



# Forest School Progression

Learning outdoors and about nature and the world around them is an integral part of our curriculum offer at Stockbridge Primary & Pre-School. Our grounds and surrounding locality is a rich environment for children to learn and explore within safe boundaries that teach them to risk assess, be curious and inquisitive and develop their own sense of confidence and knowledge which will be lifelong. Whilst we accept that children learn experientially, we as adults must help shape and focus their attention on things around them which they may be unfamiliar with or not yet understand. This progression of skill is based on the 6 principles of Forest Schools which underpin the provision and experiences we enable.

Forest school is a long term process of frequent and regular sessions in a woodland or natural environment.

Forest school takes place in a woodland or natural environment to support development of a relationship between the natural world and the learner.

Forest school aims to promote the holistic development of all of those involved, fostering resilient, confident, independent and creative learners.

Forest school offers learners the opportunity to take supported risks appropriate to the environment and themselves.

Forest school is run by qualified Forest School practitioners who continuously maintain and develop their professional practice.

Forest school uses a range of learner-centred processes to create a community for development and learning.

Forest School can be a place where Science, DT, Art, PSHE and other subjects comes to life. Our school values have to be lived, modelled and demonstrated in the practical contexts that Forest School offers in order for children to get the very best from our environments and their experiences. Whilst there should be an element of planning for any forest school experience, we should aim to be guided by the children's interests and provide opportunities for them to develop and explore in order to build a broad knowledge base.



# Forest School Progression

## 2022-23 Longitudinal Investigations

Forest school provides the perfect opportunity to develop the 'working scientifically' skills as part of the Science curriculum. Through hypothesizing, observing, investigating, collecting, collating and analyzing what they experience in forest schools, they are developing innate abilities to become a fully-fledged scientist. The National Curriculum 2014 states that;

*"...types of scientific enquiry should include: observing over time; pattern seeking; identifying, classifying and grouping; comparative and fair testing (controlled investigations); and researching using secondary sources. Pupils should seek answers to questions through collecting, analysing and presenting data."*

The National Curriculum for Science also recognizes the need for children to use specific, specialist vocabulary (tier 3) so that children are well equipped to explain the scientific phenomena they will encounter in their Science learning. To aid with this, each year group has a specific vocabulary list drawn up to represent the scientific and skill specific language children should be taught in each year group. This should be planned.

Longitudinal studies planned for the 2022-23 year are as follows:

Pre-School	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
What changes in each season?	Why do the seasons change?	How does the weather affect our environment?	How does our pond habitat change over time?	How can we attract more wildlife to our grounds? (focus on flora & fauna)	Should we cut down our woodland?	Are we all under the same sky?	Do we need to water our grounds?

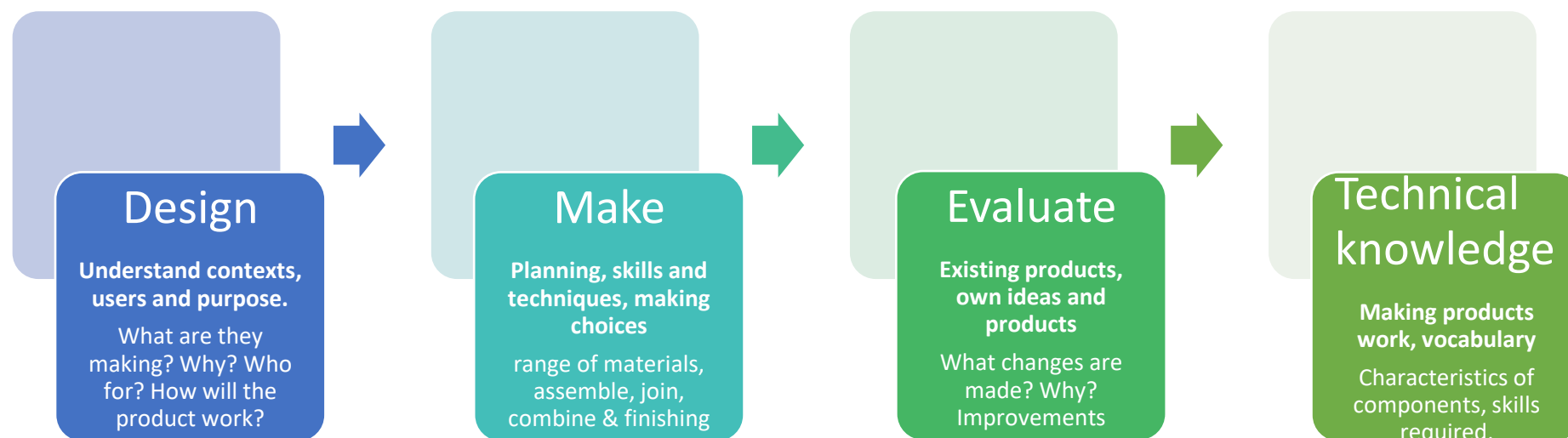
Because we run a 3 year curriculum cycle, this document should build, over time, to include the cycle of questions each year group will visit. 2023/24 and 2024/25 will therefore be recorded below as they are encountered.



# Forest School Progression

## 2022-23 Cooking Curriculum (outside)

Basic survival techniques can be taught in forest school time and learning about fire; how to light and control it, how to cook on it and how to use it for survival purposes is an essential element of this time. The Design and Technology National Curriculum sets out a structure for teaching design technology which is a simple process to break down the designing and planning with a proposed consumer in mind, setting out a purpose and functionality for each thing made. This can be applied to the cooking element of DT in forest schools also as it encourages children to draw upon previously learned DT skills and knowledge.



Cooking opportunities planned for the 2022-23 year are as follows:

Pre-School	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Dampers & marshmallows	Kelly kettle – hot chocolate/squash (following adult)	Ember cooking: campfire cornets & potatoes (preparing fruit & veg)	Dutch oven: Macaroni cheese (grating & chopping large items)	Griddle: bacon & toast (campout) (food handling with raw meats) Kebabs	Dutch oven: Stew (combines raw meat and veg chopping) & potatoes	Sheet pan: Baked eggs with chorizo Roast veggies & sausages	Designing menu of own using dutch oven, griddle, sheet pan & ember cooking

Children should re-encounter the cooking from previous years as they build their skills for the new learning in their year. This is relatively easy as we have mixed age classes and children from older years can model their learning for the younger year group who are learning new skills.



# Forest School Progression

## Science learning in Forest School

Dafdafdasf

Because children are following the Early Years Curriculum on a 1 year cycle of objectives, these are the

	Pre-School	Year R
CLLD		
PSED		
PD		
Lit		
Maths		
UtW		
EA&D		



# Forest School Progression

## LOWER SCHOOL

		Year 1	Year 2	Year 3
Year A	Living things & their habitats			
	Plants			
	Animals, incl humans			
	Working scientifically			
Year B	Living things & their habitats			
	Plants			
	Animals, incl humans			
	Working scientifically			
Year C	Living things & their habitats			
	Plants			
	Animals, incl humans			
	Working scientifically			



# Forest School Progression

## UPPER SCHOOL

		Year 1	Year 2	Year 3
Year A	Living things & their habitats			
	Plants			
	Animals, incl humans			
	Working scientifically			
Year B	Living things & their habitats			
	Plants			
	Animals, incl humans			
	Working scientifically			
Year C	Living things & their habitats			
	Plants			
	Animals, incl humans			
	Working scientifically			



# Forest School Progression

## Outcomes of forest school experiences

Across a year, children will inevitably have many experiences and many outcomes from their time in forest school. The progression plan below for outcomes is a small selection of the physical outcomes we expect children to produce linked to the skills planned for their year group. This should be a minimum but should be a guide so that teachers who are not forest school trained can build on and use the skills behind these outcomes to enrich the children's wider curriculum.

### Tool progression

	Pre-School	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skill	Trowel Forks Spade	Peeler Palm drill Secateurs Rake Sand blocks Mallets (using)	Bow saw lge (with adult)	Bow saw lge (with peer) Bow saw small (with adult)	Mallets (making) Bow saw small (with peer)	Hand saw	Knife Billhook	All tools with increased control and skill

Outcomes planned for the 2022-23 year are as follows:

	Pre-School	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Skill	Wrapping Selecting	Exploring & selecting Peeling & sanding	Reef knot  Whittling & palm drill	Lashing inc. warp and weft weaving  Whittling	Combining knots and lashing  Bow saw cuts	Hand sawing to cut wood Hitch knots	Weaving with wood Cutting skills using billhook & knife	Knife skills Knotting Billhook
Outcome	Wand cones	Journey stick  Labels for plants	Jewellery  Dream catcher Pencil	Frame  Small world people	3D structures  Pickup Stix game (family set)	Team relay from timber  Raft for the pond	Fence making  Treasure hunt games eg, noughts and crosses)	Tent pegs for Year 3 for campout  Knot board  Mallet for Y3 camping



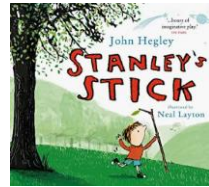
# Forest School Progression Reading

We know that when children experience things for real, they are more likely to be interested engaged and want to further their knowledge. Our library is full of books on minibeasts, life cycles and nature but these are some specific books, purchased to add a natural element to the brick wall book maps for each year group. These should be readily available

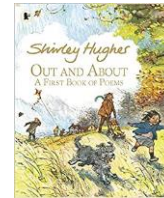
Year  
R



Big book of bugs



Stanley's stick



Out & About



We're going on a leaf hunt

Year  
1



Big book of blooms



Stuck



Stone girl, bone girl



There's a tiger in the garden

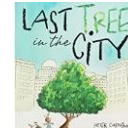
Year  
2



A stick is an excellent



Under your feet



Last tree in the city

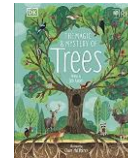
Year  
3



Bug hotel

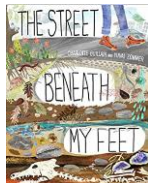


Wangari's trees of  
peace



The magic &  
mystery of trees

Year  
4



The street beneath  
your feet



The secret of black  
rock



Humongous fungus



# Forest School Progression

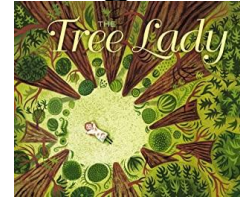
Year  
5



The shark caller

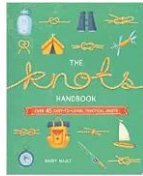


Bloom



Tree Lady

Year  
6



The knots handbook



Great adventurers



by Rowan and You



# Forest School Progression

GEOGRAPHICAL SKILLS & NAVIGATION			
Pre-School	Year R	Year 1	Year 2
<input type="checkbox"/> Follow rules and boundaries, specifically when accessing the pond <input type="checkbox"/> Promote free exploration and investigation <input type="checkbox"/> Use positional language	<input type="checkbox"/> Follow rules and boundaries, specifically when accessing the pond <input type="checkbox"/> Promote free exploration and investigation <input type="checkbox"/> Use positional language	<input type="checkbox"/> Use simple compass directions (North, South, East and West) <input type="checkbox"/> Use simple directional language (near and far, left and right) <input type="checkbox"/> Describe the location of features and routes on a map <input type="checkbox"/> Recognise landmarks and human and physical features <input type="checkbox"/> Devise a simple map and use basic symbols on a key	<input type="checkbox"/> Use simple compass directions (North, South, East and West) <input type="checkbox"/> Use simple directional language (near and far, left and right) <input type="checkbox"/> Describe the location of features and routes on a map <input type="checkbox"/> Recognise landmarks and human and physical features <input type="checkbox"/> Devise a simple map and use basic symbols on a key
Year 3	Year 4	Year 5	Year 6
<input type="checkbox"/> Demonstrate understanding of the concept of a basic map <input type="checkbox"/> Navigate way around a simple orienteering course <input type="checkbox"/> Complete a simple 'star' orienteering activity in pairs or small groups	<input type="checkbox"/> Recognises features and symbols on a map <input type="checkbox"/> Understand how to orientate the map <input type="checkbox"/> Demonstrate understanding of a line orienteering course (short loop) and star orienteering (returning to base between each control) <input type="checkbox"/> Build trust with a partner when completing star orienteering	<input type="checkbox"/> Use eight points of a compass and four figure grid references <input type="checkbox"/> Plan a short loop course for another pair to follow <input type="checkbox"/> Improve confidence in map reading and transferring information from map to ground	<input type="checkbox"/> Use eight points of a compass and four figure grid references (include OS maps) <input type="checkbox"/> Set, read and follow a bearing <input type="checkbox"/> Combine map reading and compass skills <input type="checkbox"/> Measure the distance between control points and using the map scale, estimate the number of pace required to reach each control

SHELTER BUILDING			
Pre-School	Year R	Year 1	Year 2
<input type="checkbox"/> Den building for small animals and toys. Using natural items to create dens	<input type="checkbox"/> Introduction to basic shelter building <input type="checkbox"/> Mini den building for small animals	<input type="checkbox"/> Supported construction of tripod structures. (mini den building) <input type="checkbox"/> Erect a lean to shelter, with support	<input type="checkbox"/> Independent use of tripod structures (animal den building) <input type="checkbox"/> Introduction to lashing and frapping to make frame Make a lean- to shelter with limited support



# Forest School Progression

Year 3	Year 4	Year 5	Year 6
<input checked="" type="checkbox"/> Create a shelter using tarps <input type="checkbox"/> Work successfully as a group to create a shelter <input type="checkbox"/> Compare and evaluate the shelters in relation to their sturdiness, durability and weatherproofing, assess if it is fit for purpose	<input type="checkbox"/> Design and build varying sized shelters using tarpaulins and materials found in Forest Schools <input type="checkbox"/> Work successfully as a group, having considered and evaluated each members' contribution <input type="checkbox"/> Compare and evaluate the shelters in relation to their sturdiness, durability and weatherproofing, assess if it is fit for purpose	<input type="checkbox"/> Create a tipi shelter with camouflage <input type="checkbox"/> Work successfully as a group, having considered and evaluated each members' contribution <input type="checkbox"/> Compare and evaluate the shelters in relation to their sturdiness, durability and weatherproofing, assess if it is fit for purpose	<input type="checkbox"/> Shelter building challenges, working in teams the children plan, build and review shelters <input type="checkbox"/> Work successfully as a group, having considered and evaluated each members' contribution <input type="checkbox"/> Compare and evaluate the shelters in relation to their sturdiness, durability and weatherproofing, assess if it is fit for purpose

EXPLORATION & PLAY			
Pre-School	Year R	Year 1	Year 2
<input type="checkbox"/> Introduce to rules and boundaries <input type="checkbox"/> Promotion of free exploration <input type="checkbox"/> Promotion of independent learning <input type="checkbox"/> opportunities/skills <input type="checkbox"/> Plant bulbs/sensory walks/search for insects <input type="checkbox"/> Show awareness of risk – brambles/nettles/water	<input type="checkbox"/> Introduce to rules and boundaries <input type="checkbox"/> Promotion of free exploration <input type="checkbox"/> Promotion of independent learning <input type="checkbox"/> opportunities/skills <input type="checkbox"/> Show awareness of risk – brambles/nettles/water <input type="checkbox"/> Plant bulbs/sensory walks/search for insects	<input type="checkbox"/> Reinforce rules and boundaries <input type="checkbox"/> Travel safely over terrain <input type="checkbox"/> Carry sticks safely <input type="checkbox"/> Work as a team to cooperate and communicate clearly <input type="checkbox"/> 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	<input type="checkbox"/> Reinforce rules and boundaries <input type="checkbox"/> Move logs safely with support <input type="checkbox"/> Build a bridge/investigate insects living in <input type="checkbox"/> FS/bird watching/make sensory story sticks
Year 3	Year 4	Year 5	Year 6
<input type="checkbox"/> Take part in outdoor challenges on own and in groups <input type="checkbox"/> Make something out of wood/cook outdoors? <input type="checkbox"/>	<input type="checkbox"/> Play woodland versions of games <input type="checkbox"/> Play in a team during wide games and scavenger hunts <input type="checkbox"/> Make a sculpture/make up own nature games and teach it to a friend <input type="checkbox"/> Take part in nature treasure hunt	<input type="checkbox"/> Create an orienteering course for friends	



# Forest School Progression

USING TOOLS			
Pre-School	Year R	Year 1	Year 2
<input type="checkbox"/> Introduction to tools – peelers (with gloves) for whittling, trowels and forks for planting	<input type="checkbox"/> Introduction to tools – peelers (with gloves) for whittling, trowels and forks for planting <input type="checkbox"/> Use of mallets to knock in tent pegs and create borders for play.	<input type="checkbox"/> Continuation of the use of basic tools, peelers, hammer <input type="checkbox"/> Use bow saw with an adult <input type="checkbox"/> Sandblocks to finish products <input type="checkbox"/> Cutting string with scissors with adult supervision	<input type="checkbox"/> Continuation of the use of basic tools, larger ropes and independent cutting of string <input type="checkbox"/> Peer to peer filing and use of a bow saw <input type="checkbox"/> Use secateurs and loppers to cut wood for products.
Year 3	Year 4	Year 5	Year 6
<input type="checkbox"/> In KS2 children will 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 <input type="checkbox"/> Consolidate previous skills <input type="checkbox"/> Supervision, if children are ready, can be 1:4 with 2 pairs.	<input type="checkbox"/> In KS2 children will 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 <input type="checkbox"/> Loppers and secateurs used independently to cut material for projects <input type="checkbox"/> Handsaw introduced with 1:1 supervision	<input type="checkbox"/> In KS2 children will 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 <input type="checkbox"/> Handsaw used with 1:2 supervision <input type="checkbox"/> Filing independently to finish a product	<input type="checkbox"/> In KS2 children will 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 <input type="checkbox"/> Use of a knife 1:1 supervision <input type="checkbox"/> Bilhooks used with 1:1 supervision

KNOTS			
Pre-School	Year R	Year 1	Year 2
<input type="checkbox"/> Wrapping – holding the wool and the stick and moving one or the other independently.	<input type="checkbox"/> Tying shoe laces - over and under of laces <input type="checkbox"/> Wrapping	<input type="checkbox"/> Introduction to reef knot <input type="checkbox"/> Tying shoe laces completely	<input type="checkbox"/> Lashing & square lashing <input type="checkbox"/> Lashing for a kite <input type="checkbox"/> Link lashing to shelter building
Year 3	Year 4	Year 5	Year 6
<input type="checkbox"/> More sophisticated use of knots for attaching to structures to structures and trees <input type="checkbox"/> Clove hitch	<input type="checkbox"/> More sophisticated use of knots for attaching to structures to structures and trees <input type="checkbox"/> Timber hitch	<input type="checkbox"/> More sophisticated use of knots for attaching to structures to structures and trees <input type="checkbox"/> Independent use of lashing techniques <input type="checkbox"/> Bow line	<input type="checkbox"/> More complex knots and ability to select the correct knot for the job. <input type="checkbox"/> Knotboard creation



# Forest School Progression

FIRE SKILLS			
Pre-School	Year R	Year 1	Year 2
<input type="checkbox"/> Safety in the fire pit area <input type="checkbox"/> Toasting marshmallows <input type="checkbox"/> Collecting sticks; matchstick, pencil, finger  <b>Singing:</b> Nursery rhymes Alice the camel THRIVE autumn songs	<input type="checkbox"/> Popcorn popping <input type="checkbox"/> Fire triangle knowledge, respect position and blood bubble <input type="checkbox"/> Making a spark with a flint and steel <input type="checkbox"/> Gather and sort wood for fire; kindling and tinder <input type="checkbox"/> Feed fire in a Kelly Kettle <input type="checkbox"/> Make hot chocolate/squash in a Kelly kettle with adult supervision  <b>Singing:</b> Nursery rhymes cont. One man and his dog Boom a chicka boom	<input type="checkbox"/> Using fire and steel to light cotton wool <input type="checkbox"/> Understand parts of the fire and related equipment  <input type="checkbox"/> Ember cooking: campfire cornets & potatoes  <b>Singing:</b> Baby bumble bee One finger one thumb	<input type="checkbox"/> Toasting bread; pitta, dampers, toast <input type="checkbox"/> Making a charcoal pencil in the fire embers <input type="checkbox"/> Cotton wool in fire  <b>Singing:</b> Boa constrictor Everywhere I go
Year 3	Year 4	Year 5	Year 6
<input type="checkbox"/> Griddle: bacon & toast <input type="checkbox"/> Lighting cotton wool for Kelly Kettle and feed into fire <input type="checkbox"/> Learn wattle method for stacking KK <input type="checkbox"/> Learn safe method of extinguishing a fire  <b>Singing:</b> Bungalow She'll be coming round the mountain	<input type="checkbox"/> Dutch oven: <input type="checkbox"/> Stew <input type="checkbox"/> Keep Kelly Kettle fire going until liquid boils as a team <input type="checkbox"/> Use waffle method in KK and learn wigwam in fire pit Prepare to set a fire in the fire pit ensuring all safety equipment is present  <b>Singing:</b> My name is Joe	<input type="checkbox"/> Sheet pan cooking <input type="checkbox"/> Use of hot stones from embers <input type="checkbox"/> Keep KK going as a pair using correct fuels and restacking ready for next time.  <b>Singing:</b> Quarter Master's stores You'll never get to heaven	<input type="checkbox"/> Using a range of cooking techniques in their own menu <input type="checkbox"/> Keep fire going in the fire pit <input type="checkbox"/> Set up fire and extinguish  <b>Singing:</b> Little bunny foo foo On top of spaghetti

With thanks to Burton Green Primary School for some of this progression content which was already mapped.