

Forest School – Learning Progression

Key Area	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Shelter Building and Knots	<p>Introduction to basic shelter building</p> <p>Mini den building for small animals</p> <p>Tying shoe laces</p>	<p>Supported construction of tripod structures. (mini den building)</p> <p>Introduction to basic knots</p>	<p>Independent use of tripod structures (animal den building)</p> <p>Make a lean- to shelter with limited support</p> <p>Use of knots for attaching to structures and trees</p>	<p>Create a shelter using tarps</p> <p>Work successfully as a group to create a shelter</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability and weatherproofing, assess if it is fit for purpose</p> <p>More sophisticated use of knots for attaching to structures and trees *Cow hitch</p>	<p>Design and build varying sized shelters using tarpaulins and materials found in Forest Schools</p> <p>Work successfully as a group, having considered and evaluated each members' contribution</p> <p>More sophisticated use of knots for attaching to structures and trees *Wrapping and frapping</p>	<p>Create a tipi shelter with camouflage</p> <p>Work successfully as a group, having considered and evaluated each members' contribution</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability and weatherproofing, assess if it is fit for purpose</p> <p>More sophisticated use of knots for attaching to structures and trees *Independent use of lashing techniques</p>	<p>Shelter building challenges, working in teams the children plan, build and review shelters</p> <p>Work successfully as a group, having considered and evaluated each members' contribution</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability and weatherproofing, assess if it is fit for purpose</p> <p>More complex knots and ability to select the correct knot for the job.</p>
Vocabulary	Shelter Tarpaulin	Tripod Structure Shelter Knot Tie Secure Join	Tripod Structure Shelter Knot Tie Secure Attach	Sturdiness Durability Weatherproofing Camouflage Fit for purpose Cow hitch	Sturdiness Durability Weatherproofing Fit for purpose Camouflage Wrapping Frapping	Sturdiness Durability Weatherproofing Fit for purpose Camouflage Lashing	Sturdiness Durability Weatherproofing Fit for purpose Camouflage Suitability

Geographical Skills and Navigation	<p>Follow rules and boundaries</p> <p>Promote free exploration and investigation</p> <p>Use positional language</p>	<p>Use simple compass directions</p> <p>Use simple directional language</p> <p>Describe the location of features and routes on a map</p> <p>Recognise landmarks and human and physical features</p> <p>Devise a simple map and use basic symbols on a key</p>	<p>Use simple compass directions</p> <p>Use simple directional language</p> <p>Describe the location of features and routes on a map</p> <p>Recognise landmarks and human and physical features</p> <p>Devise a simple map and use basic symbols on a key</p>	<p>Demonstrate understanding of the concept of a basic map</p> <p>Navigate way around a simple orienteering course</p> <p>Complete a simple 'star' orienteering activity in pairs or small groups</p>	<p>Recognises features and symbols on a map</p> <p>Understand how to orientate the map</p> <p>Demonstrate understanding of a line orienteering course (short loop) and star orienteering (returning to base between each control)</p> <p>Build trust with a partner when completing star orienteering</p>	<p>Use eight points of a compass and four figure grid references</p> <p>Plan a short loop course for another pair to follow</p> <p>Improve confidence in map reading and transferring information from map to ground</p>	<p>Use eight points of a compass and four figure grid references (include OS maps)</p> <p>Set, read and follow a bearing</p> <p>Combine map reading and compass skills</p> <p>Measure the distance between control points and using the map scale, estimate the number of paces required to reach each control</p>
Vocabulary	<p>Next to</p> <p>In front</p> <p>Behind</p> <p>In-between</p>	<p>North, South, East</p> <p>West</p> <p>Near</p> <p>Far</p> <p>Left</p> <p>Right</p> <p>Location</p> <p>Route</p> <p>Landmark</p> <p>Key</p>	<p>North, South, East</p> <p>West</p> <p>Near</p> <p>Far</p> <p>Left</p> <p>Right</p> <p>Location</p> <p>Route</p> <p>Landmark</p> <p>Key</p>	<p>Control point</p> <p>Symbol</p> <p>Base</p>	<p>Control point</p> <p>Symbol</p> <p>Base</p>	<p>Grid reference</p> <p>Bearing</p> <p>Control point</p> <p>Estimate</p>	<p>Grid reference</p> <p>Bearing</p> <p>Control point</p> <p>Estimate</p> <p>Distance</p> <p>Northings</p> <p>Eastings</p> <p>Contour</p>
Exploration and Play	<p>Introduce to rules and boundaries</p> <p>Promotion of free exploration</p> <p>Promotion of independent learning opportunities/skills</p>	<p>Reinforce rules and boundaries</p> <p>Travel safely over terrain</p> <p>Carry sticks safely</p> <p>Work as a team to cooperate and</p>	<p>Reinforce rules and boundaries</p> <p>Move logs safely with support</p> <p>Build a bridge/investigate insects living in FS/bird</p>	<p>Take part in outdoor challenges on own and in groups</p> <p>Play woodland versions of games</p>	<p>Play in a team during wide games and scavenger hunts</p> <p>Play woodland versions of games</p> <p>Take part in nature treasure hunt</p>	<p>Create an orienteering course for friends.</p> <p>Make a sculpture/make up own nature games and teach it to a friend</p>	<p>Create an orienteering course for friends.</p> <p>Make a sculpture/make up own nature games and teach it to a friend</p>

	Show awareness of risk – brambles/nettles/water Plant bulbs/sensory walks/search for insects		communicate clearly Discover what is living in the pond/make a daisy chain/investigate the herb garden/den building/tell well known stories in the FS environment	watching/make sensory story sticks				
Vocabulary	Nettle Bramble Boundary Explore		Terrain Transporting	Terrain Transporting	Challenge	Scavenger hunt Sculpture	Grid reference Bearing Control point Estimate Distance	Grid reference Bearing Control point Estimate Distance
Using Tools	Introduction to tools – peelers (with gloves) for whittling, trowels and forks for planting		Continuation of the use of basic tools, peelers, mallet	Continuation of the use of basic tools, larger ropes and independent cutting of string	Develop their skills when using a range of tools. Tools will only be used when children are physically, emotionally and mentally ready to do so	Develop their skills when using a range of tools. Tools will only be used when children are physically, emotionally and mentally ready to do so	Develop their skills when using a range of tools. Tools will only be used when children are physically, emotionally and mentally ready to do so	Develop their skills when using a range of tools. Tools will only be used when children are physically, emotionally and mentally ready to do so
Vocabulary	Whittle Trowel Peeler		Whittle Trowel Peeler Mallet	Whittle Trowel Peeler Mallet Scissors	Trowel Fork Rake Secateurs	Trowel Fork Rake Secateurs	Shave horse Green woodworking Draw knife Crook knife (Spoon knife) Froe	Shave horse Green woodworking Draw knife Crook knife (Spoon knife) Froe
Knowledge of Nature	EYFS Burton Green To know the difference between the	EYFS Skelton To name 3 British birds	KS1 Burton Green To identify the different features of frog/toad spawn	KS1 Skelton To identify and name a variety of plants and animals in their	LKS2 Burton Green To identify and name a variety of plants and animals	LKS2 Skelton To identify and name a variety of plants and animals	UKS2 Burton Green To describe the differences in the life cycles of a	UKS2 Skelton To describe the differences in the life cycles of a mammal, an

<p>features of a toad and a frog</p> <p>To be able to explain hibernation</p> <p>To name 3 British birds</p> <p>To identify parts of a plant</p> <p>Identify minibeasts</p> <p>To show care and concern for living things</p> <p>To observe and explain why certain things may occur (e.g leaves falling off trees, weather changes).</p>	<p>To be able to explain hibernation</p> <p>To identify parts of a plant</p> <p>To talk about the life cycle of a plant</p> <p>To Identify minibeasts</p> <p>To show care and concern for living things</p> <p>To observe and explain why certain things may occur (e.g leaves falling off trees, weather changes).</p>	<p>To identify and name a variety of plants and animals in their habitats, including micro-habitats.</p> <p>To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>To identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>To find out about and describe the basic needs of animals for survival (water, food and air).</p> <p>To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name the</p>	<p>habitats, including micro-habitats.</p> <p>To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>To identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>To name 5 British birds</p> <p>To find out about and describe the basic needs of animals for survival (water, food and air).</p> <p>To describe how animals obtain their food from plants and other animals, using the idea of a simple food</p>	<p>in their school grounds.</p> <p>To recognise that environments can change and that this can sometimes pose danger to living things.</p> <p>To identify and describe the functions of different parts of the flowering plant: roots, stem/trunk/leaves and flowers.</p>	<p>in their school grounds.</p> <p>To recognise that environments can change and that this can sometimes pose danger to living things.</p> <p>To identify and describe the functions of different parts of the flowering plant: roots, stem/trunk/leaves and flowers.</p>	<p>mammal, an insect and a bird.</p> <p>To identify common British birds.</p> <p>To give reasons for classifying plants and animals based on specific characteristics.</p> <p>To use a quadrant to find and monitor minibeasts in my locality</p> <p>To use an identification sheet to work out the age, sex and species of amphibians.</p> <p>To consolidate and articulate my prior learning in Forest School and Science about the water cycle, shadows and light, life cycles and food chains.</p>	<p>amphibian, an insect and a bird.</p> <p>To identify common British birds.</p> <p>To give reasons for classifying plants and animals based on specific characteristics.</p> <p>To use a quadrant to find and monitor minibeasts in my locality</p> <p>To consolidate and articulate my prior learning in Forest School and Science about the water cycle, shadows and light, life cycles and food chains.</p>
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			different sources of food. To observe and describe how seeds and bulbs grow into mature plants.	chain, and identify and To observe and describe how seeds and bulbs grow into mature plants.				
Vocabulary	Features Toad Frog Newt Hedgerow Hibernation Seed Root Stem Leaf Flower	Identify Hibernation Seed Root Stem Leaf Flower Seed Water Soil Sunlight Growth	Alive, characteristics, environment, food chain, habitat, healthy, living, micro-habitat, plants, provide, shelter, blossom, branch, bud, bulb, deciduous, evergreen, fruit, garden, leaf, leaves, petals, roots, seed, stem, trunk, vegetables, wild	Alive, animals, characteristics, conditions, dead, environment, food chain, habitat, healthy, living, micro-habitat, shelter, blossom, branch, bud, bulb, deciduous, evergreen, flower, flowering, fruit, garden, leaf, leaves, petals, roots, seed, stem, trunk	Amphibians, birds, classification key, danger, environment, fish, flowering, habitat, invertebrates, mammals, reptiles, vertebrate, , growth, leaves, life cycle, light, nutrients, nutrition, plants, pollination, reproduction	Amphibians, birds, change, development, environment, fish, flowering, habitat, invertebrates, Plants, pollination	Microorganism, micro habitat, quadrant, amphibians, , characteristics, habitats, invertebrates, mammals, micro-organisms, organisms, plants, similarities, variation, vertebrates	Microorganism micro habitat amphibians, , bacteria, birds, characteristics, classification, habitats, invertebrates, , mammals, micro-organisms, organisms, subdivided, variation, vertebrates