Forest School Skills Progression Document

Year 1

Skills	Knowledge	Experiences
Forest School Safety	To co-construct safety rules for Forest School area. *Weekly*: To revisit safety rules, explore the area with reference to safe risk taking. Include additional safety information for tools/fire/seasonal conditions.	
Fauna, Flora (plant, tree, animal, bird, insect) Identification, growing, science data collection	To understand similarities and differences between tree sizes, colours and barks. To be able to identify the different parts of a tree. To be able to use senses to investigate the Forest Schools area Plant/observe trees/seeds growing.	-Observation walks
Using natural materials, 2D Sculpture, 3D Sculpture	To be able to make 3D sculpture in different areas of Forest School of an animal or insect. (mud/snow) To use found items to give characteristics of chosen creature.	
Den-building	To be able to use sticks to create a basic (tripod) den structure on a small scale (e.g.: for a small soft toy), using twisty wire to fix them in place.	
Tools	Blood Bubble awareness. To be able to safely use secateurs, junior hack saw, with adult support (e.g.: make an elder bracelet).	
Bushcraft	To begin to understand that fire needs fuel + oxygen + heat. To introduce flint and steel to make a spark. To use fire to cook. Hygiene.	

Forest School Skills Progression Document

Year 2

Skills	Knowledge	Experiences
Forest School Safety	To co-construct safety rules for Forest School area. *Weekly*: To revisit safety rules, explore the area with reference to safe risk taking. Include additional safety information for tools/fire/seasonal conditions.	- Explore the area with reference to safe risk taking
Fauna, Flora (plant, tree, animal, bird, insect) Identification, growing, science data collection	To know what a seed is. To know where seeds come from. To be able to name seeds. To be able to identify seeds. To be able to recognise seasonal signs in the forest. Plant/observe trees/seeds growing.	- Discussion, observations - Play the '*Shrinking Forest'* game.
Using natural materials, 2D Sculpture, 3D Sculpture	To develop and share ideas and imagination, using colour, pattern, texture. shape and form in the development of artworks. To build on previous work to make sculpture 3D. To understand that structures need solid/wider base.	- Explore natural materials – Forest Art. - Create tree parts artwork (linked to the work of Andy Goldsworthy).
Den-building	To be able to use sticks to create a basic den structure on a larger scale (e.g.: for a large soft toy), using malleable material such as clay or wire as a joining material if desired. To select covering materials (e.g.: leaves).	-Den building for a woodland creature soft toy.
Tools	Blood Bubble awareness. To be able to use a Bow Saw with increasing independence. To be able to use a Bit and Brace/hand drill/palm drill, hammer with adult support	-Safety talk -Wood slice/cookie cutting activity -Make a nail art wood slice.
Bushcraft	To understand fire triangle. To know how to prepare a fire for lighting i.e.: stick size. To use stick method to cook over fire.	- Game/activity about fire triangle -Stick collection, sort sticks in groups of different sizes for different roles. -Cook pop corn

Forest School Skills Progression Document

Year 3

Skills	Knowledge	Experiences
Forest School Safety	To co-construct safety rules for Forest School area. *Weekly*: To revisit safety rules, explore the area with reference to safe risk taking. Include additional safety information for tools/fire/seasonal conditions.	-Explore the area with reference to safe risk taking
Fauna, Flora (plant, tree, animal, bird, insect) Identification, growing, science data collection	To take part in a scavenger hunt and be able to use tree and plant identification kits to identify items found. Plant/observe trees/seeds growing.	-Scavenger hunt-find listed items. - Plant/observe trees/seeds growing depending on season.
Using natural materials, 2D Sculpture, 3D Sculpture	To consolidate prior learning on use of natural materials to create ephemeral art. To be able to create a group sculpture using natural resources, making contrasting concentric rings around an object. To use natural material to create hanging woven art i.e.: dream catcher (willow).	-Discussion and collection of natural resources - Group sculpture using natural resources, making contrasting concentric rings around an object. -Leaf rubbing, Leaf lacing, Bark rubbing. - Create hanging woven art i.e.: dream catcher (willow).
Den-building	To learn loop knots to peg out a tarpaulin shelter (pre made timber-hitched line for tarpaulin).	-Learn knot whilst making tarpaulin de. Knot Id and instruction sheets available if children want to learn other knots.
Tools	Blood Bubble awareness. To be able to whittle sticks safely using scout/carving/craft knives.	-Safety Talk -Whittling sticks make wand/mushroom/spoon
Bushcraft	To work in small groups with adult support to use Kelly-kettle to boil water for hot drink.	-Safely use Kelly-kettle to boil water for hot drink.

Forest School Skills Progression Document

Year 4

Skills	Knowledge	Experiences
Forest School Safety	To co-construct safety rules for Forest School area. *Weekly*: To revisit safety rules, explore the area with reference to safe risk taking. Include additional safety information for tools/fire/seasonal conditions.	- Explore the area with reference to safe risk taking
Fauna, Flora (plant, tree, animal, bird, insect) Identification, growing, science data collection	To be able to identify woodland animals and/or birds that might be found in a UK forest. To understand importance of worms in woodland environment. To make wormeries to observe worms at work. Plant/observe trees/seeds growing.	-ID hunt and games -Worm digging soil and identification of worms from different strata - Make wormeries - Plant/observe trees/seeds growing seasonally related activities
Using natural materials, 2D Sculpture, 3D Sculpture	To select animal as an inspiration for a piece of woodland artwork. To be able to use natural materials to make animal pictures and picture frames. To be able to select woodland materials that capture the characteristics of the chosen animal (e.g.: materials that would work well to express a fox's bushy tail/hedgehog's prickly spines. To understand how to introduce a sense of energy and movement into their animal picture.	-Woodland artwork. -To make animal pictures and picture frames.
Den-building	To create a supporting line for tarpaulin by using timber hitches. To use loop knots to peg out.	-Practise knots whilst creating a tarpaulin shelter.
Tools	Blood Bubble awareness. To be able to cut trees/plants/wood using loppers, saw, secateurs.	- Safety discussion. -Forest Maintenance, wood cutting for craft activity.
Bushcraft	To begin to independently prepare a fire site. To prepare natural equipment to be able to cook over an open fire, e.g.: toasting bread.	- Safety discussion. -Cook food on open fire e.g.: toasting bread (check food allergies and intolerances).

Forest School Skills Progression Document

Year 5

Skills	Knowledge	Experiences
Forest School Safety	To co-construct safety rules for Forest School area. *Weekly*: To revisit safety rules, explore the area with reference to safe risk taking. Include additional safety information for tools/fire/seasonal conditions.	- Explore the area with reference to safe risk taking
Fauna, Flora (plant, tree, animal, bird, insect) Identification, growing, science data collection	Animal and Plant Identification compare data from previous collections. To be able to identify a range of evergreen, deciduous, coniferous and broadleaf trees. To survey/find out how many different plants growing on forest floor in woodland, carefully throwing a quadrat, count number of plants growing underneath an area of deciduous trees, identify. To be able to record results in a 'Plant Diversity' table. To understand how to 'collect with respect'	-Animal and Plant Identification compare data from previous collections. -Tree ID walk -Quadrant survey, record data, compare with previous records -Create 'Plant Diversity' table -Foraging/collection walk
Using natural materials, 2D Sculpture, 3D Sculpture	To create a 2D puzzle or game to challenge peers. To encourage logical thinking using natural materials. To recreate 2D puzzle or game into 3D. To be able to problem solve.	-Create game/puzzle on woodland floor using natural resources. -Challenge peers to play created game. -Build game/puzzle
Den-building	To use lashing to create a free-standing shelter, without the use of tarpaulin.	-Shelter or free-standing table/building without tarpaulin.
Tools	Blood Bubble awareness. To be able to use a Bill Hook safely.	-Safety discussion -use a Bill Hook safely to split dry wood for fire.
Bushcraft	To be able to make own tinder nest. To be able to make fire by friction, using flint and steel.	-Make own tinder nest by using a pencil sharpener to make shavings for fire.

Forest School Skills Progression Document

Year 6

Skills	Knowledge	Experiences
Forest School Safety		- Explore the area with reference to safe risk taking
Fauna, Flora (plant, tree, animal, bird, insect) Identification, growing, science data collection	To be able to identify signs of wildlife or animals. To understand the characteristics of different biomes. To know that England's woods and forests are temperate and deciduous. To use photography to identify/record the 4 main layers of temperate forests (ground layer; herb or field layer; understory or shrub layer; and canopy layer).	-Signs of wildlife walk -Discussion about 6 main types. Focus on Woodlands: habitats where the main plants found are trees, but mosses, ferns and lichen are found. -Citizen Science Data collection activities, compare with previous date
Using natural materials, 2D Sculpture, 3D Sculpture	To independently make a movable sculpture To use gained knowledge to problem solve.	-Plan and make a movable sculpture e.g.: puppet. -Discuss problems encountered and how overcome.
Den-building	To be able to make a raised log bed for a shelter. To be able to make a (snow) shelter.	-Den building using logs, lashings tarpaulins -Seasonal shelter building
Tools	Blood Bubble awareness. To be able to use a Bow Saws, Hack Saws, knives independently. To be able to use a Bill Hook/Axe to split wood. To be able to make own tinder nest and kindling by shaving down twigs with a knife to make fuzz or feather sticks; collect own wood.	-Safety discussion -Plan and make items safely using chosen tool. - Safely use a Bill Hook/Axe to split wood into small splints for kindling, medium splints for boiling billy cans of water, and into larger splints for fire or crafting/activities.
Bushcraft	To be able to make fire by friction, using a Bow Drill. To be able to make hot drink using Kelly Kettle independently.	-Practise fire lighting using a Bow drill -Campfire session making drinks