



St Buryan Academy School
Forest School Progression Document



Skills	EYFS	Year 1 & 2	Year 3 & 4	Year 5 & 6
Shelter Building	<ul style="list-style-type: none"> • Introduction of basic shelter building with support. • Shelters built with children assisting by holding ropes and corners of tarps. • Children enjoy time inside a den built for them. • Mini-den building for small animals, pebble people, or stick people. 	<ul style="list-style-type: none"> • Supported construction of tripod structures (mini-den building) • Independent use of tripod structures (animal den building) • Erect a lean to shelter, with support • Mini-den building for small animals, pebble people, or stick people. 	<ul style="list-style-type: none"> • Create a tarpaulin shelter. • Work successfully as a group, having considered and evaluated each members' contributions. • Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose • Create a lean to shelter, independently or with limited support • Design and build varying sized shelters using tarpaulin and materials. • Mini-den building for small animals, pebble people, or stick people. Consider extending to multiple dens, mini villages, mini theme parks 	<ul style="list-style-type: none"> • Create a tipi shelter with camouflage • Work successfully as a group, having considered and evaluated each members' contributions • Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose • Shelter building challenge - working in teams the children plan, build and review their shelters (recap the different ways to build shelters) • Mini-den building for small animals, pebble people, or stick people. Consider extending to multiple dens, mini villages, mini theme parks.
Geographical Skills and Navigation	<ul style="list-style-type: none"> • Follow rules and boundaries • Promote free exploration 	<ul style="list-style-type: none"> • Use simple compass directions (North, South, East and West) • Use directional language (near and far; left and right) <p>Describe the location of features and routes on a map</p> <ul style="list-style-type: none"> • Devise a simple map and use basic symbols in a key human and physical features 	<ul style="list-style-type: none"> • Demonstrate understanding of the concept of a basic map • Navigate your way around a simple orienteering course • Complete a simple 'star' orienteering activity in pairs / groups • Recognise features and symbols on the map • Understand how to orientate the map • Build trust with a partner and work together when orienteering • Record information accurately and neatly • Follow rules when completing a star orienteering activity 	<ul style="list-style-type: none"> • Use the eight points of a compass and four figure grid references • Develop expertise in the orienteering skills of orientating a map, following a course, and recognition of relevant map symbols • Demonstrate an understanding of the relationship Further develop navigational skills by planning ahead, identifying problems and making decisions 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 • Complete the orienteering course in the fastest time possible competing against others • Combine map reading and compass skills • 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

Play / Exploring	Introduction to rules and boundaries. -Promotion of free exploration -Promotion of independent learning opportunities/skills Search for flowers, insect & butterflies	Re-enforce rules and boundaries Travel safely over the terrain in Forest School Carry sticks safely. Work in a team to co-operate and communicate clearly. Hunt for insects, flowers and butterflies, Use magnifying glasses and basic ID guides. Bird watching	<ul style="list-style-type: none"> Take part in outdoor challenges on own and in a team Climb a tree Make something out of wood Play woodland versions of games 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 	Create a time capsule. Make a game for others to play Hunt for insects Search for flowers, and butterflies, use magnifying glasses use ID guides and books to differentiate between similar species. Bird watching
Using Tools	<ul style="list-style-type: none"> Introduction to tools (peelers for whittling, hammers, mallets, trowels and forks) 	<ul style="list-style-type: none"> 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, hand drill (brace and bit) 	<ul style="list-style-type: none"> 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>Highly supervised use of;</p> <ul style="list-style-type: none"> Loppers o Secateurs o Knives for whittling , peelers, brace and bit drill 	<ul style="list-style-type: none"> Group supervised use of; <ul style="list-style-type: none"> Loppers o Secateurs o Knives for whittling , peelers, brace and bit drill More independent use of spades, forks, trowels and rakes
Knots	<ul style="list-style-type: none"> Tying shoelaces 	<ul style="list-style-type: none"> Introduction to basic knots More sophisticated use of knots for attaching to structures and trees Example - Overhand knot and half hitch 	<p>More sophisticated use of knots for attaching to structures and trees Independent use of lashing and frapping techniques Example - Cow hitch,</p>	<p>Shelter hitches and knots More complex knots and selecting the correct knot for a job More complex knots and selecting the correct knot for a job Craft activities to consolidate knot use</p>
Using Fire for Cooking	<p>Observe and talk about fire lighting procedures, Safety procedures - fire safety Make sparks with a flint and steal</p>	<ul style="list-style-type: none"> 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 Fire safety and the fire circle 	<ul style="list-style-type: none"> Make sparks with a flint and steal Light cotton wool Roast food on a fire with support Assist with food preparation 	<p>Light cotton wool using a flint and steal Cooking on a campfire (roast food) Make and tend a fire safely Assist with food preparation Prepare and light a campfire with supervision</p>
Site management	<p>Be shown the different trees and plants on site Help with watering and weeding with support when needed</p>	<p>Plant and grow vegetables and fruit Understand what is edible on site and other properties of plants. Be shown the different trees and plants on site Help with watering and weeding with support when needed</p>	<p>Identify and care for the trees on site with support Remove weeds from the vegetable patch with support. Plant and grow vegetables and fruit Help with watering and weeding with support when needed</p>	<p>Identify and care for the trees on site with a little support Understand what is a weed and what is not in the vegetable patch. Plant and grow vegetables and fruit Help with watering and weeding with support when needed</p>