



AVPS Forest School Skills Progression



Over the course of the children’s forest school experience at Arnold View Primary School, there will be many opportunities for strands of the National Curriculum to be taught both discretely and implicitly. Alongside this will be a mapped-out progression of woodcraft-specific skills including use of tools and fire. Throughout each session, Characteristic of learning will be identified in children, as part of our whole-school approach to building character. Also, specific characteristics required by the children for success at specific tasks/goals will be chosen prior to, or response to activities. These can be recorded at the end of each session to highlight the learning that has taken place.

Skills	EFYS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Boundaries, Risk Taking, Safety	Listen carefully to the boundaries of Forest School and can point to them and stay within them, with adult support.	Identify where the boundaries are and stay within them, with adult supervision.	Identify and explain where the boundaries are and stay within them, with adult supervision.	Identify and confidently explain where the boundaries are. Remain within the boundaries without adult support.	Support larger groups of peers with the safety rules and procedures of Forest School.	Be involved in deciding the forest school safety rules.	Lead decisions of the forest school boundaries and remain within them.
	Say some of the rules and safety procedures of the fire circle, with adult support.	Know and explain the rules and safety procedures of the fire circle.	Manage risks while travelling safely along rough ground.	Support peers with the safety rules and procedures of Forest School.	Navigate different uneven terrains with confidence, without adult supervision.	Collaborate decisions of the forest school boundaries and remain within them.	Lead small groups of peers to adhere to the rules and safety procedures.
	Travel safely along rough ground.		Help adults to safely transport simple tools and equipment to the forest school area	Confidently retell and adhere to the fire circle and safety rules, with adult supervision.		Adhere to the rules and safety procedures without adult support.	Perform a simple risk assessment prior to forest school sessions.
	Carry sticks safely.					Support other children to adhere to the rules and safety procedures.	
	Know not to pick or eat anything from the Forest School area.						

<p style="text-align: center;">Den/Shelter building</p>	<p>Introduction to shelter building. Use of a variety of materials and prompts to support ideas.</p> <p>Mini den building for animals. (pine cone creatures)</p>	<p>Independent shelter building with resources such as tarps and pegs with the introduction of using guy lines.</p> <p>Independent mini den building for animals (pine cone creatures)</p> <p>Begin to introduce tripod structures</p> <p>Questioning what worked well.</p>	<p>Independent tripod structures for dens.</p> <p>Introduction of lean to shelters</p> <p>Begin to use rope guy lines to secure tarpaulins when building shelters</p> <p>Questioning how could they improve their structures.</p>	<p>Independent construction of lean to shelters</p> <p>Create shelters from tarps and independent knot tying.</p> <p>Compare and evaluate the shelters.</p>	<p>Design and build shelters using tarps and materials found in the Forest School site.</p> <p>Work successfully as a group, having considered and evaluated each members' contributions.</p> <p>Compare and evaluate the shelters</p>	<p>Create a tipi shelter with camouflage.</p> <p>Work successfully as a group</p> <p>Compare and evaluate the shelters</p>	<p>Shelter building challenge- Working in teams the children plan, build and evaluate their shelters. All team members to fit in shelter and check if water proof. (recap the different ways to build shelters)</p> <p>Work successfully as a group</p> <p>Compare and evaluate the shelters</p>
<p style="text-align: center;">Tools</p>	<p>Carefully listen to the tool safety rules e.g. knowing to sit / stand safely in own bubble.</p> <p>Fully supported by an adult</p> <p>Use basic tools safely, with adult support. E.g. spades, trowels, forks for digging, and peelers to strip sticks, mallets for shelter building.</p>	<p>Continue of use of basic tools (cutting of string, peelers for whittling)</p> <p>Bow saw cut discs (biscuits)</p> <p>Use a hand drill to make small holes in thin pieces of wood.</p> <p>Use hacksaw with adult 1:1 support then, in pairs with adult supervision</p>	<p>Continuation of the use of basic tools</p> <p>Use Bow saw with adult 1:1 support]</p> <p>Use Knife with adult 1:1 support for whittling.</p>	<p>Children will develop their skills when using a range of tools. Tools will only be used when the children are physically mentally ready to do so. Children's ability to use tools will develop at different ages.</p> <p>Understand and can confidently tell others about the tool safety rules.</p>	<p>Children will develop their skills when using a range of tools. Tools will only be used when the children are physically mentally ready to do so. Children's ability to use tools will develop at different ages.</p> <p>Safely use the tools and explain their appropriate uses.</p>	<p>Children will develop their skills when using a range of tools. Tools will only be used when the children are physically mentally ready to do so. Children's ability to use tools will develop at different ages.</p> <p>Confidently tell others about the safety rules and demonstrate how</p>	<p>Children will develop their skills when using a range of tools. Tools will only be used when the children are physically mentally ready to do so. Children's ability to use tools will develop at different ages.</p> <p>Use a bow saw to cut wood, with adult supervision.</p>

	To begin to use mallets with confidence to drive pegs, sticks into the ground for dens, spider webs and hoopla game			Use basic tools safely and independently, unsupervised. Make my own safety bubble and explain to others where it starts and finishes.	Saw wood with support and join the pieces together.	to store tools safely. Use a wide variety of tools safely and independently, unsupervised.	Use a whittling knife to strip wood, with adult supervision.
Fire Using Kelly Kettle	Carefully listen to fire safety rules. Fire safety games Make sparks with a fire steel with direct adult support. Make hot chocolate using Kelly Kettle as part of group.	Understand and can say why it is important to be safe around a campfire. Make sparks with a flint striker and light cotton wool, with adult support to make fairy lights. Make hot chocolate using Kelly Kettle as part of group.	Identify how to stay safe around a campfire and explain it to my peers. Learn what three things a fire need. Lay a waffle then strike using flint striker to light fire for the Kelly Kettle (with adult support) If sensible open fire	Light cotton wool using a flint independently, under adult supervision. Build a temporary fire lasting for 10 minutes and extinguish it with adult supervision	I can be safe around a campfire and explain the fire circle rules to others. Identify and explain the skills and resources necessary to prepare a campfire.	Be safe around a campfire and identify potential hazards. Work a team to prepare a camp fire and successfully light it with adult supervision. Prepare a campfire using the correct fuel with adult support; for example, sizing of sticks, kindling, logs and how to build them to keep the fire alight.	Light a small fire using a fire steel, with adult supervision.
ID-trees and uses	To learn the leaf, name and tree/ bush of Holly, Scots pine and Cherry	To learn the leaf, name and tree/ bush of Hawthorn, Willow and Hazel	To learn the leaf, name and tree/ bush of Silver Birch, Rowan and Alder	To use tree id books, resources to Id trees for themselves	To use tree id books, resources to Id trees for themselves Have an increasing knowledge of trees and bushes	To use tree id books, resources to Id trees for themselves Have an increasing knowledge of trees and bushes	To use tree id books, resources to Id trees for themselves Have an increasing knowledge of trees and bushes

<p style="text-align: center;">Knots</p>	<p>Leaf treading onto twine</p> <p>Tie a knot of their own</p>	<p>Learn to tie a Cloves Hitch</p>	<p>Tie a Cloves Hitch</p> <p>Learn to tie square lashing</p>	<p>Tie a Cloves Hitch and Square lashing to join sticks together for stick frame and dens/shelters</p>	<p>To tie a sheer lashing</p>	<p>To tie Tension knot for building a tarp den/ shelter</p>	<p>Tie an adjustable tension knot for building a range of different dens/shelters</p>
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