



Leavening Community Primary School work to a skills based curriculum, which helps ensure that children learn not only factual information, but also develop the skills they need to function well in the future.

This document is designed to give you an overview of what skills your child will be taught within each year group.



Leavening Community Primary School
Forest Schools Progression of Skills



Skills	Nursery and Reception (EYFS)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Shelter Building	<ul style="list-style-type: none"> Introduction of basic shelter building with support (some indoor and outdoor equipment) Mini-den building for small animals. 	<ul style="list-style-type: none"> Supported construction of tripod structures (mini-den building). Erect a lean to shelter, with support. 	<ul style="list-style-type: none"> Independent use of tripod structures (animal den building) Introduction to lashing and frapping techniques to make frames Create a lean to shelter, independently or with limited support 	<ul style="list-style-type: none"> Create a tarpaulin shelter in a woodland. Work successfully as a group, having considered and evaluated each members' contributions. Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose. 	<ul style="list-style-type: none"> Design and build varying sized shelters using tarpaulin and materials found in a woodland. Work successfully as a group, having considered and evaluated each members' contributions. Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose 	<ul style="list-style-type: none"> Create a tipi shelter with camouflage. Work successfully as a group, having considered and evaluated each members' contributions. Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose. 	<ul style="list-style-type: none"> Shelter building challenge – working in teams the children plan, build and review their shelters (recap the different ways to build shelters). Work successfully as a group, having considered and evaluated each members' contributions. Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose Set up a tent in preparation for going on a

Tree climbing	<ul style="list-style-type: none"> • 1: 1 guidance. • Jumping out with support • No climbing above 1m. 	<ul style="list-style-type: none"> • 1: 1 guidance. • Jumping out with support • No climbing above 1m 	<ul style="list-style-type: none"> • 1: 1 guidance. • Jumping out with support • No climbing above 1m 	<ul style="list-style-type: none"> • 1: 1 guidance available. • Adult supervision at all times. • No climbing above 2m. • Jumping out from no higher than 1 m. 	<ul style="list-style-type: none"> • 1: 1 guidance. • Adult supervision at all times. • No climbing above 2m. • Jumping out from no higher than 1 m. 	<ul style="list-style-type: none"> • Climb independently. • Adult supervision at all times. • Jumping out from no higher than 2 m 	residential visit. <ul style="list-style-type: none"> • Climb independently. • Adult supervision at all times. • Jumping out from no higher than 2 m
Woodland Management	<ul style="list-style-type: none"> • Know the different layers of the woodland: Canopy, Shrub, Field, and Ground. • Identify woodland animals: Deer, Squirrel • Identify Plants: Holly, Bracken, Bramble/Nettles, Oak Tree, Bluebells 	<ul style="list-style-type: none"> • Identify Birds: Pheasant, Buzzard, and Woodpecker • Identify trees: Ash, Beech, Silver Birch 	<ul style="list-style-type: none"> • Identify Birds: Pheasant, Buzzard, and Woodpecker • Identify trees: Ash, Beech, Silver Birch 	<ul style="list-style-type: none"> • Use secateurs and pruning saws to thin woodland • Plant trees • Identify fungi 	<ul style="list-style-type: none"> • Use secateurs and pruning saws to thin woodland • Plant trees • Identify fungi 	<ul style="list-style-type: none"> • Identify Coppice Chestnut and Hazel • Identify orchids, primroses etc. 	<ul style="list-style-type: none"> • Identify Coppice Chestnut and Hazel • Identify orchids, primroses etc.
Play / Exploring (linked to My Activity Passport)	<ul style="list-style-type: none"> • Introduction to rules and boundaries • Promotion of free exploration • Promotion of independent learning opportunities/skills • Plant bulbs and 	<ul style="list-style-type: none"> • Re-enforce rules and boundaries • Travel safely over the terrain in Forest School • Carry sticks safely • Work in a team to co- 	<ul style="list-style-type: none"> • Re-enforce rules and boundaries of forest schools • Move logs safely with support first • Build a bridge • Become a nature detective 	<ul style="list-style-type: none"> • Take part in outdoor challenges on own and in a team • Climb a tree • Make something out of wood • Cook outdoors 	<ul style="list-style-type: none"> • Play woodland versions of games I can work in a team during wide games and scavenger hunts • Make a sculpture • Make up your 	<ul style="list-style-type: none"> • Orienteering with an OS map 	<ul style="list-style-type: none"> • Create a time capsule

	<p>watch them grow</p> <ul style="list-style-type: none"> Autumn walk Search for butterflies 	<p>operate and communicate clearly</p> <ul style="list-style-type: none"> Discover what's in a pond Hunt for insects Roll down a hill Make a daisy chain Build a den 	<ul style="list-style-type: none"> Get soaking wet in the rain Bird watching 		<p>own game and teach it to someone</p> <ul style="list-style-type: none"> Carry out a Treasure hunt 		
Using Tools	<ul style="list-style-type: none"> Introduction to tools (peelers for whittling, hammers, mallets, trowels and forks) Use a Bow Saw to make a tree cookie. Scissors for the cutting of string. Use fire flint and steels. 	<ul style="list-style-type: none"> Continuation of the use of basic tools. Scissors for the cutting of string. Use of bow saw 1-1 to cut discs and use veg. peelers for developing pre-whittling skills. Use Secateurs for shelter building and thinning of woodland. Hand saw. Palm drills 	<ul style="list-style-type: none"> Continuation of the use of basic tools, larger ropes and independent cutting of string Use of bow saw 1-1 to cut discs and use veg. peelers for developing pre-whittling skills. Use Secateurs for shelter building and thinning of woodland. Hand saw. Palm drills 	<ul style="list-style-type: none"> 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. Peeler (1:1) Use Loppers and pruning saw for thinning etc. Use Hand/ Palm drills 	<ul style="list-style-type: none"> 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 Secateurs Knives for whittling Use Loppers and pruning saw for thinning etc. 	<ul style="list-style-type: none"> 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 Use Fixed Blade Knives for whittling – adult support 	<ul style="list-style-type: none"> 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 Use Fixed Blade Knives for whittling – adult support

					<ul style="list-style-type: none"> Use Hand/ Palm drills 		
Knots	<ul style="list-style-type: none"> Tying shoe laces 	<ul style="list-style-type: none"> Introduction to basic knots Larks Foot Timber hitch 	<ul style="list-style-type: none"> More sophisticated use of knots for attaching to structures and trees Example – Overhand knot, Half hitch, Cow hitch, Timber hitch. Introduction to lashing and frapping techniques to make frames 	<ul style="list-style-type: none"> More sophisticated use of knots for attaching to structures and trees Lashing and frapping frames and dual structures Example – Cow hitch, Reef knot, Granny knot, Overhand knot and Timber Hitch knot. 	<ul style="list-style-type: none"> More sophisticated knots for attaching to structures and trees Independent use of lashing and frapping technique. Use a Reef Knot, Granny knot, Overhand knot and Timber Hitch knot. 	<ul style="list-style-type: none"> Shelter hitches and knots More complex knots and selecting the correct knot for a job. Use a Clove Hitch knot Use Square lashing and ask to learn other knots independently. 	<ul style="list-style-type: none"> More complex knots and selecting the correct knot for a job. Use a Clove Hitch knot Use Square lashing and ask to learn other knots independently.
Using Fire for Cooking	<ul style="list-style-type: none"> Observe and talk about fire lighting procedures, begin to contribute by selecting fuel Collect correct wood: tinder, kindling, bigger sticks, branches, logs. Practise using Sparklers. Make a fire pit Know how to extinguish a fire. Fire safety 	<ul style="list-style-type: none"> Be safe around a fire Contribute to fire lighting by gathering fuel Learn different shapes of fires. Toast marshmallows with little support Support with cooking popcorn 	<ul style="list-style-type: none"> Experience using fire strikers to spark a flame Light a piece of cotton wool (fairy pillow) Fire safety and the fire triangle Independent cooking of bread and marshmallows Support with cooking popcorn 	<ul style="list-style-type: none"> Light a fairy fire and keep it going. Make a miniature fire in a Scallop shell and keep it going. Help with main fire. Introduce cooking Toast bread and marshmallows Other food may be cooked too. 	<ul style="list-style-type: none"> Roast food on a fire with support Make a miniature fire in a Scallop shell and keep it going. Help with main fire. Introduce cooking. Toast/ cook food on the fire. 	<ul style="list-style-type: none"> Cook on a camp fire (roast food) Make and tend a fire safely Cook a range of foods Hazel macaroons Tortilla pancake Popcorn 	<ul style="list-style-type: none"> Prepare and light a campfire with supervision. Make larger fires independently. Cook a range of foods Hazel macaroons Tortilla pancakes Popcorn

	<p>awareness/play fire safety games.</p> <ul style="list-style-type: none"> • Toast marshmallows with full 1:1 support • Observe popcorn popping 						
<p>Health and Safety</p>	<ul style="list-style-type: none"> • Know the signals to return to base: whistle for emergency, bird call any other time. • Hand washing before eating. • Fire safety • Know to be in sight of the boundary at all times. • Know how to walk to Forest School area on MUGA by walking safely and sensibly in pairs. 	<ul style="list-style-type: none"> • Know what risks there are in the Forest School area. • Set boundaries of site. • Find hazards themselves and identify them to the class. • Know how to use a range of tools safely. • Know which plant species are poisonous. 	<ul style="list-style-type: none"> • Know what risks there are in the Forest School area. • Find hazards themselves and identify them to the class. • Know how to use a range of tools safely. • Know which plant species are poisonous. 	<ul style="list-style-type: none"> • Know how to build structures safely. • Understand risks linked to cooking. • Understand risks when tree climbing. • Know basic first aid. • Practice and role play emergency procedure. 	<ul style="list-style-type: none"> • Know how to build structures safely. • Understand risks linked to cooking. • Understand risks when tree climbing. • Know basic first aid. • Practice and role play emergency procedure. 	<ul style="list-style-type: none"> • Consolidate all prior knowledge. 	<ul style="list-style-type: none"> • Consolidate all prior knowledge.