



# Carrington Infant School

## Progression of Skills

### Forest School

| The 6 Principles of Forest School Principle |                                                                                                                                                 |
|---------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|
| Principle 1                                 | Forest School is a long-term process of frequent and regular sessions in a woodland or natural environment, rather than a one-off visit.        |
| Principle 2                                 | Planning, adaptation, observations and reviewing are integral elements of Forest School.                                                        |
| Principle 3                                 | Forest School aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners |
| Principle 4                                 | Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.                         |
| Principle 5                                 | Forest School is run by qualified Forest School practitioners who continuously maintain and develop their professional practice.                |
| Principle 6                                 | Forest School uses a range of learner-centred processes to create to enable development and learning                                            |

| Skills                             | Bronze                                                                                                                         | Silver                                                                                                                                                                                                                                      | Gold                                                                                                                                                                                                      |
|------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Shelter Building                   | Introduction of basic shelter building with support (some indoor and outdoor equipment)<br>Mini-den building for small animals | Supported construction of tripod structures (mini-den building)<br><br>Erect a lean to shelter, with support                                                                                                                                | Independent use of tripod structures (animal den building)<br><br>Introduction to lashing and frapping techniques to make frames.<br><br>Create a lean to shelter, independently or with limited support. |
| Geographical Skills and Navigation | Follow rules and boundaries<br>Promote free exploration<br>Follow a pictorial map.                                             | Use directional language (near and far; left and right)<br><br>Describe the location of features and routes on a map<br><br>Recognise landmarks and human and physical features.<br><br>Follow a simple map and use basic symbols in a key. | Use simple compass directions (North, South, East and West)<br><br>Design a simple map and use basic symbols in a key.                                                                                    |

| Skills         | Bronze                                                                                                                                                                                                                                                                                                      | Silver                                                                                                                                                                                                                                                                                                                        | Gold                                                                                                                                                                                                     |
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| Games          | I can join in a game with others.<br>I can accept when I am out of the game.                                                                                                                                                                                                                                | I can follow a set of rules that apply to a given game.<br>I can adapt rules to suit changes in environment/number of players.                                                                                                                                                                                                | I can suggest a set of rules to make a new game with my friends.<br>I can explain to others why a rule is effective or ineffective.                                                                      |
| Play/Exploring | Introduction to rules and boundaries<br><br>Promotion of free exploration<br><br>Promotion of independent learning opportunities/skills<br><br>Plant seeds/bulbs and watch them grow.<br><br>Search for minibeasts and identify some.<br><br>Find and name some trees.<br><br>Begin to identify some trees. | Re-enforce rules and boundaries<br><br>Travel safely over the terrain in Forest School.<br><br>Carry sticks safely.<br><br>Work in a team to co-operate and communicate clearly.<br><br>Hunt for minibeasts and identify most.<br><br>Find and identify all trees in forest school<br><br>Roll down a hill<br><br>Build a den | Re-enforce rules and boundaries of forest schools<br><br>Move logs safely.<br><br>Build a bridge<br><br>Become a nature detective – identify plants, trees, animals, and minibeasts<br><br>Bird watching |
| Using Tools    | Introduction to tools (peelers for whittling, hammers, mallets, trowels and forks)                                                                                                                                                                                                                          | Continuation of the use of basic tools (cutting of string, peeler for whittling, bow saw to cut discs (1:1))                                                                                                                                                                                                                  | Continuation of the use of basic tools, larger ropes and independent cutting of string.<br>Fire Striker<br>Use of bow saw 1-1 to cut discs and peelers for whittling                                     |
| Knots          | Basic knot                                                                                                                                                                                                                                                                                                  | Clove hitch                                                                                                                                                                                                                                                                                                                   | More sophisticated use of knots for attaching to structures and trees.<br>Example - half hitch.<br><br>Lashing and frapping techniques to make frame                                                     |

| Skills       | Bronze                                                                                | Silver                                                                                                   | Gold                                                                                                                             |
|--------------|---------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|
| Fire/Cooking | <p>I know where it is safe to have a fire.</p> <p>I can gather sticks for a fire.</p> | <p>I can set up a fire area safely.</p> <p>I can build a fire.</p> <p>I can extinguish a fire safely</p> | <p>I can use a fire striker.</p> <p>I can light a fairy pillow.</p> <p>I can remove all trace of a fire I can cook on a fire</p> |

| Health and Safety Knowledge and understanding |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I can describe or show:                       | <ul style="list-style-type: none"> <li>• plants can prickle or sting me.</li> <li>• plants which may be poisonous.</li> <li>• how to move about safely depending on the conditions in the woodland.</li> <li>• how to move large objects.</li> <li>• safety in the woodland.</li> <li>• how to help others stay safe in the woodland.</li> <li>• the need to be gentle with creatures.</li> </ul>                                                                                                                                                                                                                                                                   |
| Can name a range of:                          | <ul style="list-style-type: none"> <li>• plants that can prickle or sting me.</li> <li>• plants that may be poisonous.</li> <li>• weather conditions that will affect how I move around.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| I can assess from characteristics:            | <ul style="list-style-type: none"> <li>• a plant has in order to prickle or sting me.</li> <li>• an object is too big for me to move by looking at it.</li> <li>• danger and make the right choices for me and my friends.</li> <li>• whether an animal should be handled or when it becomes stressed and I should place back in its habitat.</li> </ul>                                                                                                                                                                                                                                                                                                            |
| I can explain to others:                      | <ul style="list-style-type: none"> <li>• this is holly and it has sharp leaves that will stab your fingers if you touch the edges.</li> <li>• This plant is called a ..... it has red berries and they are poisonous if you eat them.</li> <li>• how trees are affected by different weather conditions in different seasons.</li> <li>• how to lift and carry objects safely and work as a team to do this.</li> <li>• the choices I make and I know my own limitations.</li> <li>• that insects may attack if they are frightened, so I need to remain calm and not scream, panic or run even if I feel frightened to avoid them hurting me or others.</li> </ul> |

|                                    | EYFS                                                                                                                                                                                                                            | Year 1                                                                                                                                                                           | Year 2                                                                                                                                                                                                                  |
|------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Technical Vocabulary               | Name some animals<br>Name some trees<br>Names of some birds<br>Names of some insects (nature nouns)<br>Name the knots they can tie<br>Name the tools they can use<br>Describing nature nouns e.g a wiggly worm is long and thin | I can name:<br>Animals<br>Birds<br>Insects<br>Trees<br><br>Nocturnal<br><br>Name the knots they can tie<br><br>Name the tools they can use<br><br>Oxygen Fuel Heat<br>Extinguish | I can name:<br>Animals<br>Birds I<br>Insects<br>Trees<br>Plants<br>Fungus<br><br>Nocturnal<br>Diurnal<br><br>Name the knots they can tie<br><br>Name the tools they can use<br><br>Oxygen<br>Fuel<br>Heat<br>Extinguish |
| Expressive & Reflective Vocabulary | Children are able to express how they are feeling e.g 'I've got sharp shooting pains in my fingers', if children have cold hands.<br>I know it is safe to climb the tree, because.....<br>I have made this choice because.....  |                                                                                                                                                                                  |                                                                                                                                                                                                                         |