

Forest School at University of Cambridge Primary School | Skill progression Yr R – Yr 6

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Shelter Building and/or knots</b>	<p>Introduction of basic shelter building with support (some indoor and outdoor equipment) Mini-den building for small animals</p> <p><b>Knots:</b> Makes good attempts when tying shoe laces</p>	<p>Supported construction of tripod structures (mini-den building) Erect a <b>tipi structure</b>, with support</p> <p><b>Knots:</b> introduce 'Overhand' knot (appendix:1)</p>	<p>Independent use of <b>tipi</b> structures (animal den building)</p> <p>Create a <b>lean to shelter</b>, independently or with limited support</p> <p><b>Knots:</b> More sophisticated use of knots for attaching to structures and trees Example - Overhand knot and half hitch (Appendix:2)</p>	<p>Create an <b>A frame shelter</b>, independently or with limited support</p> <p><b>Knots:</b> More sophisticated use of knots for attaching to structures and trees Example – clove hitch (Appendix:3)</p>	<p>Introduction to <b>shear lashing</b> and frapping techniques to make the forest school star</p> <p><b>Knots:</b> More sophisticated use of knots for attaching to structures and trees Example – shear lashing (Appendix:4)</p>	<p>Continue to use lashing technique with introduction to <b>square lashing</b> to make a natural frame</p> <p><b>Knots:</b> More sophisticated use of knots for attaching to structures and trees Example – square lashing (Appendix:5)</p>	<p>Show confidence and master erecting 3 types of shelter, developing accuracy in tying all previous knots.</p> <p><b>Knots:</b> More complex knots and selecting the correct knot for a job</p>
<b>Geographical skills &amp; navigation through structured games</b>	<p>Follow rules and boundaries Promote free exploration</p> <p>(30-50) Maths: Uses positional language.</p>	<p>Use simple compass directions (North, South, East and West)</p> <p>Use directional language (near and far; left and right)</p>	<p>Use simple compass directions (North, South, East and West)</p> <p>Use directional language (near and far; left and right)</p>	<p>Demonstrate understanding of the concept of a basic map</p> <p>Navigate your way around a simple orienteering course</p>	<p>Recognise features and symbols on the map</p> <p>Understand how to orientate the map</p> <p>Demonstrate understanding of a line orienteering</p>	<p>Use the eight points of a compass and four figure grid references</p> <p>Develop expertise in the orienteering skills of orientating a map, following a course,</p>	<p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey Maps)</p> <p>Further develop navigational skills by</p>



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	(40-60) Maths Can describe their relative position such as 'behind' or 'next to'.	Describe the location of features and routes on a map  Recognise landmarks and human and physical features  Devise a simple map and use basic symbols in a key	Describe the location of features and routes on a map  Recognise landmarks and human and physical features  Devise a simple map and use basic symbols in a key	Understand the term 'orientate' or 'setting' a map  Complete a simple 'star' orienteering activity in pairs / groups  Record information accurately and neatly	course (short loop) and star orienteering  Build trust with a partner and work together when orienteering	and recognition of relevant map symbols  Demonstrate an understanding of the relationship between pacing and distance  Plan a short loop course for another pair to follow Improve confidence in map reading and the transfer of information from map to ground	planning ahead, identifying problems and making decisions  Combine map reading and compass skills  Successfully undertake an orienteering competition
<b>Play / Exploring / seasonal open ended provocations</b>	Introduction to 5 Golden rules and boundaries Promotion of free exploration Promotion of independent learning opportunities/skills  <i>Plant bulbs and watch them grow</i>  <i>Autumn walk</i>	Re-enforce 5 Golden rules and boundaries  Travel safely over the terrain  Carry sticks safely  Work in a team to cooperate and communicate clearly	Re-enforce rules and boundaries of forest schools  Move logs and sticks safely with support first  Build a bridge  Become a nature detective  Bird feeding / spotting	Take part in outdoor challenges on own and in a team  Move logs and sticks safely with support first  Build habitats for animals  Practice shelters	Play woodland versions of games I can work in a team during wide games and scavenger hunts  Make a sculpture  Make up your own game and teach it to someone  Treasure hunt	Make up your own game and teach it to someone  Mindfulness / observational drawings  Identification kits  Create surveys	Lead a game and teach to the group  Develop trust games





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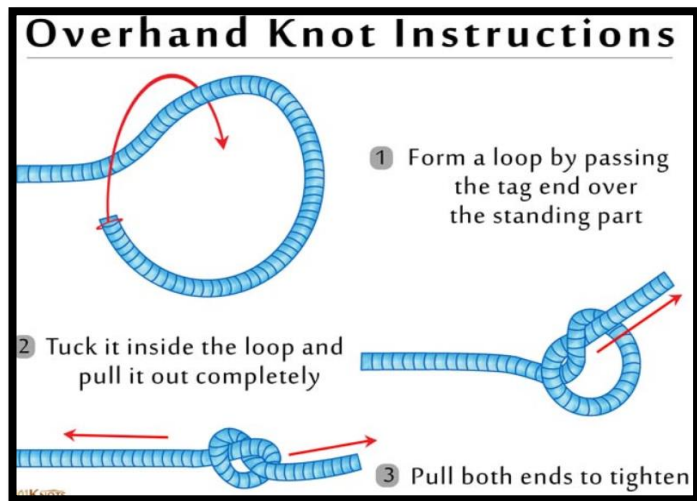
	<p><i>Search for butterflies</i></p> <p><i>Feed wildlife</i></p>	<p>Discover what's in the forest area</p> <p>Roll down the hill</p>	<p>Mindfulness</p>			<p>Wild life data gathering</p>	
<b>Using Tools</b>	<p>Introduction to tools (mallets, trowels and forks)</p>	<p>Continuation of the use of basic tools (cutting of string, peeler for whittling)</p> <p>Children to work in partners at all times with tools.</p>	<p>Continuation of the use of basic tools, larger ropes and independent cutting of string</p> <p>Use of bow saw 1-1 to cut discs and peelers for whittling</p>	<p>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> <p>Use of <b>bow saw</b> 1-2 to cut discs and peelers for whittling</p>	<p>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> <p>Use of <b>loppers</b> 1:2</p>	<p>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> <p>Use of <b>sheath knife</b> 1:1</p>	<p>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> <p>Use of <b>bill hook</b> 1:1 and <b>all tools</b></p>
<b>Using fire and cooking</b>	<p>Observe and talk about fire lighting procedures, begin to contribute by selecting fuel Safety procedures – fire safety</p>	<p>Be safe around a fire</p> <p>Contribute to fire lighting by gathering fuel and feeding the fire. (1:1)</p>	<p>Experience using fire strikers to spark a flame</p> <p>Light a piece of cotton wool (fairy pillow)</p>	<p>Light a fairy fire with partner and keep it going for 5 minutes.</p>	<p>Bake or Heat a saucepan over the fire with support.</p> <p>-soup</p>	<p>Grill food over the fire with support.</p> <p>-Veg kebabs</p> <p>-bread</p>	<p>Bake/grill or fry (Dutch oven)</p> <p>Plan a vegetarian meal as a group, work to delegate tasks from building</p>



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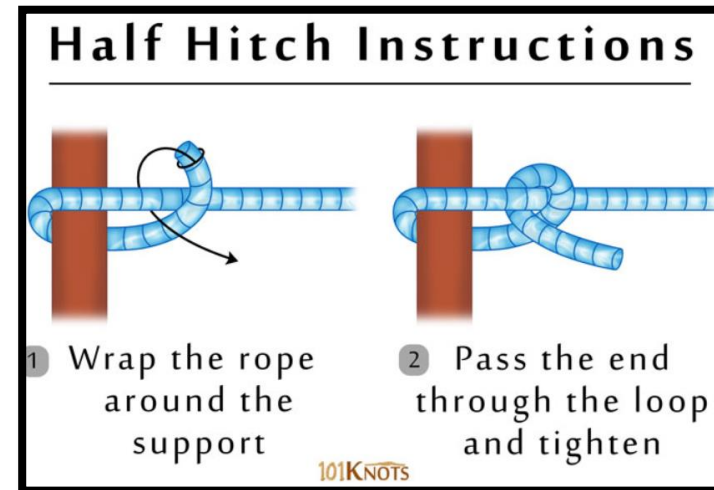
	Drink hot chocolate at the fire circle	Participate in making popcorn (1:1)	Fire safety & burns kit and water supply.	Experience toasting marshmallows over the fire.	-baked apples -baked bananas	-beans on toast -pancakes	fire, preparing food, cooking, and serving. -apple crumble -choc orange pots -
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**Appendix:1** Year 1



**Appendix 3:** Clove Hitch Year 3

**Appendix :2** Year 2



**Appendix 4:** Shear lashing Year 4

