WHOLE SCHOOL FOREST SCHOOL PROGRESSION

	Pre-School	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Boundaries, Risk Taking, Safety	I listen to adults when they explain the boundaries of Forest School and, with support, can point to the boundaries and stay within them. I can begin to recognise some of the rules and safety procedures for the fire circle and follow them with adult support. I can move carefully and safely over uneven or rough ground with adult guidance. I can carry sticks safely	I can identify the boundaries of Forest School and stay safely within them, with occasional adult reminders. I can explain some of the rules and safety procedures for the fire circle and follow them with increasing independence. I can travel safely and confidently over rough and uneven ground, taking care where I place my feet. I can choose and carry sticks safely, following the agreed safety rules. I understand that I must not pick or eat anything from the Forest School area and can explain why	I can identify where the boundaries are and stay within them, with adult supervision. I know and can explain the rules and safety procedures of the fire circle.	I can identify and explain where the boundaries are and stay within them, with adult supervision. I can manage risks while travelling safely along rough ground. I can help adults to safely transport simple tools to the forest school area	I can identify and confidently explain where the boundaries are. I can remain within the boundaries without adult support. I can support peers with the safety rules and procedures of Forest School. I can confidently retell and adhere to the fire circle and safety rules, with adult supervision.	I can support larger groups of peers with the safety rules and procedures of Forest School. I can navigate different uneven terrains with confidence, without adult supervision.	I can be involved in deciding the forest school safety rules. I can collaborate decisions of the forest school boundaries and remain within them. I can adhere to the rules and safety procedures without adult support. I can support other children to adhere to the rules and safety procedures.	I can lead decisions of the forest school boundaries and remain within them. I can lead small groups of peers to adhere to the rules and safety procedures. I can perform a simple risk assessment prior to forest school sessions.

	when reminded by an adult. I understand that I must not pick or eat anything in the Forest School area and can follow this rule with adult support.	this is an important safety rule.						
Environment	I can explore the natural environment using my senses. I can notice different colours, textures, smells and sounds in the woodland. I can explore natural materials such as leaves, sticks, mud, stones and pinecones. I can notice changes in the weather. I can begin to notice changes	I can talk about what I can see, hear and find in the woodland. I can recognise and name some common plants, flowers, trees and animals. I can notice and talk about seasonal changes in the environment. I can observe changes in trees and plants throughout the year. I can identify some places where animals live, such as trees, hedges, soil and leaf litter.	I can identify a range of common plants, flowers, trees and animals found in my local environment. I can identify simple differences between deciduous and evergreen trees. I can observe how plants and animals change across the seasons. I can identify different habitats within the Forest	I can identify and name a wider range of local flora and fauna. I can identify common woodland trees by their leaves, bark, buds, flowers or fruits. I can identify a range of common woodland animals and minibeasts. I can compare different habitats and identify the plants and animals found within them.	I can identify and classify a wider range of woodland flora and fauna. I can use features such as leaves, flowers, bark, seeds and animal characteristics to identify species. I can investigate how plants and animals are adapted to their habitats. I can explore food chains and relationships between living organisms.	I can classify a range of plants, trees, fungi and animals found in the local environment. I can use classification keys and identification guides to identify species. I can investigate different woodland habitats and the organisms that depend upon them. I can explain the role of producers, consumers and decomposers	I can confidently identify a broad range of local flora and fauna. I can classify organisms using observable characteristics and scientific classification. I can investigate biodiversity within the Forest School environment. I can construct and explain woodland food webs. I can explain how organisms depend upon	I can independently identify and classify a wide range of local flora and fauna. I can use appropriate identification guides and classification keys to investigate unfamiliar species. I can explain how woodland ecosystems function and how organisms are interconnected. I can explain complex food webs and the interdependence of species.

	in the environment across the seasons. I can recognise some animals, plants and trees that I see regularly. I can explore animals in the environment and name some minibeasts I can find.	I can talk about some of the things animals and plants need to grow and live. I can explore animals in the environment and name many of the minibeasts I can find	School environment. I can identify some of the things animals need to survive, such as food, water, shelter and space. I can observe and describe simple relationships between plants, animals and their habitats.	I can observe seasonal changes in plants, animals and habitats. I can describe simple food chains within the woodland. I can explain how habitats provide the things that plants and animals need.	I can investigate the role of insects, birds, fungi and other organisms within the woodland. I can observe and record seasonal changes in the woodland environment. I can explain how plants, animals and their habitats are interconnected.	within a woodland ecosystem. I can investigate food chains and begin to explore food webs. I can explain how seasonal and environmental changes affect different species. I can investigate how organisms are adapted to their particular habitats.	one another within an ecosystem. I can investigate how changes to habitats can affect plants and animals. I can investigate the role of pollinators, decomposers and other organisms within woodland ecosystems. I can compare different habitats and the biodiversity they support.	I can investigate biodiversity and compare species diversity between different habitats. I can explain how environmental changes can affect populations, habitats and ecosystems. I can investigate adaptations that enable plants and animals to survive in particular environments. I can use observations and research to develop a detailed understanding of the woodland environment.
Tools	I can explore and handle basic Forest School tools with adult support. I can use spades, trowels and forks to dig and explore the ground. I can use a mallet to	I can use basic tools with increasing confidence and control. I can use spades, trowels and forks for digging and exploring the ground. I can use a mallet to hammer objects into suitable materials.	I can use hammers and mallets with increasing accuracy and control. I can use a hammer to hammer golf tees and other objects into wood or suitable materials.	I can confidently use a range of basic Forest School tools for different purposes. I can use hammers to join pieces of wood using nails. I can use screwdrivers	I can select appropriate tools and materials for a planned task. I can use hammers and screwdrivers to construct and join pieces of wood. I can use palm drills to create accurately	I can confidently select and use a range of tools for different practical tasks. I can use hammers and screwdrivers to construct more complex wooden structures.	I can use a wide range of Forest School tools with increasing independence. I can use a bow saw with adult supervision to cut wood accurately. I can use a butterknife to strip bark from sticks with	I can confidently select from a wide range of Forest School tools according to the material and intended outcome. I can use a bow saw with increasing independence to cut and shape wood.

	hammer large objects such as golf tees into soft ground. I can use a peeler with adult support to strip small amounts of bark from a stick. I can use a palm drill with adult support to make holes in soft or thin pieces of wood. I can begin to develop grip, hand strength and control when using tools.	I can use a peeler to strip bark from a stick with increasing independence. I can use a palm drill to make small holes in thin pieces of wood. I can use simple tools to modify natural materials for a particular purpose. I can begin to choose an appropriate tool for a simple task.	I can begin to use a hammer and nails to join pieces of wood. I can use a palm drill to make holes in thin pieces of wood. I can use a peeler to strip and shape sticks. I can use screwdrivers for simple woodwork tasks. I can select an appropriate basic tool for a given activity.	to join and fix pieces of wood. I can use a palm drill to create holes in wood for a particular purpose. I can use a peeler to strip and shape sticks independently. I can begin to use secateurs with adult supervision to cut suitable small stems and branches. I can use tools in combination to create a simple finished object.	positioned holes. I can use peelers to shape and smooth sticks for a specific purpose. I can use secateurs with increasing control to cut suitable natural materials. I can begin to use loppers with adult supervision to cut small branches. I can use a saw with adult support to cut suitable pieces of wood. I can combine several tools and techniques to complete a project.	I can use palm drills accurately to create holes for joining or construction. I can use secateurs and loppers to cut appropriate natural materials. I can use a saw with adult supervision to cut wood to an intended length. I can join pieces of sawn wood together to create a structure or object. I can begin to use a bow saw with adult supervision. I can explain which tool I have chosen and why it is appropriate for the task.	adult supervision. I can use a whittling knife to begin shaping and stripping wood with adult supervision. I can use secateurs and loppers for appropriate cutting tasks. I can combine sawing, drilling, hammering, joining and whittling techniques within a project. I can make decisions about which tools and techniques are most appropriate for the intended outcome. I can make sparks using a fire steel with adult supervision.	I can use a whittling knife with adult supervision to strip, shape and refine wood. I can use a butterknife to strip bark and prepare wood for a practical purpose. I can combine multiple tools and techniques to create complex structures and objects. I can independently plan the sequence of tools needed to complete a project. I can use a fire steel to create sparks and light cotton wool with adult supervision. I can develop a range of practical tool skills that allow me to independently complete increasingly complex Forest School projects.
Fires and Fire Safety	I can explore and observe a	I can explain some simple ways to	I can explain why care is needed	I can explain the fire triangle	I can explain how the fire triangle relates	I can explain the resources and stages needed	I can explain how to prepare a campfire and	I can explain the resources, stages and processes

	campfire with an adult. I can sit around the fire and join in songs and activities. I can toast a marshmallow on a stick with adult support. I can help prepare simple campfire food. I can use a flint and steel to make sparks with direct adult support. I can begin to understand that fire needs heat, fuel and oxygen to burn.	behave around a campfire. I can toast a marshmallow with adult supervision. I can use a flint and steel to make sparks with adult support. I can begin to light cotton wool using a flint and steel with adult support. I can help prepare and cook simple campfire food. I can begin to understand the fire triangle. I can explore different materials that can be used to start a fire.	around a campfire. I can make sparks confidently using a flint and steel. I can light cotton wool using a flint and steel with adult support. I can toast marshmallows and prepare simple campfire treats. I can help prepare and cook simple food over a campfire. I can identify the three parts of the fire triangle: heat, fuel and oxygen. I can help collect and sort suitable natural firewood.	and what a fire needs to burn. I can light cotton wool using a flint and steel with adult supervision. I can cook simple foods such as a hotdog on a stick. I can help build a simple campfire with an adult. I can identify tinder, kindling and larger fuel. I can explore different fire structures such as teepee and waffle fires. I can begin to understand how the size and arrangement of fuel affects a fire.	to starting and maintaining a fire. I can work as part of a group to prepare a campfire. I can help construct a simple fire structure. I can light cotton wool using a flint and steel with adult supervision. I can cook simple foods such as soup or damper bread over a campfire. I can prepare ingredients and follow a simple campfire recipe. I can explore cooking on sticks, skewers	to prepare a campfire. I can identify and select different sizes of tinder, kindling and fuel. I can help build and light a campfire as part of a team with adult supervision. I can explain how the arrangement of fuel affects the way a fire burns. I can use a flint and steel to light cotton wool with increasing independence under adult supervision. I can cook food using different methods, including skewers and a grill. I can begin to identify natural	identify the resources required. I can select and organise tinder, kindling and fuel of appropriate sizes. I can work as part of a team to construct and light a campfire with adult supervision. I can build different fire-lighting structures and explain how they work. I can use a flint and steel to light cotton wool under adult supervision. I can identify King Alfred's cake as a natural fire-lighting material. I can cook using different methods,	involved in preparing a campfire. I can select and organise tinder, kindling and fuel to create and maintain a fire. I can work collaboratively to prepare and light a campfire with adult supervision. I can explain how different fire structures affect airflow and the way a fire burns. I can independently create sparks and light simple tinder such as cotton wool using a flint and steel, under adult supervision. I can build a temporary fire designed to burn for a specific period and help extinguish it appropriately, with adult supervision. I can identify and use natural fire-

					and other campfire equipment.	materials that can be used as tinder.	including grilling, skewers and cooking in embers. I can make charcoal sticks with adult supervision.	lighting materials such as King Alfred's cake. I can make charcoal sticks with adult supervision. I can prepare and cook simple foods using a range of campfire cooking methods. I can explain some historical uses of fire for warmth, cooking, tools and survival.
Shelter building and knots	I can build a small shelter using sticks and natural materials for teddies, animals, fairies or elves with adult support. I can work alongside an adult and a small group of children to add materials to a shelter. I can explore joining sticks and materials together using	I can build a small shelter for animals, fairies or elves using sticks and natural materials. I can use a variety of materials to make my own mini shelter, including a simple tripod structure. I can describe the materials I have used and explain how I built my shelter. I can help build a small den with a group of peers and	I can work with a small group to build a shelter using sticks and larger natural materials. I can help build a tepee using poles and natural or man-made materials. I can use a mallet with adult supervision to secure tent pegs.	I can work as part of a team to build a shelter, including a simple lean-to, with adult support. I can help build larger dens using logs and sticks. I can secure materials using simple knots such as the clove hitch and timber hitch.	I can work as part of a team to design and build a functional shelter. I can help construct a lean-to or free-standing den using larger sticks and logs. I can use a clove hitch independently to strengthen and secure structures.	I can work as part of a team to build a larger, more stable shelter. I can combine sticks, logs, rope and tarpaulins to create a free-standing shelter. I can independently tie a clove hitch to strengthen structures such as lean-tos.	I can work effectively as part of a team to design and build a waterproof shelter. I can select appropriate materials and methods for the shelter I am building. I can combine my knowledge of knots, tarps, poles and natural materials to construct a	I can independently plan, design and construct a functional shelter for a specific purpose. I can select appropriate natural and man-made materials and explain why I have chosen them. I can independently combine different shelter-building techniques, including tripods, lean-tos, free-

	simple knots with adult help. I can have my first experience of a clove hitch for securing a log dog, with adult support.	adults. I can use a mallet with adult supervision to secure tent pegs. I can begin to tie simple knots, such as a half hitch, with support.	I can use a clove hitch to secure rope to a stick or log with support. I can use a timber hitch with adult support to secure a shelter pole. I can use natural materials to camouflage a shelter. I can explain how the materials and structure help to make a shelter.	I can use a mallet to secure tent pegs independently. I can help attach natural and man-made materials to a shelter. I can begin to use a reef knot to join or secure ropes and materials. I can use natural materials to camouflage my shelter.	I can use a reef knot to join ropes or attach materials. I can begin to use a round turn and two half hitches to secure rope around a fixed point. I can use a tarp as part of a shelter with adult support. I can choose appropriate natural and man-made materials for my shelter.	I can tie a reef knot to join ropes securely. I can use a round turn and two half hitches to secure rope to a fixed point. I can begin to use a butterfly knot where appropriate. I can help construct a waterproof shelter and explain how the design protects the occupants from rain.	free-standing shelter. I can independently tie and use clove hitches, reef knots and round turn and two half hitches for appropriate purposes. I can use a butterfly knot to create a secure loop where appropriate. I can secure tent pegs independently and use them effectively when constructing a tarp shelter. I can test my shelter and make improvements to its stability and waterproofing.	standing structures and tarp shelters. I can confidently select and use appropriate knots, including clove hitch, timber hitch, reef knot, round turn and two half hitches and butterfly knot. I can work independently or as part of a team to construct a stable and waterproof shelter. I can complete shelter challenges by adapting my design when problems occur. I can reflect on previous learning to select appropriate construction methods. I can test, compare and evaluate my shelter against agreed criteria and make improvements based on my findings.

								I can compare my shelter with those created by my peers and explain what worked well and what I would change.