



## Ivington Church of England Primary & Preschool Forest School – Progression of Skills



National Curriculum			
EARLY YEARS	KS1	LKS2	UKS2
<ul style="list-style-type: none"> <li>• Communication and Language – meeting appropriate language for Forest School activity</li> <li>• PSHE - developing self - esteem and self - confidence by achieving simple challenges and utilising new tools, working as part of a team to solve problems and to share resources and keeping safe whilst supported risk taking.</li> <li>• Physical Development – gross motor skills for example when balancing on logs, on the swing, using the stepping stones, climbing trees, moving sticks and logs or fine motor skills, for example using tools – secateurs, writing with charcoal, threading marshmallows.</li> <li>• Literacy – mark making in the forest with charcoal or writing with sticks in the soil. Reading fiction and non -fiction books.</li> <li>• Maths – recognising shapes, capacity and volume in the mud kitchen, counting.</li> <li>• Understanding the World – seasonal change, habitats, weather, exploration and investigation skills.</li> </ul>	<p>English – meeting appropriate language for Forest School activity</p> <ul style="list-style-type: none"> <li>• PSHE - developing self - esteem and self - confidence by achieving simple challenges and utilising new tools, working as part of a team to solve problems and to share resources and keeping safe whilst supported risk taking.</li> <li>• Science – Animals (including humans), Plants, light and Sound (including seasons) and Living Things and their Habitats: describe seasonal change, identifying flora and fauna, studying animals in the local environment and returning animals safely back to their homes.</li> <li>• PE – fine motor skill development using tools and gross motor skill development for example swinging, rolling logs and balancing on the stepping stones.</li> </ul>	<ul style="list-style-type: none"> <li>• English - using appropriate language for Forest School activity.</li> <li>• PSHE - developing self -esteem and self - confidence by achieving simple challenges and utilising new tools, working as part of a team to solve problems and to share resources and adapting behaviour to keep safe as well as supported risk taking.</li> <li>• Science –Animals (including humans), Plants and Living Things and their Habitats: describe and explaining seasonal change and identifying and remembering an increasing range flora and fauna. Careful gathering of invertebrates for observation.</li> </ul>	<p>English - speaking and listening, extending the range and quality of vocabulary</p> <ul style="list-style-type: none"> <li>• PSHE - developing relationships based on trust and honesty, learning to cope with success and failure, taking criticism and acting on it, developing awareness of strengths and weaknesses, becoming confident to independently apply mastered skills and mentor others to develop theirs.</li> <li>• Science – Animals (including humans) and Living Things and their Habitats: carry out own flora and fauna studies including accurate observation, identification and research, independent organisation of equipment and data collection</li> </ul>

<ul style="list-style-type: none"> <li>Expressive Arts and Design – imaginative play, art work (Andy Goldsworthy environmental art), music (making instruments and singing).</li> </ul>			
Supporting the EYFS statutory curriculum		Supporting National Curriculum subjects through the teaching of the above bespoke skills for example: PE – using tools Science – Animals (including humans), Plants, Living Things and their Habitats and Light and Sound (including seasons). PSHE - understanding safety and managing and adapting behaviour	

	Preschool	Reception	Years 1, 2 & 3	Years 4 & 5	Year 6
<b>SKILLS</b>	<b>Behaviour and Safety:</b> Introduction to rules/boundaries/format of sessions. I can react to the 1,2,3, where are you call. I do not leave Forest School without an adult. I walk in Forest School. I only climb trees with adult help. I do not walk inside the log circle. I can move sticks safely with the help of an adult. With the support of an adult, I can leave the forest school area as I found it. I wear protection gloves when using tools.	<b>Behaviour and Safety:</b> Introduction of rules/boundaries: I can react to the 1,2,3, where are you call. I do not leave Forest School without an adult. I walk in Forest School. I only climb trees with adult help. I do not walk inside the log circle. I can drag sticks to transport them safely. I can carry a stick safely with a partner. I can leave the Forest school area as I found it. I wear protection gloves when using tools	<b>Behaviour and Safety:</b> Reinforcement of rules/boundaries: I can use 1,2,3, where are you call and response correctly. I can leave Forest School with adult permission. I understand why walking is essential in Forest School (e.g. I can identify trip hazards). I only climb trees with adult permission. I enter the log circle with adult permission. I can safely transport sticks of all sizes. I wear protection gloves when using tools. I can use secateurs with adult support.	<b>Behaviour and Safety:</b> Consolidation of rules/boundaries: I can explain different safety rules and the boundaries of Forest School and follow them. I wear protection gloves when using tools. I only light fires under close adult supervision. I can use the secateurs and peelers independently.	<b>Behaviour and Safety:</b> Demonstration of rules/boundaries: I can explain different safety rules and the boundaries of Forest School and follow them. I wear protection gloves when using tools. I can use the secateurs, peelers, saws and knives independently with adult consent. I only light fires under close adult supervision.

	Preschool	Reception	Years 1, 2 & 3	Years 4 & 5	Year 6
<b>Skills</b>	<p><b>Using Tools:</b></p> <p>I can use the Forest School zones with a little adult support.</p> <p>I can begin to use basic real tools – hammers, mallets, trowels and forks with adult support.</p> <p>I can begin to build a basic shelter with adult support.</p>	<p><b>Using Tools:</b></p> <p>I can use the Forest School zones independently.</p> <p>I can access resources in the 'Digging Box' with adult support.</p> <p>I can use secateurs with adult support.</p> <p>I can use a vegetable peeler to whittle sticks.</p> <p>I can build a basic shelter from natural materials with adult support.</p> <p>I can cook over a fire with 1:1 adult support</p>	<p><b>Using Tools:</b></p> <p>I can use the Forest School zones independently.</p> <p>I can access resources in the 'Digging Box' independently.</p> <p>I can use a vegetable peeler to whittle sticks.</p> <p>I can use a saw to cut through a small log.</p> <p>I can build a basic shelter with natural materials independently.</p> <p>I can cook over a fire with adult support</p>	<p><b>Using Tools:</b></p> <p>I can use the Forest School zones independently.</p> <p>I can access resources in the 'Digging Box' independently.</p> <p>I can use a knife to whittle sticks under adult supervision.</p> <p>I can use a saw to cut thin discs, under adult supervision.</p> <p>I can use a hand drill to make a hole, under adult supervision.</p> <p>I can use a match to light a fire, under adult supervision.</p> <p>I can use tarps and ropes to make a basic shelter with adult support.</p> <p>I can tie some basic knots (Square (reef) knot, Sheet bend knot and the Clove hitch).</p> <p>I can cook over a fire with adult support.</p>	<p><b>Using Tools:</b></p> <p>I can use the Forest School zones independently.</p> <p>I can access resources in the 'Digging Box' independently.</p> <p>I can lay a small fire.</p> <p>I can use a flint and steel to light a fire under adult supervision.</p> <p>I can use tarps and ropes to build a shower proof shelter independently.</p> <p>I can tie more sophisticated knots (tautline hitch, Bowline).</p> <p>I can use basic lashing and frapping techniques (Square lashing).</p> <p>I can cook over a fire.</p>

	Preschool	Reception	Years 1, 2 & 3	Years 4 & 5	Year 6
<b>Skills</b>	<b>Flora and Fauna Identification:</b> I can identify a tree and a flower. I can identify a bramble and stinging nettles (prickly plants). I can identify 2 wildflowers (eg daisies, buttercups, bluebells and daffodils). I can identify 2 common invertebrates (eg ladybirds, earthworms, caterpillars, earwigs, snails and slugs) found in our grounds. I can identify 2 common birds (eg pigeon, robin, seagull, blackbird) found in our grounds.	<b>Flora and Fauna Identification:</b> I can identify an oak tree. I can identify a bramble and stinging nettles (prickly plants). I can identify 3 wildflowers (eg daisies, buttercups, bluebells and daffodils). I can identify 3 common invertebrates (eg ladybirds, earthworms, caterpillars, earwigs, snails and slugs) found in our grounds. I can identify 3 common birds (eg pigeon, robin, seagull, blackbird) found in our grounds. I can describe seasonal change. I am beginning to understand seasonal change. I can study living things without causing harm.	<b>Flora and Fauna Identification:</b> I can describe and explain seasonal changes giving examples from Forest School. I can identify at least three different types of tree. I can show you where the prickly/thorny species are in our school grounds. I can identify 6 wildflowers found in our grounds. I can identify 6 common invertebrates found in our grounds. I can identify 6 common birds found in our grounds. I can study living things in our Forest School area without causing harm	<b>Flora and Fauna Identification:</b> I can describe and explain seasonal changes of microhabitats within Forest School area. I can identify 6 different tree species found in our grounds. I can identify 9 common invertebrates found in our grounds. I can identify 9 wildflowers found in our grounds. I can identify 9 common birds found in our grounds. I can collect living things for study using specialist equipment without causing harm. I can sort and group flora and fauna collected in Forest School.	<b>Flora and Fauna Identification:</b> I can identify life cycle changes observed during the year in Forest School. I can identify 8 different tree species found in our grounds. I can identify 12 common invertebrates found in our grounds. I can identify 12 different wildflowers found in our grounds. I can identify 12 different common birds found in our grounds. I can use classification keys to identify flora and fauna found. I can collect living things for study using specialist equipment without causing harm
	Whilst acquiring and developing these skills, the children should also learn: <ul style="list-style-type: none"> <li>• To adapt their behaviour to suit different tasks so able to stay safe</li> <li>• To understand why caring for our Forest and the wider environment is important</li> <li>• To understand that being outdoors is good for fitness, health and wellbeing</li> <li>• To evaluate their own actions and take 'safe' risks</li> </ul>				

<b>Subject Specific Terminology &amp; Vocabulary:</b>	Birchwood circle, protection, hazard, fence, fire pit, branch, drag, stick, log, secateurs, foliage, support, flame, charcoal, oak, silver birch, prickles, thorn, invertebrate, magnifying glass, Spring, Summer, Autumn, Winter, season, chlorophyll, flora, fauna, deciduous, evergreen, Magpie, Pigeon, Blackbird, Crow, Seagull, Robin, binoculars.	Birchwood circle, protection, hazard, fence, fire pit, branch, drag, stick, log, secateurs, whittle, saw, shavings, shelter, foliage, support, flame, charcoal, oak, silver birch, sycamore, hazel, prickles, thorn, invertebrate, magnifying glass, Spring, Summer, Autumn, Winter, season, chlorophyll, flora, fauna, deciduous, evergreen	Whittle, shavings, drill, strike, tarpaulin, knots (Square (reef) knot, Sheet bend knot, Clove hitch), tripod, structure, lashing. Names of trees, wildflowers, invertebrates and birds selected.	Oxygen, fuel, flint, steel, shower proof, taut-line hitch, Bowline, lashing, frapping, technique, Square lashing. Names of trees, wildflowers, invertebrates and birds selected.
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