



Ringway Primary School Forest School



Linked to Principles of Forest School – activities are guidelines and children’s interests and needs are followed

Progression Grid

Shelter building

Nursery	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Den building for small animals and toys.	Introduction to basic shelter-building Mini-den building for small animals	Supported construction of tripod structures (mini den building) Erect a lean to shelter, with support Questioning what worked well	Independent use of tripod structures (animal den building) Introduction to lashing and frapping to make a frame. Make a lean-to shelter with limited support. Questioning how they could improve their structures	Create a shelter using tarps Work successfully as a group to create a shelter Compare and evaluate the shelters in relation to their sturdiness, durability and weather proofing, assess if fit for purpose	Design and build varying sized shelters using tarpaulins and materials found in Forest School Work successfully as a group, having considered and evaluated each member’s contribution Compare and evaluate the shelters in relation to their sturdiness, durability and weather proofing, assess if fit for purpose	Create a tipi shelter with camouflage Work successfully as a group, having considered and evaluated each member’s contribution Compare and evaluate the shelters in relation to their sturdiness, durability and weather proofing, assess if fit for purpose	Shelter building challenges; working in teams the children plan, build and review shelters Work successfully as a group, having considered and evaluated each member’s contribution Compare and evaluate the shelters in relation to their sturdiness, durability and weather proofing, assess if fit for purpose

Geographical skills and navigation

Nursery	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Rules and boundaries introduced and followed Free exploration encouraged	Follow rules and boundaries Free exploration encouraged Describe their immediate environment using knowledge from observation,	Use simple fieldwork and observational skills to study the geography of the school and its grounds Use directional language (near and far, left and right)	Use simple compass directions (North, South, East and West) and locational and directional language (for example, near and far; left and right) to describe the location	Use fieldwork to observe and record the human and physical features in the local area using a range of methods Demonstrate understanding of the concept of a basic map	Use fieldwork to observe and record the human and physical features in the local area using a range of methods Recognise features and symbols on the map	Use fieldwork to observe and record the human and physical features in the local area using a range of methods Use the eight points of a compass and four figure grid references	Use fieldwork to observe and record the human and physical features in the local area using a range of methods Use eight points of a compass and four figure grid references (include OS maps)

	discussion, stories, non-fiction texts and maps	Devise a simple map, use and construct basic symbols in a key	of features and routes on a map. Devise a simple map, use and construct basic symbols in a key	Navigate your way around a simple orienteering course Complete a simple 'star' orienteering activity in pairs / groups	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	Develop expertise in the orienteering skills of orientating a map, following a course, and recognition of relevant map symbols Plan a short loop course for another pair to follow Improve confidence in map reading and the transfer of information from map to ground	Set, read and follow a bearing Combine map reading and compass skills Measure the distance between control points and using the map scale, estimate the number of pace required to reach each control Successfully undertake an orienteering competition
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Using tools*

Nursery	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Introduction to tools – peelers with gloves for whittling, trowels and forks for planting	Introduction to tools – peelers with gloves for whittling, trowels and forks for planting	Continuing the use of basic tools, using peelers and hammers and cutting of string	Continuing the use of basic tools, using peelers and hammers and independent cutting of string	<i>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</i> Continuing use of basic tools with progressively more independence. Use of bowsaw 1:1* Use of loppers*, and secateurs* 1:1	Continuing use of previous tools with supervision but increasingly more independence. Use of bowsaw 1:1* Use of loppers*, and secateurs* 1:1	Continuing use of previous tools with supervision but increasingly more independence (with exception of bushcraft knife) Use of bushcraft knife for whittling (1:1)	Continuing use of previous tools with supervision but increasingly more independence (with exception of bushcraft knife) Able to explain which tools are used for a particular job, correct carrying procedures and how to handle tools safely

Knots

Nursery	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Exploring use of wool/string in crafts (supervised)	Exploring use of wool/string in crafts (supervised) Tying shoe laces	Introduction to basic knots	More sophisticated use of knots for attaching to structures and trees	More sophisticated use of knots for attaching to structures and trees	More sophisticated knots for attaching to structures and trees	Shelter hitches and knots More complex knots	More complex knots and selecting the correct knot for a job

			Example - Overhand knot and half hitch Lashing and frapping techniques to make frames	Lashing and frapping frames and dual structures Example - Cow hitch	Independent use of lashing and frapping techniques		
Science/nature/environment							
Nursery	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Introduction to flora and fauna found around the school environment Talk about what they can see around them. Begin to understand the need to respect and care for the natural environment.	Know and identify some key animals and identify features of them. Explore the natural world around them, making observations and drawing pictures of animals	Describe the plant structure Identify and name a variety of common animals, plants and trees	Consider what animals and plants need to stay alive and be healthy Observe how seeds and bulbs grow into mature plants Identify deciduous and evergreen trees	Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers Know the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant	Explore and use classification keys to help group, identify and name a variety of living things in their local environment Recognise that environments can change and that this can sometimes pose dangers to living things	I can name some common birds and talk about their features and the sounds they make. I can match tracks and other signs to animals.	Use classification systems and keys to identify some animals and plants in the immediate environment
Using fire for cooking**							
Nursery	Reception	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Safety procedures – introduction to fire safety Understand why it is important to be safe around a fire	Observe and talk about fire lighting procedures Begin to contribute by selecting fuel	Be safe around a fire Contribute to fire building by collecting fuel	Experience using fire strikers to spark a flame Light a piece of cotton wool (fairy pillow) Knowledge of fire safety Introduction to the fire triangle	Light a fairy fire and keep it going	Roast food on a fire with support	Cooking on a camp fire (roast food)	Prepare and light a campfire with supervision

* Tools marked with a star are not currently in use but plan to be introduced.

**Fire lighting not currently part of Forest School sessions