



# Progression of Skills for Forest School

Skills	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Shelter Building</b>	EYFS		Supported construction of tripod structures (mini-den building). Erect a lean to shelter, with support.	Independent use of tripod structures (animal den building). Introduction to lashing and frapping techniques to make frames. Create a lean to shelter, independently or with limited support.	Create a tarpaulin shelter in a woodland. Work successfully as a group, having considered and evaluated each members' contributions. Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose.	Design and build varying sized shelters using tarpaulin and materials found in a woodland. Work successfully as a group, having considered and evaluated each members' contributions. Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose.	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, durability, weatherproofing and whether it is fit for purpose.	Shelter building challenge – working in teams the children plan, build and review their shelters (recap the different ways to build shelters). Work successfully as a group, having considered and evaluated each members' contributions. Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose. Set up a tent in preparation for going on a residential visit.
	Introduction of basic shelter building with support.  Mini-den building for small animals.							
<b>Geographical Skills and Navigation</b>	Follow rules and boundaries. Promote free exploration.		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. Devise a simple map and use basic symbols in a key.	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. Devise a simple map and use basic symbols in a key.	Demonstrate understanding of the concept of a basic map. Navigate your way around a simple orienteering course. Understand the term 'orientate or 'setting' a map. Complete a simple 'star' orienteering activity in pairs / groups. Record information accurately and neatly. Follow rules when completing a star orienteering activity.	Recognise features and symbols on the map. Understand how to orientate the map. Demonstrate understanding of a line orienteering course (short loop) and star orienteering. Build trust with a partner and work together when orienteering.	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. Demonstrate an understanding of the relationship between pacing and distance. Plan a short loop course for another pair to follow. Improve confidence	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey Maps). Further develop navigational skills by planning ahead, identifying problems and making decisions. Learn to balance speed and accuracy. Set, read and follow a bearing. Practice and develop pacing skills. Be able to take a

						<p>in map reading and the transfer of information from map to ground. Apply skills of orienteering including thumbing the map, route choice and symbol recognition. Plan the most efficient route so that the course is completed in the quickest time. Complete the orienteering course in the fastest time possible competing against others.</p>	<p>bearing from a map and use that bearing to find a control point. Combine map reading and compass skills. Measure the distance between control points and, using the map scale, estimate the number of paces required to reach each control. Successfully undertake an orienteering competition using an unfamiliar map in a new location. 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>
<b>Play / Exploring</b>	<p>Introduction to rules and boundaries. Promotion of free exploration. Promotion of independent learning opportunities/skills. Plant wildflowers/bulbs and watch them grow. Autumn scavenger hunt. Search for butterflies.</p>	<p>Re-enforce rules and boundaries. Travel safely over the terrain in Forest School. Carry sticks safely. Work in a team to co-operate and communicate clearly. Hunt for insects. Make a daisy chain. Build a den.</p>	<p>Re-enforce rules and boundaries of forest school. Move logs safely with support first. Build a bridge. Become a nature detective. Get soaking wet in the rain. Bird watching.</p>	<p>Take part in outdoor challenges on own and in a team. Make something out of wood. Cook outdoors.</p>	<p>Play woodland versions of games. Working in a team during wide games and scavenger hunts. Make a sculpture. Make up your own game and teach it to someone. Treasure hunt.</p>	<p>Orienteering with an OS map.</p>	<p>Create a time capsule.</p>
<b>Tool Use</b>	<p>Introduction to tools (peelers for whittling, hammers, mallets, spades, trowels and forks)</p>	<p>Continuation of the use of basic tools (cutting of string, peeler for whittling, bow saw to cut discs (1:1)).</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 and</p>	<p>In KS2 children will develop their skills when using a range of tools. Tools will only be used when the children are physically, mentally and socially ready to</p>	<p>In KS2 children will develop their skills when using a range of tools. Tools will only be used when the children are physically, mentally and socially ready to</p>	<p>In KS2 children will develop their skills when using a range of tools. Tools will only be used when the children are physically, mentally and socially ready to</p>	<p>In KS2 children will develop their skills when using a range of tools. Tools will only be used when the children are physically, mentally and socially ready to</p>

			peelers for whittling.	do so. Children's ability to use tools will develop at different ages. Peeler (1:1)	do so. Children's ability to use tools will develop at different ages. Loppers. Secateurs. Knives for whittling.	do so. Children's ability to use tools will develop at different ages.	do so. Children's ability to use tools will develop at different ages.
<b>Knot Tying</b>	Tying shoe laces.	Introduction to basic knots.	More sophisticated use of knots for attaching to structures and trees. Example - Overhand knot and half hitch. Lashing and frapping techniques to make frames.	More sophisticated use of knots for attaching to structures and trees. Lashing and frapping frames and dual structures. Example - Cow hitch.	More sophisticated knots for attaching to structures and trees. Independent use of lashing.	Shelter hitches and knots. More complex knots and selecting the correct knot for a job.	More complex knots and selecting the correct knot for a job.
<b>Fires</b>	Observe and talk about fire lighting procedures. Begin to contribute by selecting fuel. Safety procedures – fire safety.	Be safe around a fire. Contribute to fire lighting by gathering fuel.	Experience using fire strikers to spark a flame. Light a piece of cotton wool (fairy fire). Fire safety and the fire triangle.	Light a fairy fire and keep it going.	Cook food on a fire with support.	Cooking on a camp fire. Make and tend a fire safely.	Prepare and light a campfire with supervision.