

Progression of skills – Forest School.

Skill	EYFS	YR1	YR2	YR3	YR4	YR5	YR6
Shelter building	<p>Introduction to shelter building.</p> <p>Use of a variety of materials and pegs. Picture prompts to support ideas.</p> <p>Mini den building for animals.</p>	<p>Independent shelter building with resources such as tarps and pegs with the introduction of paracord for tying.</p> <p>Independent mini den building for animals – begin to introduce tripod structure.</p> <p>Questioning what worked well.</p>	<p>Independent tripod structures for dens.</p> <p>Introduction of lean to shelters.</p> <p>Begin to use paracord to secure tarpaulins when building shelters.</p> <p>Questioning how could they improve their structures.</p>	<p>Independent construction of lean to shelters.</p> <p>Create shelters from tarps and independent knot tying.</p> <p>Compare and evaluate the shelters</p> <p>Set up a tent in preparation for a residential trip.</p>	<p>Design and build 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</p>	<p>Create a tipi shelter with camouflage.</p> <p>Work successfully as a group.</p> <p>Compare and evaluate the shelters.</p>	<p>Shelter building challenge – working in teams the children plan, build and evaluate their shelters (recap the different ways to build shelters)</p> <p>Work successfully as a group.</p> <p>Compare and evaluate the shelters.</p>
Tools	<p>Introduction to tools:</p> <p>peelers hammers mallets trowels forks</p>	<p>Continuation of the use of basic tools (cutting of string, peeler for whittling)</p> <p>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 and</p>	<p>In Key Stage 2 children will develop their skills when using a range of tools.</p> <p>Tools will only be used when the children are</p>	<p>In Key Stage 2 children will develop their skills when using a range of tools.</p> <p>Tools will only be used when the children are</p>	<p>In Key Stage 2 children will develop their skills when using a range of tools.</p> <p>Tools will only be used when the children are</p>	<p>In Key Stage 2 children will develop their skills when using a range of tools.</p> <p>Tools will only be used when the children are</p>

	Fully supported by an adult.		peelers for whittling	<p>physically, mentally and socially ready to do so.</p> <p>Children's ability to use tools will develop at different ages</p> <p>This is to include but not limited to:</p> <p>Bow saw Whittling knives Folding saw Secateurs Loppers</p>	<p>physically, mentally and socially ready to do so.</p> <p>Children's ability to use tools will develop at different ages</p> <p>This is to include but not limited to:</p> <p>Bow saw Whittling knives Folding saw Secateurs Loppers</p>	<p>physically, mentally and socially ready to do so.</p> <p>Children's ability to use tools will develop at different ages</p> <p>This is to include but not limited to:</p> <p>Bow saw Whittling knives Folding saw Secateurs Loppers</p>	<p>physically, mentally and socially ready to do so.</p> <p>Children's ability to use tools will develop at different ages</p> <p>This is to include but not limited to:</p> <p>Bow saw Whittling knives Folding saw Secateurs Loppers</p>
Knots	<p>Knots</p> <p>introduction to basic knots – shoe tying</p>	Independent simple knot tying	<p>More sophisticated use of knots for attaching to structures and trees</p> <p>Example - Cow hitch</p> <p>Introduce lashing and frapping techniques to make frames</p>	<p>Lashing and frapping frames and dual structures</p>	<p>More sophisticated knots for attaching to structures and trees.</p> <p>Independent use of lashing and frapping techniques</p>	<p>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>

<p style="text-align: center;">Fire</p>	<p>Using Fire for Cooking</p> <p>Observe and talk about fire lighting procedures, begin to contribute by selecting fuel.</p> <p>Toasting marshmallows with full support.</p> <p>Observe popcorn popping.</p>	<p>Safety procedures – fire safety.</p> <p>Contribute to fire lighting by gathering fuel.</p> <p>Toasting marshmallows with little support.</p> <p>Support with cooking popcorn.</p>	<p>Safety procedures – fire safety.</p> <p>Experience using flint and steel to spark a flame.</p> <p>Independent toasting of marshmallows and bread.</p> <p>Support with cooking popcorn.</p>	<p>Safety procedures – fire safety.</p> <p>Light a piece of cotton wool (fairy pillow) with flint and steel.</p> <p>Toasting bread and marshmallows.</p> <p>Other food may be cooked</p>	<p>Safety procedures – fire safety.</p> <p>Light a fairy fire and keep it going.</p> <p>Toast/cook food on a fire</p> <p>Support with keeping the campfire going.</p>	<p>Safety procedures – fire safety.</p> <p>Light a fairy fire and keep it going.</p> <p>Toast/cook food on a fire</p> <p>Support with keeping the campfire going.</p>	<p>Make and tend a fire safely</p> <p>Prepare and light a campfire with</p> <p>Campfire sieve challenge.</p>