



Curriculum:

Progression in Forest School



INTENT

Our Forest school programme is about offering children regular opportunities to develop their learning through play and exploration in a safe, natural environment. Providing a range hands on experiences and achievable tasks will encourage children to manage their own risks, developing problem solving, communication and teamwork. Being outside in the fresh air enhances moods, motivation and concentration, not to mention the physical benefits. A big part of the sessions is to create a sense of ownership of a site, helping children to understand, appreciate and care for the natural environment around them. Multi-sensory exploration, noticing the seasonal changes and the natural growing processes which in turn can inspire creativity. Children gain a sense of mindfulness reflecting on things they have achieved and challenges they have overcome.

IMPLEMENTATION - Progression in Forest School

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Assessing own risk, boundaries and procedures	<ul style="list-style-type: none"> Establishing boundaries and safety rules. Risk assessment of FS area carried out with children. Understanding of potential hazards. Carrying sticks safely/ moving handling procedures. Promotion of free exploration and independent learning opportunities/skills. 	<ul style="list-style-type: none"> Continue to respect Forest School area by demonstrating understanding of safety rules and boundaries. Risk assessment of FS area carried out with children at beginning of each programme. Hazards, stick safety and moving heavy objects. Develop free exploration and sensory experiences. 	<ul style="list-style-type: none"> Explain and adhere to safety procedures and boundaries. Risk assessment of FS area carried out with children at beginning of each programme. 	<ul style="list-style-type: none"> Respectfully adhere to safety procedures and boundaries conducting behaviour accordingly. Risk assessment of FS area carried out with children at beginning of each programme. Understands the importance of tree and plant Id. Able to use resources to help identification for safety purposes with support. 		<ul style="list-style-type: none"> Respectfully and safely use FS area. Able to explain importance of safety rules and boundaries to younger children, positive role models. Risk assessment of FS area carried out with children at beginning of each programme. Understands the importance of tree and plant Id. Able to use resources to help identification for safety purposes independently. 	

Using Tools	<ul style="list-style-type: none"> • Introduction to tools (peelers, hammers, mallets, spades and forks) • Understands the importance of safe use and can demonstrate their understanding by effectively peeling a stick allowing them to relate their understanding of this safe use to other bladed tools. • Tools will only be used when the children are physically, mentally and socially able to do so, ability to use tools will vary. • Wool cutting and winding around sticks. Fine motor skill development. 	<ul style="list-style-type: none"> • Continuation of tool use including Bow Saw 1:1 with Leader for cutting disks. • Appropriate activities selected to allow practice with new tools. 	<ul style="list-style-type: none"> • Continuation of tool use, promoting independence. Introduce palm drills, knives for splitting fire wood, 1:1 with Leader. • Understanding and effective demonstration of blood bubble, respect position, bladed tool safety. 	<ul style="list-style-type: none"> • Develop skills when using a range of tools, building resilience. • Introduction of Secateurs and Folding Saw. 1:1 with Leader. • Encourage independent exploration of tools and practice where appropriate. 	<ul style="list-style-type: none"> ☒ Develop Skills when using range of tools safely and independently under supervision of Leader. ☒ Knives for whittling 1:1 ☒ Develop own mini projects using skills learnt with tools.
Rope and knots	<ul style="list-style-type: none"> • Understands the importance of rope safety. • Able to tie a basic overhand knot to an object 	<ul style="list-style-type: none"> • Understands the importance of rope safety. • Practice tying double know on object, developing to shoe laces. 	<ul style="list-style-type: none"> ☒ Introduce more sophisticated knots, figure – eight, reef knot. 	<ul style="list-style-type: none"> ☒ Introduce more sophisticated knots for attaching to structures and objects. Clove hitch, Square Lashing. 	<ul style="list-style-type: none"> ☒ Selecting the correct knots for a job. Timber hitch and clove hitch around a tree.
Fire	<ul style="list-style-type: none"> ☒ Understand safety around a small fire. Fire circle rules and procedures established. 	<ul style="list-style-type: none"> • Continue to demonstrate understanding of fire circle rules, correct kneeling position and fire triangle. 	<ul style="list-style-type: none"> • Introduce fire strikers to spark a flame. • Cook different foods on fire 1:1 with Leader. 	<ul style="list-style-type: none"> • Understands the importance of fire circle rules, correct kneeling position and fire triangle. • Introduce fire strikers to spark a flame. • Roast Marshmallow on fire as well as other foods, supervised. 	<ul style="list-style-type: none"> ☒ Prepare and light and extinguish a fire with supervision.

		<ul style="list-style-type: none"> Gather fuel for fire. 			
<p>Shelter Building</p>	<ul style="list-style-type: none"> Introduction of basic shelter building with support. Mini dens for small animals using natural materials. 	<p>Roast Marshmallow on fire with close supervision.</p> <ul style="list-style-type: none"> Continue with mini den tripod construction for small animals. Erect lean to tarpaulin shelter with support. Understand safety conditions of overhead construction. 	<ul style="list-style-type: none"> Create lean to tarpaulin shelter with limited support. Understands the importance of shelter for living creatures. 	<ul style="list-style-type: none"> Create a group tarpaulin shelter. Working successfully in groups, evaluating construction in relation to waterproofing, sturdiness and fit for purpose. Explore alternative shelter options. Ridge Pole shelter. 	<ul style="list-style-type: none"> Explore different shelter options. Tipi, natural materials, camouflage work etc. Group Shelters and evaluation of self and others in relation to waterproofing, sturdiness and fit for purpose.

IMPACT

To assess the impact of Forest School we work on the principles that children will develop in the following ways:

Confidence: Freedom to explore and discover through play with appropriate risk.

Resilience: Increased desire to complete tasks for themselves, promoting independence and not giving up.

Team Player: Playing with others developing empathy, teamwork and sharing skills.

Active: Increased stamina with improved motor skills.

Communication: Develop language through positive sensory experiences. Encourage children to talk to each other and adults.

Motivation: Engage children with small achievable tasks ensuring a feeling of success, doing something worthwhile.

Creativity: Sensory experiences to explore, stimulated imaginations.

Nature: Develop understanding and respect for the natural world.