot chocolate fully supported/adult led. kelly kettle.</p>	<p>Recap firepit rules Collect fuel for a fire. Roast marshmallows on sticks</p> <p>Final celebration-smores. Firepit circle time. What have I learnt?</p>	<p>Experience using fire strikers to spark a flame Light a piece of cotton wool (fairy pillow) Fire safety and the fire triangle</p> <p>Make toast</p> <p>Heating water (with some support) to make hot chocolate</p> <p>Final celebration-smores Firepit circle time. What have I learnt? Praise others.</p>	<p>Light a fairy fire and keep it going</p> <p>Campfire popcorn</p> <p>Final celebration-smores Firepit circle time. What have I learnt? Praise others.</p>	<p>Roast food on a fire with support</p> <p>support to keep the fire going.</p> <p>Bread on skewers or baked bananas</p> <p>Final celebration-smores Firepit circle time. What have I learnt? Praise others.</p>	<p>Cooking on a camp fire (roast food) Make and tend a fire safely</p> <p>Vegetable soup- prep food</p> <p>Final celebration-smores Firepit circle time. What have I learnt? Praise others.</p>	<p>Prepare and light a campfire with supervision</p> <p>Pizza - prep food.</p> <p>Final celebration-smores Firepit circle time. What have I learnt? Praise others.</p>

St Mary's Forest School Progression of Skills

Knots Complete Knot List Alphabetical list of all Knots Animated Knots by Grog						
Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Tying shoe laces	Introduction to basic knots. Tying shoe laces Overhand	Use of knots (overhand, cow hitch, half hitch) to attach to trees and structures.	Use of knots (overhand, half hitch) to attach to trees and structures. Lashing and frapping techniques to make frames. introduce knots by making friendship bracelets	Use of knots (overhand, half hitch) to independently attach to trees and structures. Lashing and frapping techniques to make frames.	More complex knots (see website)	More complex knots, making choices for the correct job. Lashing to support structures.

St Mary's Forest School Progression of Skills

Play/Exploration						
Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Introduction to rules and boundaries	Introduction to rules and boundaries	Introduction to rules and boundaries	Take part in outdoor challenges on own or in teams	Bare foot trail. mud cafe/pies	Water filter https://youtu.be/Vgp95mHfjck	Design and make bird feeders
Mark making using natural materials.	Promotion of free exploration	Promotion of free exploration	Bug hotel	Free construction challenge given a variety of objects/tools/string.	Build and then carry out a blind folded walk/obstacle course. Include raised planks. Mud slide	Mud cafe Mud pits
Promotion of free exploration	Carrying sticks safely (sticks arms length or shorter)	Moving logs safely	Photo trail, children create their own-book creator?	Creating spider webs to get through. Ninja challenge.	mud cafe/pies	Free construction challenge given a variety of objects/tools/string.
Mud cafe Morning chorus listening game. (the trees in the woods go....song)	Mud cafe	Blind folded walk/obstacle course	Stick people- Stickman	Tracking signs	Free construction challenge given a variety of objects/tools/string.	
Natural resources- Kim's memory game	Bird feeders	Use KS2 climbing frame/tree climbing.				
Rainbow colour hunt	Small world mud play	Mud cafe				

St Mary's Forest School Progression of Skills

Design and Technology

Design and Technology						
Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Build mini den for bugs</p> <p>Hibernation boxes</p>	<p>Design and develop a product for themselves or others (could link to shelter building/art).</p> <p>Use a range of tools.</p> <p>Birds Nest- Owl who was afraid of the dark</p> <p>What will it need?</p>	<p>Design and develop a product for themselves or others (could link to shelter building/art).</p> <p>Select from and use a range of tools.</p> <p>Evaluate their project. Explore how it could be stronger or more stable.</p> <p>Tripod structure for animals</p>	<p>Design and develop a product for themselves or others (could link to shelter building/art).</p> <p>Select from and use a range of tools.</p> <p>Evaluate their project. Explore how it could be stronger or more stable.</p> <p>Stone Age Dwelling</p> <p>Fairy/elf houses-</p>	<p>Design and develop a product for themselves or others (could link to shelter building/art).</p> <p>Select from and use a range of tools.</p> <p>Evaluate their project. Explore how it could be stronger or more stable.</p> <p>Create tippy tap</p>	<p>Research, design and develop a product for themselves or others (could link to shelter building/art).</p> <p>Select from and use a range of tools and materials.</p> <p>Evaluate their project. Consider other views. Explore how it could be stronger or more stable.</p> <p>Theme park for a bug</p> <p>Bridges - Kapow unit. Spaghetti truss bridges.</p>	<p>Research, design and develop a product for themselves or others (could link to shelter building/art).</p> <p>Select from and use a range of tools and materials appropriate to the job.</p> <p>Evaluate their project. Consider other views. Explore how it could be stronger or more stable.</p> <p>Mini raft</p>

St Mary's Forest School Progression of Skills

Art						
Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</p> <p>Clay snails Leaf threading</p> <p>unnature trail Mud paint</p>	<p>Use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>clay hedgehogs</p> <p>Autumn/Spring/Summer crowns Leaf decorating</p> <p>Twig owls</p> <p>Leaf rubbings</p> <p>bee pinecone</p>	<p>Use a range of materials creatively to design and make products to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>clay tree faces</p> <p>Leaf animals/characters Leaf Man leaf/plant bashing (hapa Zome)</p>	<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Clay animals</p> <p>Leaf natural object art Goldsworthy</p> <p>Magic wands-whittling first and then decorate. Not a stick</p> <p>rock painting</p> <p>dream catchers</p>	<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Clay textures bowls</p> <p>Leaf/flower frames weaving</p>	<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Clay people/fairies</p> <p>Leaf frames/suncatcher (frapping)</p> <p>Spider webs</p>	<p>Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>Clay tree faces</p> <p>Leaf/natural object mobiles</p> <p>Wild Weaving</p> <p>https://youtu.be/-pnGBSa-pqc</p>

St Mary's Forest School Progression of Skills

Songs:

Down in the jungle where nobody goes

The trees in the woods go swish swish swish (Tune of wheels on the bus) Can be adapted...the birds in the trees go tweet tweet etc.

Firepit Songs-

Down by the Bay (rhyming game)

She'll be coming round the mountain

This little light of mine

The Bear went over the mountain

Kookaburra

Down in the jungle

Black socks