



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"> Discuss shelters before building, with children explaining what they might want for a shelter. Introduce tripod structures. Independent building of mini dens for animals. Starting to question what worked well. 	<ul style="list-style-type: none"> Independent use of tripod structure for dens. Introduce lean to shelters and how we can use the forest to help us. Able to source own materials and explain why they have been chosen (properties of materials). Begin to use string and rope to help secure their dens, tying basic knots. Able to say what worked well and what could be done differently next time. 	<ul style="list-style-type: none"> Independently create structure (tripod or lean to). Introduction of using tarps with independent knot tying. Work as part of a team to create a shelter for a group. Compare and evaluate shelters. 	<ul style="list-style-type: none"> Design and build shelters using both tarpaulin and materials found in the woodland. Explain purpose and properties of materials used. Begin to advance knot tying to ensure that tarps are secure. Work as part of a group, considering how the roles of shelter building can be shared. Evaluate shelters and own contribution to shelter 	<ul style="list-style-type: none"> Design and build shelters using both tarpaulin and materials found in the woodland that could be used overnight. Discuss the properties required of the shelter and how they can be used to keep us safe. Work as a team to overcome any problems which may arise. Compare and evaluate group member's contributions. Compare and evaluate shelters. 	<ul style="list-style-type: none"> Children should be able to recap the different methods which can be used for shelter building. Build a camouflaged shelter, able to survive sudden rain. Independently select materials and ask for further tools/materials where required. Work successfully as a group, recognising the strengths of each team member. Compare and evaluate the shelters. Set up a tent in preparation for

					building.		going on a residential visit.
Tree climbing	<ul style="list-style-type: none"> • Climb trees with 1: 1 guidance. • Adult supervision at all times. • Jump out of trees with support (No climbing trees above 1m). 	<ul style="list-style-type: none"> • Climb trees with 1: 1 guidance. • Adult supervision at all times. • Jump out of trees with support (No climbing trees above 1m). 	<ul style="list-style-type: none"> • Climb trees with 1: 1 guidance. • Adult supervision at all times. • Jump out of trees with support (No climbing trees above 1m). 	<ul style="list-style-type: none"> • Climb trees with 1: 1 guidance. • Adult supervision at all times. • Jump out of trees with support (No climbing trees above 1m). 	<ul style="list-style-type: none"> • Climb trees with 1: 1 guidance. • Adult supervision at all times. • Jump out of trees with support (No climbing trees above 1m). 	<ul style="list-style-type: none"> • Climb trees independently. • Adult supervision at all times. • Jump out of trees with support (No climbing trees above 2m). 	<ul style="list-style-type: none"> • Climb trees independently. • Adult supervision at all times. • Jump out of trees with support (No climbing trees above 2m).
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	<ul style="list-style-type: none"> • Introduction to rules and 	<ul style="list-style-type: none"> • Re-enforce rules and 	<ul style="list-style-type: none"> • Re-enforce rules and 	<ul style="list-style-type: none"> • Take part in outdoor 	<ul style="list-style-type: none"> • Play woodland versions of 	<ul style="list-style-type: none"> • Orienteering with an OS map 	<ul style="list-style-type: none"> • Create a time capsule

<p>(linked to My Activity Passport)</p>	<p>boundaries</p> <ul style="list-style-type: none"> • Promotion of free exploration • Promotion of independent learning opportunities/skills • Plant bulbs and watch them grow • Autumn walk • Search for butterflies 	<p>boundaries</p> <ul style="list-style-type: none"> • Travel safely over the terrain in Forest School • Carry sticks safely • Work in a team to co-operate and communicate clearly • Discover what's in a pond • Hunt for insects • Roll down a hill • Make a daisy chain • Build a den 	<p>boundaries of forest schools</p> <ul style="list-style-type: none"> • Move logs safely with support first • Build a bridge • Become a nature detective • Get soaking wet in the rain • Bird watching 	<p>challenges on own and in a team</p> <ul style="list-style-type: none"> • Climb a tree • Make something out of wood • Cook outdoors 	<p>games I can work in a team during wide games and scavenger hunts</p> <ul style="list-style-type: none"> • Make a sculpture • Make up your own game and teach it to someone • Carry out a Treasure hunt 		
<p>Using Tools</p>	<ul style="list-style-type: none"> • Introduction to tools (scissors, peelers for whittling, palm drills, hammers, mallets, trowels and forks)- All tool use to be fully supported by an adult (1:5). 	<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 	<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 	<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 	<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 	<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 	<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

		<p>building and thinning of woodland.</p> <ul style="list-style-type: none"> • Introduce and use hand saw/ Palm drills. • Begin to think about the purpose of holes being created by palm drills. • Depending on the group, ratios may be increased for some tools. • Begin to have discussions around “blood bubbles” to encourage the children to think about the safety of themselves and others when using tools. 	<p>thinning of woodland.</p> <ul style="list-style-type: none"> • Introduce and use hand saw/ Palm drills. • Continuation with the use of basic tools for cutting and whittling (with peelers) • Introduction of junior hacksaws, supported in small groups with an adult. • Children should be able to independently enforce their blood bubble and explain how to use their tool safely. 	<p>develop at different ages.</p> <ul style="list-style-type: none"> • Peeler (1:1) • Use Loppers and pruning saw for thinning etc. • Continuation of the use of basic tools. In KS2 children should be able to ask an adult to use a tool if they see it important for completing their chosen task. • Introduce use of bow saw 1:1 for cutting disks • Hand-drills and pistol grip drills introduced. • Children independently enforce blood bubbles for the safety of themselves and others. 	<p>develop at different ages</p> <ul style="list-style-type: none"> • Secateurs • Knives for whittling • Use Hand/ Palm drills • Continuation of the use of basic tools. In KS2 children should be able to ask an adult to use a tool if they see it important for completing their chosen task. • Use of bow saws 1:1. • Children select the equipment needed for drilling. • Children independently enforce blood bubbles for the safety of themselves and others. 	<ul style="list-style-type: none"> • Use Fixed Blade Knives for whittling – adult support • Continuation of the use of basic tools. In KS2 children should be able to ask an adult to use a tool if they see it important for completing their chosen task. • Use of bow saws 1:2 (children may saw with a partner but the adult is to supervise). • Children are involved in taking care of the tools. • Children independently enforce blood bubbles for the safety of themselves and others. 	<ul style="list-style-type: none"> • Use Fixed Blade Knives for whittling – adult support • Continuation of the use of basic tools. In KS2 children should be able to ask an adult to use a tool if they see it important for completing their chosen task. • Use of bow saws 1:2 (children may saw with a partner but the adult is to supervise). • Introduction of loppers/pruning saw for thinning grasses (1:1). • Children are able to independently select tools, explaining the function of the tools on offer. • Children are involved in taking care of the tools. • Children independently enforce blood bubbles for the safety of
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							themselves and others.
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"> • Able to contribute in establishing group fire safety rules • Gather fuel of choice and explain why it may help with the fire • Toast marshmallows 1:2 • Introduction of using the Kelly kettle for hot drinks 	<ul style="list-style-type: none"> • Children are able to explain fire safety procedures and understand the fire triangle. • Explore using the flint and steel to make a spark. • Prepare kindling for fire. • Use Kelly Kettle for hot drinks – children to be invited to feed 	<ul style="list-style-type: none"> • Children can explain what the fire safety procedures are and why we have them in place • Explore alternative methods for lighting a fire (cotton wool to make fairy pillow). • Prepare kindling for fire • Toast 	<ul style="list-style-type: none"> • Children can explain what the fire safety procedures are and why we have them in place. • Light a small contained fire 'fairy fire'. • Support with making and tending to the campfire. • Toast/cook food on fire, adapting bread 	<ul style="list-style-type: none"> • Children can explain what the fire safety procedures are and why we have them in place. • Light a small contained 'fairy fire' and keep it going to toast marshmallow. • Support with making and tending to the campfire. • Toast/cook food. Introduction of 	<ul style="list-style-type: none"> • Children can explain what the fire safety procedures are and why we have them in place. • Make and tend a fire safely. • Prepare and light a campfire with support. • Plan for food to be cooked using their knowledge of cooking on a fire.

	<p>awareness/play fire safety games.</p> <ul style="list-style-type: none"> • Toast marshmallows with full 1:1 support • Observe popcorn popping 	<p>(if deemed appropriate for the group)</p>	<p>the fire where appropriate.</p>	<p>marshmallows and simple bread (other cooking may be included to fit in with taught topics).</p>	<p>recipe from before.</p>	<p>using the pan for cooking.</p>	
<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. • Understand the importance of hand washing before eating. • Be aware of risks linked to cooking. • 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. • Understand risks linked to cooking. • 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. • Set boundaries of site. • Find hazards themselves and identify them to the class. • Understand risks linked to cooking. • 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 about health and safety rules. 	<ul style="list-style-type: none"> • Consolidate all prior knowledge about health and safety rules.