



Forest School Progression Map

Skill	Pre- School	Reception	Year 1 (KS1)	Year 2 (KS1)	Years 3&4 (KS2)
<p><u>Shelter Building</u></p> 	<p>Gentle introduction to shelters through play.</p> <p>Use pop up tents fabric and pegs</p>	<p>Gentle introduction to shelters through play and constructions.</p> <p>Simple construction of tents/Dens using small tables and chairs out of wood area.</p> <p>Use pop up tents fabric and pegs</p>	<p>Independent shelter building using what they can find in the woodland area and fabrics if asked for.</p> <p>Mini den building in pairs for animals/fairies</p> <p>Encourage experimentation, fun and play.</p>	<p>What is a shelter? Work. Investigate who builds shelters and why.</p> <p>Build nests (big and small)</p> <p>Design and construct small and big shelters using Materials from woods, tarpaulin, materials, and rope.</p> <p>Transferring knot work into practice from year 1. Lean to style, A frame.</p> <p>Work in small groups in some cases organised by the leaders.</p> <p>Compare and evaluate the shelters.</p>	<p>Design and build shelters using tarpaulin and materials found in woods.</p> <p>Investigate free standing designs (Tepee/Washstand etc...) Improve Knot work skills.</p> <p>Use den construction in game play or other work- Grab the flag, Spy games, nature watching.</p> <p>Compare and evaluate the shelters.</p> <p>Work successfully as a group. Evaluate each others work in a constructive and friendly manner.</p>

<p><u>Knots</u></p> 	<p>Encourage children when changing to tie own shoes, do buckles or pull and stick Velcro.</p>	<p>Encourage children when changing to tie own shoes, do buckles or pull and stick Velcro, put things in bags, do up bags and coats.</p> <p>Shoe threading game and bow tying.</p> <p>Fine motor skill work to strengthen little fingers and improve coordination.</p>	<p>Treading beads on wire and threads.</p> <p>Twisting and threading wool.</p> <p>Simple over and under knot tying. Making friendship bracelets.</p>	<p>Introducing Lashing ropes to make a simple picture frame.</p> <p>Provide ropes for den/shelter building independent use of lashing and tying techniques.</p>	<p>Independent use of lashing and tying techniques for a wide variety of construction activities including, den building, construction challenges and jewellery making</p>
<p><u>Fire</u></p> 	<p>No Fires but introduction of fire circle and following instructions and sitting on logs to drink/eat snack sensibly.</p>	<p>Introduction of fire circle and following instructions and sitting on logs to drink/eat snack sensibly.</p> <p>Fire circle used as a place we listen and sit. Central fire pit explained as an area we do not walk.</p> <p>Fire Circle rules explained. Fire circle games played.</p>	<p>Safety procedures- fire safety</p> <p>Fire circle used as a sensible follow instructions area.</p> <p>Possible fire triangle work and lesson on what fire is and what it can do. Hand over the top of a candle to introduce understanding of how hot fire is, burning different fabric to show them why safety and</p>	<p>Safety procedures- fire safety</p> <p>Experience using flint and steel to spark a flame.</p> <p>Light a piece of cotton wool</p> <p>Toast bread, fruit, and marshmallows.</p> <p>Other simple cooking.</p>	<p>Safety procedures- fire safety</p> <p>Experience using flint and steel to spark a flame.</p> <p>Light a piece of cotton wool</p> <p>Possibly light a fairy fire and keep it going.</p> <p>Toast/cool food on a fire for example:</p>

		<p>Hot chocolate and Marshmallow treats introduced (reward chart started)</p> <p>Big Fires to introduce children to a fire. Children sit and watch food brought to them.</p>	<p>following rules is important.</p> <p>Big fires, Fire treats, simple cooking</p> <p>Independent toasting of marshmallows and fruit</p> <p>Possible Introduction to flint and steel to spark a flame.</p>		<p>Soup Pancakes Dampers Popcorn</p>
<p><u>Tools</u></p> 	<p>Introduction to tools playing with small wheelbarrows and brushes. Improving fine motor skills lots of small world play, chalkboard work etc..</p> <p>Following simple instructions and learning to follow instructions and rules for safety.</p>	<p>Introduction to tools playing with small wheelbarrows and brushes.</p> <p>Introducing simple tools like scissors, forks, spoons, mallets</p> <p>Improving fine motor skills lots of small world play, building craft creations, chalkboard work etc..</p> <p>Following simple instructions and learning to follow instructions and rules for safety.</p>	<p>Continuing use of simple tools like scissors, forks, spoons and mallets.</p> <p>Tools will only be used when the children are physically, mentally and socially ready to do so.</p> <p>Children's ability to use tools will develop at different ages.</p> <p>Introduce the use of Potato peelers for whittling and shaping. Hand drills for simple hole making</p>	<p>Continuing use of simple tools like scissors, forks, spoons, mallets.</p> <p>Tools will only be used when the children are physically, mentally and socially ready to do so.</p> <p>Children's ability to use tools will develop at different ages.</p> <p>Potato peelers for whittling and shaping. Hand drills for simple hole making.</p> <p>Introduction of 1:1 use</p>	<p>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>Tools will be available at all time for different tasks or if children ask to use them and we are happy for them to do so.</p> <p>Tools available include the following but other tools are available if required or requested:</p>

				<p>of Bow saws to cut discs and hand held saws with careful supervision</p>	<p>Bow saw Potato peels Hand drills Hammers, Hand saw Secateurs Loppers Mallet Electric drill Screwdriver</p>
<p><u>Natural World</u></p> 	<p>Get outdoors and play in all weathers. Get dirty and enjoy the environment.</p>	<p>Get outdoors and play in all weathers. Get dirty and enjoy the environment.</p> <p>Notice changes in the weather and seasons</p> <p>Notice animals and plants around us.</p> <p>Start to learn names of animals and plants.</p> <p>Use and play with natural materials.</p>	<p>Get outdoors and play in all weathers. Get dirty and enjoy the environment.</p> <p>Name the seasons, recognise which season we are in and what its main features are.</p> <p>Recognise different weathers and their symbols</p> <p>Take weather readings.</p> <p>Notice changes to the area around them.</p> <p>Notice wildlife and plants.</p> <p>Start to ask questions</p>	<p>Get outdoors and play in all weathers. Get dirty and enjoy the environment.</p> <p>Name the seasons, recognise which season we are in and what its main features are.</p> <p>Recognise different weathers and their symbols</p> <p>Take weather readings.</p> <p>Notice changes to the area around them.</p> <p>Notice wildlife and plants.</p> <p>Start to ask questions</p>	<p>Get outdoors and play in all weathers. Get dirty and enjoy the environment.</p> <p>Name the seasons, recognise which season we are in and what its main features are.</p> <p>Recognise different weathers and their symbols</p> <p>Take weather readings.</p> <p>Notice changes to the area around them.</p> <p>Notice wildlife and plants.</p> <p>Start to ask questions</p>

			<p>about the environment.</p> <p>Dress appropriately.</p>	<p>about the environment</p> <p>Dress appropriately make judgements on clothing without prompting.</p> <p>Independently notice and comment on the environment and use names of wildlife and plants correctly.</p> <p>Care for the environment and notice differences good and bad.</p>	<p>about the environment</p> <p>Dress appropriately make judgements on clothing without prompting.</p> <p>Independently notice and comment on the environment and use names of wildlife and plants correctly.</p> <p>Care for the environment and notice differences good and bad.</p> <p>Use books and id cards to independently identify unknown wildlife and plants.</p> <p>Be inquisitive about the environment around us and further a field and share the information.</p>
<u>Play</u>	Introduction to rules and boundaries	Introduction to rules and boundaries	Play on their own but also cooperate in a small team to cooperate and	Work in teams during larger games and activities and manage to	Work in teams during larger games and activities and manage to



<p>Promotion of free exploration Promotion of independent learning opportunities/skills</p> <p>Move about over terrain in Forest school</p> <p>Carry sticks safely Play independently safely</p> <p>Get hand dirty Play with others safely</p>	<p>Promotion of free exploration Promotion of independent learning opportunities/skills</p> <p>Move about over terrain in Forest school</p> <p>Carry sticks safely Play independently safely</p> <p>Get hand dirty Play with others safely</p>	<p>communicate clearly.</p> <p>Take part in outdoor games in small groups.</p>	<p>cooperate and add value.</p> <p>Explore different habitats and environments.</p> <p>Be inquisitive and not destructive.</p>	<p>cooperate and add value.</p> <p>Explore different habitats and environments.</p> <p>Be inquisitive and not destructive.</p> <p>Explore every dimension of the Forest- i.e climb, swing, dig etc....</p>
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