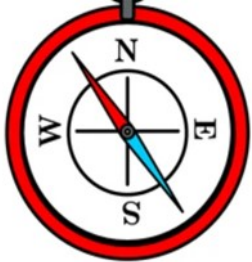


Forest School - Progression of Skills


Skill	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<p>Shelter building</p>	<p>Introduction of basic shelter building with support (some indoor and outdoor equipment)</p> <p>Mini-den building for small animals</p>	<p>Supported construction of tripod structures (mini-den building)</p> <p>Erect a lean to shelter, with support</p>	<p>Independent use of tripod structures (animal den building)</p> <p>Introduction to lashing and frapping techniques to make frames</p> <p>Create a lean to shelter, independently or with limited support</p>	<p>Create a tarpaulin shelter 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>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>Create a tipi shelter with camouflage</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>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</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose</p>

Skill	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<p>Geographical Skills and Navigation</p> 	<p>Follow rules and boundaries</p> <p>Promote free exploration</p>	<p>Use simple compass directions (North, South, East and West)</p> <p>Use directional language (near and far; left and right)</p> <p>Describe the location of features and routes on a map</p> <p>Recognise landmarks and human and physical features</p> <p>Devise a simple map and use basic symbols in a key</p>	<p>Use simple compass directions (North, South, East and West)</p> <p>Use directional language (near and far; left and right)</p> <p>Describe the location of features and routes on a map</p> <p>Recognise landmarks and human and physical features</p> <p>Devise a simple map and use basic symbols in a key</p>	<p>Demonstrate understanding of the concept of a basic map</p> <p>Navigate your way around a simple orienteering course</p> <p>Understand the term 'orientate' or 'setting' a map</p> <p>Complete a simple orienteering activity in pairs / groups</p> <p>Record information accurately and neatly</p> <p>Follow rules when completing a orienteering activity</p>	<p>Recognise features and symbols on the map</p> <p>Understand how to orientate the map</p> <p>Demonstrate understanding of a line orienteering course (short loop) and orienteering</p> <p>Build trust with a partner and work together when orienteering</p>	<p>Use the eight points of a compass and four figure grid references</p> <p>Develop expertise in the orienteering skills of orientating a map, following a course, and recognition of relevant map symbols</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>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</p> <p>Set, read and follow a bearing</p> <p>Practice and develop pacing skills</p> <p>Be able to take a bearing from a map and use that bearing to find a control point</p> <p>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>

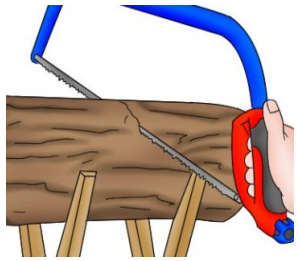


Skill	Reception	Y1	Y2	Y3	Y4	Y5	Y6
						<p>Plan the most efficient route so that the course is completed in the quickest time</p> <p>Complete the orienteering course in the fastest time possible competing against others</p>	<p>Successfully undertake an orienteering competition using an unfamiliar map in a new location</p> <p>Demonstrate effective use of orientating a map, using a compass, setting, reading and following bearings, and scale to navigate around a orienteering course</p>

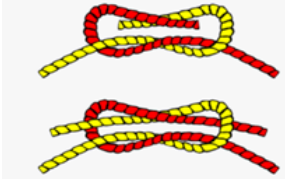


Skill	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<p>Play / Exploring</p> 	<p>Introduction to rules and boundaries</p> <p>Promotion of free exploration</p> <p>Promotion of independent learning opportunities/skills</p> <p><i>Plant bulbs and watch them grow</i></p> <p><i>Autumn walk</i></p> <p><i>Search for butterflies</i></p> <p><i>Night walk during Reception sleepover.</i></p>	<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><i>Discover what's in a pond</i></p> <p><i>Hunt for insects</i></p> <p><i>Roll down a hill</i></p> <p><i>Make a daisy chain</i></p> <p><i>Build a den</i></p>	<p>Re-enforce rules and boundaries of forest schools</p> <p>Move logs safely with support first</p> <p><i>Build a bridge</i></p> <p><i>Become a nature detective</i></p> <p><i>Get soaking wet in the rain</i></p> <p><i>Bird watching</i></p>	<p>Take part in outdoor challenges on own and in a team</p> <p><i>Climb a tree</i></p> <p><i>Make something out of wood</i></p> <p><i>Cook outdoors</i></p>	<p>Play woodland versions of games</p> <p>I can work in a team during wide games and scavenger hunts</p> <p><i>Make a sculpture</i></p> <p><i>Make up your own game and teach it to someone</i></p> <p><i>Treasure hunt</i></p>	<p><i>Orienteering with an OS map</i></p>	<p><i>Create a time capsule</i></p>




Skill	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<p>Using Tools</p> 	<p>Introduction to tools (peelers for whittling, hammers, mallets, 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</p> <p>Use of bow saw 1-1 to cut discs and peelers for whittling</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 physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages</p> <p>Peeler(1:1)</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 physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages</p> <p>Loppers Secateurs Knives for whittling</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 physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages</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 physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages</p>



Skill	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<p>Knots</p> 	<p>Tying shoe laces</p>	<p>Introduction to basic knots</p>	<p>More sophisticated use of knots for attaching to structures and trees</p> <p>Example - Overhand knot and half hitch</p> <p>Lashing and frapping techniques to make frames</p>	<p>More sophisticated use of knots for attaching to structures and trees</p> <p>Lashing and frapping frames and dual structures</p> <p>Example - Cow hitch</p>	<p>More sophisticated knots for attaching to structures and trees</p> <p>Independent use of lashing and frapping techniques</p>	<p>Shelter hitches and knots</p> <p>More complex knots and selecting the correct knot for a job</p>	<p>More complex knots and selecting the correct knot for a job</p>



Skill	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<p>Using Fire for Cooking</p> 	<p>Observe and talk about fire lighting procedures, begin to contribute by selecting fuel</p> <p>Safety procedures - fire safety</p> <p>Toast marshmallows during Reception sleepover.</p>	<p>Be safe around a fire</p> <p>Contribute to fire lighting by gathering suitable fuel.</p> <p>Links to Great Fire of London.</p> <p>Toast crumpets on an open fire with supervision.</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. Cook an African dish on an open fire with supervision. E.g. couscous.</p>	<p>Light a fairy fire and keep it going.</p> <p>Cook campfire popcorn using suitable equipment effectively and safely with support.</p>	<p>Roast or fry food on a fire with support e.g. toasted fruit kebabs.</p>	<p>Cooking on a camp fire (roast food)</p> <p>Make and tend a fire safely. Use cooking equipment effectively and safely e.g. boil a kettle and make a hot drink/or soup.</p>	<p>Prepare and light a campfire with supervision</p> <p>Use cooking equipment effectively and safely e.g. to cook drop scones or fry fish.</p>