

# Forest Schools

Skills	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<b>Shelter Building</b>	<p>Introduction of basic shelter building with support (some indoor and outdoor equipment)</p> <p>Mini-den building for small animals.</p>	<p>Supported construction of tripod structures (mini-den building).</p> <p>Erect a lean to shelter, with support.</p>	<p>Independent use of tripod structures (animal den building).</p> <p>Introduction to lashing and frapping techniques to make frames.</p> <p>Create a lean to shelter, independently or with limited support.</p>	<p>Create a tarpaulin shelter in a woodland.</p> <p>Work successfully as a group, having considered and evaluated each members' contributions.</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose.</p>	<p>Design and build varying sized shelters using tarpaulin and materials found in a woodland.</p> <p>Work successfully as a group, having considered and evaluated each members' contributions.</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose.</p>	<p>Create a tipi shelter with camouflage.</p> <p>Work successfully as a group, having considered and evaluated each members' contributions.</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose.</p>	<p>Shelter building challenge - working in teams the children plan, build and review their shelters (recap the different ways to build shelters).</p> <p>Work successfully as a group, having considered and evaluated each members' contributions.</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose.</p> <p>Set up a tent in preparation for going on a residential visit</p>
<b>Geographical Skills and Navigation</b>	<p>Follow rules and boundaries.</p> <p>Promote free exploration.</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>Understand the term 'orientate' or 'setting' a map.</p>	<p>Recognise features and symbols on the map.</p> <p>Understand how to orientate the map.</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</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 planning ahead, identifying problems and making decisions.</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 in a key.</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 in a key.</p>	<p>Complete a simple 'star' orienteering activity in pairs/groups.</p> <p>Record information accurately and neatly.</p> <p>Follow rules when completing a star orienteering activity.</p>	<p>Build trust with a partner and work together when orienteering.</p>	<p>map, following a course, and recognition of relevant map symbols.</p> <p>Demonstrate an understanding of the relationship between pacing and distance.</p> <p>Plan a short loop course for another pair to follow.</p> <p>Improve confidence in map reading and the transfer of information from map to ground.</p> <p>Apply skills of orienteering including thumbing the map, route choice and symbol recognition.</p> <p>Plan the most efficient route so that the course is completed in the quickest time.</p> <p>Complete the orienteering course in the fastest time</p>	<p>Learn to balance speed and accuracy.</p> <p>Set, read and follow a bearing.</p> <p>Practice and develop pacing skills.</p> <p>Be able to take a bearing from a map and use that bearing to find a control point.</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> <p>Successfully undertake an orienteering competition using an unfamiliar map in a new location.</p> <p>Demonstrate effective use of orientating a map, using a compass, setting, reading and following bearings, and scale to navigate around a score (scatter) orienteering course.</p>
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						possible, competing against others.	
<b>Play / Exploring</b>  <b>(My Activity Passport)</b>	<p>Introduction to rules and boundaries.</p> <p>Promotion of free exploration.</p> <p>Promotion of independent learning opportunities/skills.</p> <p>Plant bulbs and watch them grow.</p> <p>Autumn walk.</p> <p>Search for butterflies.</p>	<p>Re-enforce rules and boundaries.</p> <p>Travel safely over the terrain in Forest School.</p> <p>Carry sticks safely.</p> <p>Work in a team to co-operate and communicate clearly.</p> <p>Discover what's in a pond.</p> <p>Hunt for insects.</p> <p>Roll down a hill.</p> <p>Make a daisy chain.</p> <p>Build a den.</p>	<p>Re-enforce rules and boundaries of forest schools.</p> <p>Move logs safely with support first.</p> <p>Build a bridge.</p> <p>Become a nature detective.</p> <p>Get soaking wet in the rain.</p> <p>Bird watching.</p>	<p>Take part in outdoor challenges on own and in a team.</p> <p>Climb a tree.</p> <p>Make something out of wood.</p> <p>Cook outdoors.</p>	<p>Play woodland versions of games.</p> <p>I can work in a team during wide games and scavenger hunts.</p> <p>Make a sculpture.</p> <p>Make up your own game and teach it to someone.</p> <p>Treasure hunt.</p>	<p>Orienteering with an OS map.</p>	<p>Create a time capsule.</p>
<b>Using Tools</b>	<p>Introduction to tools (peelers for whittling, hammers, mallets, trowels and forks).</p>	<p>Continuation of the use of basic tools (cutting of string, peeler for whittling, bow saw to cut discs (1:1).</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.</p> <p>Peelers for whittling.</p>	<p>n 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</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</p>		

				tools will develop at different ages Peeler(1:1)	tools will develop at different ages Loppers Secateurs Knives for whittling		
<b>Knots</b>	Tying shoe laces.	Introduction to basic knots.	More sophisticated use of knots for attaching to structures and trees.  Example - Overhand knot and half hitch.  Lashing and frapping techniques to make frames.	More sophisticated use of knots for attaching to structures and trees.  Lashing and frapping frames and dual structures.  Example - Cow hitch,	More sophisticated knots for attaching to structures and trees.  Independent use of lashing and frapping techniques.	More sophisticated knots for attaching to structures and trees.  Independent use of lashing and frapping techniques.	More complex knots and selecting the correct knot for a job.
<b>Using Fire for Cooking</b>	Observe and talk about fire lighting procedures, begin to contribute by selecting fuel.  Safety procedures - fire safety.	Be safe around a fire.  Contribute to fire lighting by gathering fuel.	Experience using fire strikers to spark a flame.  Light a piece of cotton wool (fairy pillow).  Fire safety and the fire triangle.	Light a fairy fire and keep it going.	Roast food on a fire with support.	Cooking on a campfire (roast food).  Make and tend a fire safely.	Prepare and light a campfire with supervision.