

The Redstart Forest School Journey

(Forest School skills progression)

	Year 1	Year 2	Year3	Year 4	Year 5	Year 6
The FS environment	<p>Introduction to the natural world and the fact that the Forest School area is a natural environment which is home to living things including plants and animals.</p> <p>Learn to be prepared in terms of appropriate clothing for playing and working outdoors.</p>	<p>Learn the boundaries of Forest School and the importance of respecting the natural environment by not damaging plants or living creatures.</p> <p>Understand that the environment changes as seasons change.</p> <p>Identify a number of plants and animals (common trees such as oak and hazel, flowers including daisies, dandelions, daffodils, snowdrops etc. and 'bugs' such as woodlice, beetles, spiders etc.) and understanding that there are some which can be harmful and many which are not.</p>		<p>Children know the rules of working outside, understanding where they can and cannot go when in the FS setting.</p> <p>Recognise an increasing number of trees, plants and animals, such as the difference between willow, hazel and oak and therefore understanding which can be used for different purposes.</p> <p>Learn how we can have a positive impact on the natural world by managing it and caring for it by :</p> <ul style="list-style-type: none"> Planting and tending trees, flowers and vegetables Creating paths using tools in order to let other areas 'grow wild', regularly doing litter picks and tidying, Collecting leaves and fruit waste to compost and use for growing other things. 		
Shelter building	<p>Discuss need for shelter reflecting on animals in the wild and where they live.</p> <p>Build mini dens for soft toys/imaginary animals using sticks, leaves, mud.</p>	<p>Use of a variety of woodland materials to build a home for an animal thinking about size and needs of the animal.</p> <p>Teacher led introduction to securing ropes to trees that could secure a shelter.</p>	<p>Reflect further on weather and need for shelter.</p> <p>Introduction to line and tarp shelter building and use of appropriate knots to secure to trees and tarp. Heavily guided, scaffolded construction.</p> <p>Imaginative use of materials in the woods to build chairs, beds, pretend fires etc.</p>	<p>Development of skills building a line and tarp shelter using knots and securing the shelter with less scaffolding. Use of logs and sticks to be more creative in the design of the shelter.</p> <p>Focus on roles within the team and using people's talents.</p> <p>Evaluating other shelters looking at the quality of design, construction and stability.</p>	<p>Introduction to alternative designs of the shelter using knowledge of weather conditions to influence choice of materials and positioning of tarp. Focus on conflict resolution and how to agree on location, selection of design of shelter.</p> <p>Self selection of team mates using knowledge of other people's skills/attributes.</p>	<p>Adapt the construction of line and tarp shelters to compensate for weather conditions such as wind direction and rain.</p> <p>Build tripods or A frames to create self supporting structures that hold up shelter.</p> <p>Use a mallet and pegs to secure the shelter.</p> <p>Working with different groups and responding to the changing dynamics.</p>
Use of tools	<p>Introduction to 1 child 1 adult use of a bow saw to cut a wooden disc.</p> <p>Scaffolded use of drill to make a hole in the disc</p> <p>Establishment of a 'safe cutting area (blood bubble) to emphasise importance of staying safe.</p>	<p>1 child 1 adult use of a bow saw to cut a wooden disc.</p> <p>Scaffolded use of drill to make a hole in the disc and adding string and decoration to make a FS name badge.</p>	<p>Introduction to use of secateurs to cut small twigs, cut back brambles.</p> <p>Focus on safe ways of storing, carrying and use of the secateurs.</p> <p>Further guided use of bow saw and drill to cut discs of wood for</p>	<p>Further practice of using secateurs and introduction to loppers for cutting thicker pieces of wood. Use of finger thickness to guide choice of tool.</p> <p>Guidance on working in pairs to have a cutter</p>	<p>Independent use of secateurs and loppers and introduction to shears for cutting grass and hedgerows.</p> <p>Introduction to use of a bushcraft knife to do whittling and sharpening of sticks.</p>	<p>Independent use of secateurs, loppers and shears to cut a variety of materials including pruning trees, cutting back brambles and trimming willow.</p> <p>Independent but supervised use of a bow-</p>

			decoration and making of pendants.	and a 'watcher' in order to maintain a safe space.	Use of loppers and knife to make pegs.	saw and carpenter saw to cut firewood. Supervised use of axe and mallet to split logs for firewood.
Fire building, cooking	<p>Introduction to the building of a safe fire circle.</p> <p>Children taught to collect suitable fuel for the fire.</p> <p>Introduction to the philosophy of Stop, Drop and Roll and the importance of having the right equipment to put out a fire.</p> <p>Cook marshmallows using a stick.</p>	<p>Embed the principles of establishing a safe fire area by choosing a suitable location, constructing a fire circle, a fire pit and a fire wall.</p> <p>Reinforcement of fire rules including 'no turning back to fire', 'nothing dangling' and 'Stop, Drop and Roll'.</p> <p>Cook marshmallows using a stick and make hot drinks.</p>	<p>The science of fire – importance of understanding the fire triangle (fuel, oxygen, heat) and how this helps us to know how to put out a fire.</p> <p>Understanding the importance of carefully selected fuels – dry paper, dry sticks and logs</p> <p>Introduction to use of a fire starter (flint and steel)</p> <p>Cook marshmallows using a stick and make hot drinks.</p>	<p>Children can independently explain the principles of building a safe fire area.</p> <p>Fully assist in the building of the campfire including deciding on the size of the fire circle, the best materials for constructing the fire wall and the appropriate size of fuel.</p> <p>Use of peelers and kitchen knives to peel and chop vegetables in order to make a soup.</p> <p>Use knives and graters to prepare ingredients to make 'Forest School pizzas'.</p>	<p>As well as explaining the principles of building a safe fire area, children can collect logs, bricks, grills and fuel to build a camp fire. Use a fire lighter (flint and steel) to light the fire.</p> <p>Recognise when the fire needs more fuel and appropriately select the correct size fuel.</p> <p>Use of peelers and kitchen knives to peel and chop vegetables in order to make a soup. Mix flour, water and yeast to make dough – learn to cook the dough on sticks or making flat breads on metal trays over the fire.</p>	<p>Independent building of a 'camp fire' remembering the principles of establishing a safe fire circle, constructing a fire wall and collection of suitable fuel.</p> <p>Introduction to the making of '10 minute fires' which are entirely built, lit and maintained by small groups.</p> <p>Independently mix ingredients to make a dough to bake bread, make soups using seasonal vegetables, camp fire pizzas.</p>
Problem solving and working cooperatively	<p>Introduction to a variety of team challenges through which children learn to:</p> <ul style="list-style-type: none"> Communicate with each other and adults, Take turns and cooperate, Listen to and follow instructions. 		<p>Children take part in a wide variety of team challenges (bridge building, hunters and guards, foxes and hounds, tower construction etc.) through which children learn to</p> <ul style="list-style-type: none"> Recognise that people work in different ways and to communicate appropriately and effectively with each other and adults, Achieve positive outcomes by taking turns and cooperating and working as team, Solve disputes and disagreements by listening and respecting other points of view, Know when to come to an adult for help and when to try and solve problems within the group . 			
Rope work	<p>Introduction to the dangers and the use of ropes.</p> <p>Safe handling of a rope including awareness of correct handling.</p>	<p>Introduction to pocket knot for storing ropes, cow hitch and basic stopper knots such as overhand and figure of 8, and shoelace knot.</p>	<p>Consolidation of previous knots and introduction to overhand and figure of 8 on the bight, round turn and two half hitches and slip knot</p>	<p>Consolidation of previous knots and introduction to clove hitch, reef knot and timber hitch.</p>	<p>Consolidation of previous knots and introduction to sheet bend, kellick and double fisherman's bend.</p>	<p>Consolidation of previous knots and introduction to alpine butterfly, highwayman's hitch and bowline.</p>