

FOREST SCHOOL PROGRESSION

The following is a guide for the progression of Forest School skills from Pre-School to Year 6 at Chirton School. Individual teachers are encouraged to deliver these skills in a child-led, curriculum linked, topic-based , creative way. There is lots of flexibility for the integration of these skills back into classroom practise also.

	By the end of Pre-school	By the end of KS1	By the end of KS2
RULES	• 1,2,3, Base Camp • Fire pit rules • No pick, no lick • Boundaries • Water rules • How to carry a stick	• How high to climb • Tool rules • Fire rules for use of steels	• Extended fire rules for lighting own fires • Environmental impact
SAFETY AWARENESS	• Dogs, cows, vehicles • Dangerous branches • Weather considerations • Water	• Stranger danger • Climbing • Tools • Fire – drop and roll • How to get out of mud	• Basic first aid – recovery position, CPR, slings and bandaging, • Increased fire considerations
TOOLS	• Hammers	• Saws and hacksaws • Penknives and peelers • Drills	• Bill hook
FIRE	• Teacher lights fire only • Children can toast smores under supervision	• Gathering wood • Use of steels • 3 elements of fire	• Lighting Kelly kettle under supervision • Light big fire under supervision
FOOD	• Smores • Popcorn • Baked beans	• Damper bread • Pancakes • Soup (pre-prep)	• Soup (children prep) • Bread/ toasted sandwiches • Jacket potatoes • Make own hot chocolate
KNOTS	• Simple put it through & pull	• Lashings	• Variety of different knots
FLORA	• Snowdrops, bluebells, daffodils,	• Leaves and trees in wood and on	• Mapping where things grow (on-

	daisies, Lords & ladies	the walk down. • “Take one tree” – seasonal changes: recorded in school display	going through year) • Consider environmental impact of our use by season • Use of reference books/apps to identify plants and trees • Knowledge of all flora in this sight and on walk to woods
FAUNA	• Robin, pigeon, buzzard, crow, cuckoo, woodpecker, pheasant • Deer, squirrel, rabbit, snails, insects • Evidence of badgers, moles	• Use of camera to see animals that live in wood	• Recognising all birds by sight and sound. Record findings • Use of reference books to identify animals/birds by sight and evidence including tracks, poo, habitat. • Start to look at seasonal comparisons and suggest reasons for differences • Greater use of binoculars
DT/ART	• Use of clay	• Making wooden medals	• Making wooden animals