



Progression of Skills – Forest School

Skills	Y1	Y2	Y3	Y4	Y5	Y6
<p>Shelter Building</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>

<h2>Using Tools</h2>	<p>Introduction to tools (peelers for whittling, hammers, mallets, trowels and forks) 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. 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 Peeler(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 Loppers Secateurs</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 Loppers Secateurs Knives for whittling(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 Loppers Secateurs Knives for whittling (1:5)</p>
<h2>Using Fire for Cooking</h2>	<p>Observe and talk about the safety of the fire and how to be safe around it. Talk about fire triangle (oxygen, heat and fuel) Contribute to fire lighting by gathering fuel</p>	<p>Observe and talk about the safety of the fire and how to be safe around it. Talk about fire triangle (oxygen, heat and fuel) Contribute to fire lighting by gathering fuel Understand that we can use fire to cook simple food. Experience using fire strikers to spark a flame</p>	<p>Observe and talk about the safety of the fire and how to be safe around it. Talk about fire triangle (oxygen, heat and fuel) Contribute to fire lighting by gathering fuel Contribute to the making and cooking of damper bread.</p>	<p>Observe and talk about the safety of the fire and how to be safe around it. Talk about fire triangle (oxygen, heat and fuel) Understand the types of wood required to start and keep a fire going (tinder, kindling and fuel) Build a fire example.</p>	<p>Observe and talk about the safety of the fire and how to be safe around it. Talk about fire triangle (oxygen, heat and fuel) Cooking on a camp fire (roast food) Make and tend a fire safely</p>	<p>Prepare and light a campfire with supervision</p>
<h2>Knots</h2>	<p>Introduction to basic knots</p>	<p>More sophisticated use of knots for attaching to structures and trees Example - Overhand knot and half hitch Lashing and frapping techniques to make frames</p>	<p>More sophisticated use of knots for attaching to structures and trees Example - Overhand knot and half hitch Lashing and frapping techniques to make frames</p>	<p>More sophisticated knots for attaching to structures and trees Independent use of lashing and frapping techniques</p>	<p>Shelter hitches and knots More complex knots and selecting the correct knot for a job</p>	<p>More complex knots and selecting the correct knot for a job</p>

Geographical Skills and Navigation

Follow rules and boundaries

Promote free exploration