

PROGRESSION OF SKILLS – Forest School



	Foundation Stage	Y1/Y2	Y3/Y4	Y5/Y6
Personal Development Skills				
Team work	<ul style="list-style-type: none"> Shared nature experiences: shared nature exploration activities, fostering a sense of camaraderie and developing basic cooperation skills. Collaboration: building structures together with natural materials that require teamwork and sharing. 	<ul style="list-style-type: none"> Cooperative nature projects: group projects that involve working together to accomplish a shared goal. Nature-based problem-solving: work together to solve nature-based challenges, such as constructing a bridge to cross a small stream or designing a bird feeder using natural materials. Peer support and encouragement: fostering a supportive environment where students uplifting and encouraging each other. 	<ul style="list-style-type: none"> Collaborative nature investigations: investigations of natural phenomena, encouraging them to work together to collect and analyze data, draw conclusions, and present findings. Group decision-making: make collective decisions, such as selecting a nature conservation project or planning a nature trail, where they learn to discuss ideas, consider different perspectives, and reach consensus. 	<ul style="list-style-type: none"> Group wilderness challenges: Engaging complex team challenges in the forest school, where they learn to collaborate, strategize, and problem-solve as a team. Leadership and mentorship: take on leadership roles within their forest school activities, mentoring younger students, guiding their peers, and fostering a culture of support and empowerment.
Communication	<ul style="list-style-type: none"> Nature vocabulary: expand the vocabulary related to the natural environment, such as names of trees, plants, animals, and natural phenomena. Basic instructions and commands: follow simple verbal instructions and commands related to safety, exploration, and engaging in nature activities. 	<ul style="list-style-type: none"> Expressing observations: express their observations about the forest environment, using descriptive language to share what they see, hear, smell, and touch. Collaborative nature discussions: group discussions among children about their experiences in the forest, encouraging them to take turns, listen to others, and express their thoughts and feelings. Following multi-step instructions: instructions and tasks, such as following a sequence of steps to build a nature craft or complete a nature-based activity. 	<ul style="list-style-type: none"> Communicating findings: effectively communicate their findings from nature investigations or research, using organized and coherent verbal presentations to share their knowledge with others. Expressing opinions and perspectives: students feel comfortable expressing their opinions and perspectives about nature-related topics, encouraging respectful discussions and active listening. 	<ul style="list-style-type: none"> Presenting nature projects: present their independent or group nature projects to their peers, using confident and articulate verbal communication skills. Facilitating nature activities: take turns leading and facilitating nature-based activities, developing their ability to give clear instructions, engage others, and ensure effective communication within the group.
Resilience	<ul style="list-style-type: none"> Nature exploration resilience: persist and adapt in their exploration of the natural environment, overcoming minor challenges or setbacks they may encounter during outdoor activities. Emotional resilience in nature: recognize and manage basic emotions in the forest, such as frustration, fear, or disappointment, by providing support, validation, and coping strategies. Building confidence in nature: a sense of self-assurance and belief in their abilities to engage with nature, promoting a positive attitude towards new experiences and 	<ul style="list-style-type: none"> Nature problem-solving: find creative solutions to nature-related challenges, promoting critical thinking, resourcefulness, and the ability to adapt strategies when faced with obstacles. Building resilience through nature play: engage in free play in the forest, where they can learn to navigate risks, make independent decisions, and bounce back from minor accidents or setbacks. Developing perseverance in nature tasks: engage in nature-based tasks that require sustained effort and focus, such as building a shelter or completing a nature scavenger 	<ul style="list-style-type: none"> Nature-based problem-solving and decision-making: Guiding students to navigate more complex challenges in the forest, fostering resilience by developing critical thinking, decision-making skills, and the ability to handle ambiguity. Environmental resilience and stewardship: Promoting a sense of responsibility towards the natural environment, encouraging students to understand and address environmental challenges, and empowering them to take action to protect and conserve nature. Collaborative resilience in nature projects: 	<ul style="list-style-type: none"> Wilderness resilience and survival skills: Providing opportunities for students to learn and practice wilderness survival skills, such as fire building, navigation, and shelter construction, fostering resilience and self-reliance in challenging outdoor situations. Leadership and mentorship in nature: Encouraging students to take on leadership roles in organizing and leading nature activities, promoting resilience through responsibility, decision-making, and supporting their peers. Environmental advocacy and resilience: Empowering students to become

	overcoming initial hesitations.	hunt.	Engaging students in group nature projects or initiatives, where they learn to work together, negotiate differences, and persist in the face of challenges to achieve shared goals	environmental advocates, fostering resilience by engaging them in projects and initiatives that address broader environmental issues and challenges, promoting perseverance, and a long-term commitment to sustainability
Emotional intelligence	<ul style="list-style-type: none"> • Basic emotion recognition: Introducing young learners to basic emotions, helping them identify and label their own emotions and those of others in the forest setting. • Nature-based empathy: Encouraging children to develop empathy towards nature, such as understanding the needs of plants and animals, and showing care and concern for the natural environment. • Self-awareness in nature: Promoting self-awareness by helping children recognize and understand their own emotions and reactions in the forest, fostering a sense of emotional connection with the natural world. 	<ul style="list-style-type: none"> • Emotional regulation in nature: Supporting children in managing their emotions during nature experiences, teaching techniques such as deep breathing or mindfulness to help them self-regulate and maintain emotional balance. • Social-emotional skills in forest interactions: Guiding children to navigate social interactions in the forest, such as sharing resources, taking turns, and resolving conflicts, fostering social-emotional development in a natural setting. • Nature-based empathy and compassion: Encouraging children to empathize with the needs and well-being of living organisms in the forest, developing a sense of care and compassion for nature and its inhabitants. 	<ul style="list-style-type: none"> • Emotional awareness and expression in nature: Guiding students to recognize and express a wider range of emotions experienced during forest activities, fostering emotional fluency and understanding the impact of emotions on their well-being. • Developing resilience in nature challenges: Helping students build resilience by managing emotions and persevering through more complex outdoor challenges, promoting a growth mindset and a positive attitude towards overcoming difficulties. • Collaborative emotional intelligence: Encouraging students to communicate and work together effectively in nature-based group projects, fostering empathy, active listening, and understanding of others' perspectives. 	<ul style="list-style-type: none"> • Emotional intelligence in environmental stewardship: Empowering students to connect their emotions to environmental issues, fostering a sense of responsibility and action to address ecological challenges, and promoting emotional engagement with nature conservation. • Emotional management in outdoor leadership: Developing emotional intelligence skills in leadership roles, such as leading nature activities or mentoring younger students, requiring students to navigate complex emotions, inspire others, and make sound decisions. • Nature-based mindfulness and self-reflection: Guiding students to engage in mindfulness practices and self-reflection in the forest, cultivating a deeper understanding of their emotions, thoughts, and connection with nature, promoting overall emotional well-being.
Risk Awareness	<ul style="list-style-type: none"> • Basic hazard identification: Teaching children to recognize and avoid basic hazards in the forest environment, such as uneven terrain, thorny plants, or potentially harmful insects. • Nature exploration safety: Introducing safety guidelines for exploring nature, such as staying within designated areas, using appropriate footwear, and being cautious around unfamiliar plants or animals. • - Supervised risk-taking: Encouraging children to engage in supervised, age-appropriate risk-taking activities, such as climbing low tree branches or balancing on fallen logs, under close supervision and guidance. 	<ul style="list-style-type: none"> • Risk assessment: Developing skills to assess risks in the forest environment, considering factors such as weather conditions, terrain, and potential hazards, to make informed decisions about activities. • Tool use safety: Introducing basic tool use, such as using small gardening tools, while emphasizing safety protocols, proper handling, and responsible use. • - Collaborative problem-solving: work together to identify and solve challenges they may encounter in forest school, fostering teamwork, critical thinking, and resilience. 	<ul style="list-style-type: none"> • Environmental awareness: Promoting understanding and appreciation of the natural environment, including the importance of conservation, biodiversity, and respecting ecosystems. • Fire safety and cooking: Teaching safe fire management and cooking techniques, emphasizing fire safety protocols, responsible behavior around fire, and proper food handling in outdoor cooking activities. • - Adventure-based learning: Introducing more adventurous activities like orienteering, shelter-building, or natural crafting, where children learn to manage risks, make independent decisions, and take calculated risks 	<ul style="list-style-type: none"> • Wilderness survival skills: Teaching advanced skills for wilderness survival, such as building emergency shelters, finding and purifying water, or identifying edible plants, with an emphasis on safety and responsible decision-making. • Outdoor navigation and orienteering: Developing skills in using maps, compasses, and navigation techniques to explore the forest, encouraging self-reliance, problem-solving, and navigation competence. • - Environmental stewardship: Fostering a sense of responsibility and commitment to environmental stewardship, including taking care of the forest, understanding sustainability practices, and promoting conservation efforts.

Specific Forest School Skills

<p style="text-align: center;">Using Tools</p> <p>Tools will only be used when pupils are mentally, socially and physically ready to do so.</p>	<p>I can use the following tools with 1:1 adult support safely:</p> <ul style="list-style-type: none"> • Peelers • Mallets • Hammers • Spade <p>I can use the following tools safely without adult support:</p> <ul style="list-style-type: none"> • Hand saw • Trowel • Hand fork <p>I can observe adults using larger tools</p>	<p>I can use the following tools with 1:1 adult support safely:</p> <ul style="list-style-type: none"> • Hand Saw • Secateurs <p>I can use the following tools with 1:2 adult support safely:</p> <ul style="list-style-type: none"> • Peelers • Mallets • Hammers • Palm drills <p>I can observe adults using larger tools</p>	<p>I can use the following tools with 1:1 adult support safely:</p> <ul style="list-style-type: none"> • Bow saw • Loppers • Axe <p>I can use the following tools with 1:2 adult support safely:</p> <ul style="list-style-type: none"> • Secateurs <p>I can use the following tools with 1:4 adult support safely:</p> <ul style="list-style-type: none"> • Peelers • Palm drills • Hammers <p>I can observe adults using larger tools</p>	<p>I can use the following tools with 1:1 adult support safely:</p> <ul style="list-style-type: none"> • Bow saw • Loppers • Axe • Sheath knife • Bill hook <p>I can use the following tools with 1:2 adult support safely:</p> <ul style="list-style-type: none"> • Secateurs <p>I can use the following tools with 1:6 adult support safely:</p> <ul style="list-style-type: none"> • Peelers • Palm drills • Hammers
<p style="text-align: center;">Knots</p>	<p>I know that knots can be used for different purposes.</p> <p>I know that there are different knots with different names.</p>	<p>I can tie a granny knot.</p> <p>I can tie an over hand knot.</p> <p>I know situations when granny knots and reef knots are suitable.</p>	<p>I can tie a granny knot and an over hand knot.</p> <p>I can use lashing and frapping.</p> <p>I know situations when granny knot and an over hand knot and lashing and frapping are suitable.</p>	<p>I can tie a granny knot, over hand knot.</p> <p>I can tie a timber hitch.</p> <p>I Can tie a tension knot.</p> <p>I can select the correct knot for a job</p>

<p>Using Fire for Cooking</p>	<p>I know the safety procedures and I am safe around a fire.</p> <p>I can observe and talk about the fire lighting procedure.</p> <p>I can contribute by collecting fuel (sticks)</p> <p>I can toast on a fire with 1:1 adult support.</p> <p>I can notice the changes on the food that occur.</p>	<p>I know the safety procedures and I am safe around a fire.</p> <p>I can contribute to the fire lighting procedure by collecting and adding fuel.</p> <p>Light a piece of cotton wool (fairy pillow)</p> <p>I can roast food on a fire with 1:1 support</p>	<p>I know the safety procedures and I am safe around a fire.</p> <p>I know about different types of kindling.</p> <p>Prepare and light a campfire with supervision</p> <p>I understand the fire triangle.</p> <p>I can boil food with support and am becoming more independent when toasting food.</p> <p>I can decide when food is cooked by observing the signs.</p>	<p>I know the safety procedures and I am safe around a fire.</p> <p>I can start a fire, helping it to grow and continue and whilst remaining safe by using my knowledge of kindling and the fire triangle.</p> <p>I can cook a meal including roasting, toasting and boiling with adult support.</p> <p>I can decide when food is cooked by observing and taking the internal temperature.</p>
<p>Flora, fauna and habitats</p>	<p>I am beginning to understand seasonal change.</p> <p>I can identify 3 species of flora (eg nettles, hazel trees, crab apple trees, pear trees, cherry trees, plum trees, sycamore trees, brambles, nettles, etc).</p> <p>I can identify 3 common invertebrates (eg ladybirds, earthworms, caterpillars, earwigs, snails and slugs) found in our grounds</p> <p>I can harvest fruits from the trees when they are ripe.</p>	<p>I understand seasonal change.</p> <p>I can identify a variety of species of flora and I am aware of the dangers around some of them.</p> <p>I can identify many common invertebrates and know how to handle them safely and carefully.</p> <p>I recognize when the fruits are ripe and are able to be harvested.</p>	<p>I can identify a variety of species of flora and understand how they grow healthily.</p> <p>I can classify many common invertebrates and know what other animals are likely to frequent the forest school due to the nature of the habitat.</p> <p>I recognize when the fruits are ripe and are able to be harvested.</p>	<p>I can identify the location of the seeds within flora and understand how they spread and grow.</p> <p>I can classify many common invertebrates and know what other animals are likely to frequent the forest school and why.</p>

