



### Forest School Progression Map

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Shelter and Knots</b>	<p>I can help build a shelter (e.g. dens) with a small group of peers and adults.</p> <p>I can use a mallet safely to hit in tent pegs, with adult supervision.</p> <p>I can build small shelters, for example for fairies and small animals, with adult support.</p>	<p>I can use a variety of materials to make my own mini shelter, including using a tripod method.</p> <p>I can describe the materials I have used.</p> <p>I can work with a large group of peers and adults to build a waterproof shelter.</p>	<p>I can secure tent pegs using a mallet, independently.</p> <p>I can tie a simple knot to secure rope or string.</p>	<p>I can work as a team to build various shelters including a lean-to shelter, with adult support.</p> <p>I can identify a suitable location to build a den with peers and explain my decision, with adult support.</p>	<p>I can independently tie clove hitch knots to strengthen structures, such as teepees, lean-to shelters etc.</p> <p>I can independently identify a suitable location to build a den with peers and explain my decision.</p>	<p>I can work as a team to build a waterproof shelter independently.</p> <p>I can independently tie reef knots to attach shelter materials.</p> <p>I can work as a team to build a teepee shelter using camouflage netting.</p>	<p>I can independently tie “round turn two half hitches” knots.</p> <p>I can complete shelter challenges, for example, to work in a group to build our own shelters. I can reflect on my previous learning to select appropriate methods to build challenge shelters.</p> <p>I can compare and evaluate my shelter with my peers’.</p>
<b>Tool Use</b>	<p>I can carefully listen to the tool safety rules e.g. knowing to sit/stand safely..</p> <p>I can use basic tools safely, with adult support. E.g. spades, trowels, forks for digging, hammers and screwdrivers for basic woodwork</p>	<p>I know and understand the tool safety rules.</p> <p>I can use basic tools confidently and appropriately, with 1:1 adult supervision.</p> <p>I can use a peeler to strip wood independently.</p> <p>I can begin to make sparks with a fire striker with adult support and direction.</p>	<p>I can use basic tools confidently and appropriately, with close adult supervision</p> <p>I can use secateurs with adult supervision.</p> <p>I can use palm drills to make holes in thin pieces of wood.</p>	<p>I understand and can confidently tell others about the tool safety rules.</p> <p>I can use basic tools safely and independently.</p> <p>I can use loppers to cut small branches and a pruning folding saw, with adult supervision.</p> <p>I can make sparks with a fire steel and light cotton wool, with a peer under adult supervision.</p>	<p>I can safely use the tools and explain their appropriate uses.</p> <p>I can saw wood with support and join the pieces together.</p> <p>I can make sparks with a fire steel and light cotton wool, with adult supervision.</p>	<p>I can confidently tell others about the safety rules and demonstrate how to store tools safely.</p> <p>I can use a wide variety of tools safely and independently.</p> <p>I can identify the appropriate tool for a task I wish to complete independently.</p>	<p>I can identify the appropriate tool for a task I wish to complete independently and explain why this is the best choice.</p> <p>I can use a whittling knife to strip wood, with adult supervision.</p> <p>I can light a small fire using fire strikers, with adult supervision.</p>

<b>Nature and Environment</b>	<p>I can find Minibeasts and name some with adult support.</p> <p>I can name and describe the changes in the seasons.</p> <p>I can begin to understand the life cycle of frogs, butterflies and plants.</p>	<p>I can find and identify common garden Minibeasts.</p> <p>I can describe key features of Minibeasts.</p> <p>I can begin to identify the differences between insects.</p> <p>I can identify and name different habitats of animals of the woodland, with adult support.</p>	<p>I can identify some trees in the area using an ID chart with adult support.</p> <p>I can describe and explain the changes in trees and shrubs, with adult support.</p> <p>I can use my knowledge of Minibeasts to build suitable 'homes' for them.</p>	<p>I can name the flora and fauna in our area using an ID chart with adult support.</p> <p>I can name woodland animals and discuss if they are nocturnal, with support.</p> <p>I can identify different types of birds using binoculars and an ID chart with adult support.</p>	<p>I can name some common birds and talk about their features.</p> <p>I can identify the common trees in our area.</p> <p>I can name woodland animals and group them, and understand if they hibernate.</p>	<p>I can talk about how to encourage wildlife to the area and how to look after their habitats.</p> <p>I can identify and name the sounds in the area.</p> <p>With an ID guide, I can identify any animal tracks in the area.</p> <p>I can make and follow trails.</p>	<p>I can recognise pollution indicators in different habitats.</p> <p>I can identify some different birds' songs with support.</p> <p>I can maintain the trees and shrubs in our forest school area.</p> <p>I can support local wildlife with appropriate food and shelter.</p>
<b>Exploration and Independence</b>	<p>I can use fine and gross motor skills to get myself ready for Forest School.</p> <p>I can enter Forest School with confidence and explore new areas independently.</p> <p>I can play with a range of friends and take part in group games.</p>	<p>I can get myself changed before and after Forest School quickly and independently.</p> <p>I can explore all areas of Forest School with confidence, understanding that I may get muddy or wet.</p> <p>I can take part in adult-led group games confidently, with limited adult support.</p>	<p>I can take responsibility for keeping my Forest School equipment (e.g. wellies) stored safely in school.</p> <p>I can take part in imaginative play with peers in different areas of Forest School.</p> <p>I can enjoy group games with an understanding that I might win or lose sometimes.</p>	<p>I can choose appropriate clothing for Forest School and take responsibility for bringing this to school.</p> <p>I can take part in group games with my peers during free play time, without adult supervision.</p> <p>I can play with a range of peers and feel confident when speaking with them.</p>	<p>I can choose appropriate clothing for Forest School and explain why this is necessary.</p> <p>I can organise small group games with my peers during free play times, outlining the rules and communicating with others clearly.</p> <p>I can play with a range of peers respectfully.</p>	<p>I can explain the importance of weather-specific clothing and explain this to an adult.</p> <p>I can take care of my own and school's equipment respectfully.</p> <p>I can invent and organise small games without adult supervision.</p> <p>I can speak to my peers respectfully, understanding that their opinions may differ from my own.</p>	<p>I can explain the importance of weather-specific clothing and make an appropriate choice to keep myself safe and warm.</p> <p>I can take care of my own and school's equipment, ensuring it is stored appropriately.</p> <p>I can invent and organise group games without adult supervision.</p> <p>I can speak to my peers respectfully, even when our opinions differ.</p>
<b>Personal Risk Assessment</b>	<p>I listen carefully to the boundaries of Forest School and can point to them and stay within them.</p> <p>I can recall some of the rules and safety procedures with adult support.</p> <p>I can travel safely along rough ground.</p> <p>I know not to pick or eat anything from the Forest School area.</p>	<p>I can identify where the boundaries are and stay within them.</p> <p>I know and can explain the rules and safety procedures within Forest School.</p> <p>I can travel safely along rough ground, making decisions independently about how to avoid slips and trips.</p>	<p>I can identify and explain where the boundaries are and stay within them.</p> <p>I can manage risks while travelling safely along rough ground.</p> <p>I can help adults to safely transport simple tools to the forest school area.</p>	<p>I can identify and confidently explain where the boundaries are. I can remain within the boundaries without adult support.</p> <p>I can support peers with the safety rules and procedures of Forest School.</p> <p>I can confidently retell and adhere to the fire circle, tool and general safety rules, with adult supervision.</p>	<p>I can support larger groups of peers with the safety rules and procedures of Forest School.</p> <p>I can navigate different uneven terrains with confidence, without adult supervision.</p>	<p>I can be involved in deciding the forest school safety rules.</p> <p>I can collaborate decisions of the forest school boundaries and remain within them.</p> <p>I can adhere to the rules and safety procedures without adult support.</p> <p>I can support other children to adhere to the rules and safety procedures.</p>	<p>I can lead decisions of the forest school boundaries and remain within them.</p> <p>I can lead small groups of peers to adhere to the rules and safety procedures.</p> <p>I can perform a simple risk assessment prior to forest school sessions.</p>

