

Key skills progression - Forest School



Nursery

Introduction to rules and boundaries.	
I can dress with help; I can pull up my trousers and pull up the zipper when fastened at the bottom.	
Promotion of independent learning imaginative play.	
Introduction of basic real tools – hammers, mallets, trowels and forks.	
Safety procedures, how to carry sticks etc.	
I can talk about the features of my own immediate environment.	
I can respect the plants and animals that live in our forest school area.	
I can select, share and use activities and resources with help.	
I can talk about some of the things I have observed.	
Use natural materials to create art.	

Reception

Re-enforcement of rules and boundaries.	
I can select my waterproofs and put them on independently. I can pull the zipper up on a coat, sometimes with support.	
Promotion of independent learning opportunities/skills.	
Uses basic real tools – hammers, mallets, trowels and forks.	
Introduction of bow saw and peeler – with 1:1 adult support	
Introduction of basic shelter building with support.	
Safety procedures, how to carry sticks etc. talk about how to keep safe	
Promotion of free exploration.	
Introduce knowledge about the wildlife within our school grounds and how to look after them.	
Use natural materials to create artwork.	

Year 1

Re-enforcement of rules and boundaries.	
I understand what clothing is needed depending on the weather.	
Continuation of the use of basic tools, larger ropes and independent cutting of string.	
Introduction to basic knots.	
Safety procedures, how to carry sticks etc.	
Supported construction of tripod structures on a small and large scale.	
Introduction of fire safety and fairy fires. I can make a spark using a fire steel.	
Introduce knowledge about the wildlife within our school grounds and how to look after them.	
Use natural materials to create artwork.	
Begin to identify a variety of wild and garden plants.	
To identify a variety of common insects.	

Year 2

Re-enforcement of rules and boundaries.	
I know what clothing is needed depending on the weather.	
Continuation of the use of basic tools, larger ropes and independent cutting of string.	
More sophisticated use of knots for attaching to structures, trees etc.	
Independent use of tripod structures.	
Introduction of lashing and frapping techniques to make frames.	
Introduction of fire safety and fairy fires. I can make a spark using a fire steel.	
I can make a simple snack - toast.	
Understanding the signs of wildlife within our school grounds (droppings, nests, burrows etc.) creating habitats for them to live in.	
Create a natural picture frame and discuss the properties of the natural materials (flexible or non-flexible).	
Observe and describe how seeds and bulbs grow.	
Understand what is needed to survive (water, food, air)	

Year 3

Re-enforcement of rules and boundaries.	
Continuation of the use of basic tools, larger ropes and independent cutting of string.	
More sophisticated use of knots for attaching to structures, trees etc.	
Independent use of tripod structures - I can describe how my structures work.	
I can communicate clearly in teamwork activities.	
Introduction of lashing and frapping, dual structures – attaching hessian using knots.	
Using bow saw and peeler – 1:1 peer support	
Introduction of fire safety and fairy fires and use a fire steel independently.	
I can toast a marshmallow on a stick, I can prepare a simple snack (baked banana or apple)	
Understanding the signs of wildlife within our school grounds (droppings, nests, burrows etc.) creating habitats for them to live in.	
I can name animals within our environment.	
I know that soil is made from rocks and organic matter.	

Year 4

Re-enforcement of rules and boundaries.	
I can explain why wearing appropriate clothing is important.	
Continuation of the use of basic tools, larger ropes and independent cutting of string.	
More sophisticated use of knots for attaching to structures, trees etc.	
Independent use of tripod structures.	
Introduction of lashing and frapping techniques on a smaller scale at an independent level.	
Introduction of hack saw/loppers/secateurs/whittling using knives – 1:1 support.	
Introduction of fire safety and correct fuel needed to light a fire.	
I can chop and grate to help make a vegetable soup.	
Looking at creating a habitat to attract more wildlife within Forest School. I can create a bug hotel.	
I can name some common garden birds and talk about their features.	
I can take part in outdoor activities and challenges on my own and in a team.	

Year 5

Re-enforcement of rules and boundaries.	
Continuation of the use of basic tools, larger ropes and independent cutting of string.	
More sophisticated use of knots for attaching to structures, trees etc.	
Independent use of tripod structures.	
I can lead a team and work in a team during wide games and scavenger hunts.	
Introduction of lashing and frapping techniques on a smaller scale at an independent level.	
Introduction of hack saw/loppers/secateurs/whittling using knives – 1:1 support. To be able to whittle a tent peg using a stop cut.	
I can plan, make and create a decoration.	
I can tend to a fire I have lit; I can boil water in a Kelly kettle. I can make hotdogs.	
Looking at creating a habitat to attract more wildlife within Forest School.	

Year 6

Re-enforcement of rules and boundaries.	
I can explain what humans need to survive, I can work with others to research and obtain survival essentials.	
I can find and identify safe wild food and understand the rules for foraging.	
More sophisticated use of knots for attaching to structures, trees etc.	
Introduction of lashing and frapping techniques on a smaller scale at an independent level.	
I can print using natural materials.	
Introduction of hack saw/loppers/secateurs/whittling using knives – 1:1 support	
I can tend to a fire I have lit; I can boil water in a Kelly kettle and make hot chocolate. I can cook on an open fire.	
What makes a perfect habitat for wildlife and what changes could we make both in school and at home to encourage more wildlife within our settings.	
I can use and create a key to identify trees and animal tracking signs.	
To introduce peer mentoring in Forest School i.e. den building/willow weaving.	