

## Mere Green Primary Forest School Skills Progression

Nursery	<ul style="list-style-type: none"> <li>• Introduce Forest School rules/boundaries</li> <li>• Safety procedures e.g. travelling to and from the site safely, 1,2,3 come to me, sharp leaves, no pick, no lick</li> <li>• Promote exploration of the Forest School area and free choice/play within the area</li> <li>• Introduction of simple den building with support e.g. throwing tarpaulins over a cord between two trees</li> <li>• Introduce simple fire safety e.g. fire circle</li> <li>• Collecting of natural resources and using them to make simple things e.g. nature shakers, smile stones</li> <li>• Simple identification e.g. insects</li> </ul>
Reception	<ul style="list-style-type: none"> <li>• Re-enforce Forest School rules/boundaries</li> <li>• Safety procedures e.g. travelling to and from the site safely, 1,2,3 come to me, sharp leaves, no pick, no lick</li> <li>• Introduction of simple tools e/g/ potato peelers, mallets, trowels, forks and spades</li> <li>• Re-enforcement of simple den building e.g. throwing a tarpaulin over a rope and attaching it with clothes pegs and weighting it down</li> <li>• Wrapping string around sticks to make simple things e.g. stick man</li> <li>• Identification and collection of raw materials to make objects</li> <li>• Introduce fire safety-children observe a fire and are invited into the fire circle to toast a marshmallow</li> <li>• Identification of plants and shrubs in the forest school area</li> <li>• Leave no trace-introduce the concept that children are responsible for clearing the site at the end of a session</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>• Re-enforce Forest School rules/boundaries</li> <li>• Safety procedures e.g. travelling to and from the site safely, 1,2,3 come to me, sharp leaves, no pick, no lick</li> <li>• Continuation of the use of basic tools-introduce large ropes and cutting string independently</li> <li>• Introduction to basic knots (frapping and tying off)</li> <li>• Supported construction of tripod structures (small and larger)</li> <li>• Introduce fire safety-children observe a fire and are invited into the fire circle to toast a marshmallow and to bake some bread</li> <li>• Children begin to understand grading of tinder and kindling for a fire and the fire triangle.</li> <li>• Leave no trace- children are to understand that they are responsible for clearing the site at the end of a session</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Re-enforce Forest School rules/boundaries</li> <li>• Safety procedures e.g. travelling to and from the site safely, 1,2,3 come to me, sharp leaves, no pick, no lick</li> <li>• Continuation of the use of basic tools- large ropes and cutting string independently, level 3 to model tool use to learners with tool talks e.g. sheath knife, loppers</li> <li>• Introduction of more sophisticated knots for attaching to structures (round turn and two half hitches)</li> <li>• Introduction to simple lashing (square) to make frames and other structures</li> <li>• Children grade tinder and kindling for a fire and understand the fire triangle.</li> <li>• Children to be involved in the collection of different grades of kindling for the fire.</li> <li>• Re-enforcement of den building where children attach their own rope between two trees and throw over their own tarpaulin in groups.</li> <li>• Leave no trace- children are to understand that they are responsible for clearing the site at the end of a session</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Re-enforce Forest School rules/boundaries</li> <li>• Safety procedures e.g. travelling to and from the site safely, 1,2,3 come to me, sharp leaves, no pick, no lick</li> </ul>

	<ul style="list-style-type: none"> <li>Continuation of the use of basic tools- large ropes and cutting string independently, level 3 to model tool use to learners with tool talks e.g. sheath knife, loppers, bow saw</li> <li>Continuation of use of more sophisticated knots for attaching to structures (round turn and two half hitches)</li> <li>Continuation of basic lashing techniques (square) to make frames and other structures</li> <li>Children grade tinder and kindling for a fire and understand the fire triangle.</li> <li>Children to be involved in the collection of different grades of kindling for the fire.</li> <li>Re-enforcement of den building where children attach their own rope between two trees, throw over their own tarpaulin in groups and peg it down</li> <li>Identification of mammals in the forest school area</li> <li>Leave no trace- children are to understand that they are responsible for clearing the site at the end of a session</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>Re-enforce Forest School rules/boundaries</li> <li>Safety procedures e.g. travelling to and from the site safely, 1,2,3 come to me, sharp leaves, no pick, no lick</li> <li>Continuation of the use of basic tools- large ropes and cutting string independently, hand drill. Level 3 to model tool use to learners with tool talks e.g. sheath knife, loppers, bow saw, bill hook</li> <li>Continuation of use of more sophisticated knots (timber hitch)</li> <li>Continuation of basic lashing techniques (square)</li> <li>Children grade tinder and kindling for a fire and understand the fire triangle.</li> <li>Children to be involved in the collection of different grades of kindling for the fire.</li> <li>Children to practice different fire lays (to be lit by the level 3)</li> <li>Re-enforcement of den building where children attach their own rope between two trees and throw over their own tarpaulin in groups and peg it down.</li> <li>Introduce different types of shelter (high) to children</li> <li>Identification of trees in the forest school area (tree survey)</li> <li>Leave no trace- children are to completely clear the site at the end of a session and bring all materials back to base camp. Level 3 to check area.</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>Re-enforce Forest School rules/boundaries</li> <li>Safety procedures e.g. travelling to and from the site safely, 1,2,3 come to me, sharp leaves, no pick, no lick</li> <li>Children to use basic tools (sheath knife, loppers, hand drill)</li> <li>Continuation of use of more sophisticated knots (clove hitch)</li> <li>Introduction of more complex lashing techniques (shear lashing)</li> <li>Children grade tinder and kindling for a fire and understand the fire triangle.</li> <li>Children to be involved in the collection of different grades of kindling for the fire.</li> <li>Children to practice different fire lays (to be lit by the level 3)</li> <li>Re-enforcement of building high shelter</li> <li>Identification of birds in the forest school area (using bird hide, making bird boxes/feeders)</li> <li>Leave no trace- children are to completely clear the site at the end of a session and bring all materials back to base camp. Level 3 to check area.</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>Re-enforce Forest School rules/boundaries</li> <li>Safety procedures e.g. travelling to and from the site safely, 1,2,3 come to me, sharp leaves, no pick, no lick</li> <li>Children to use basic tools (bow saw, bill hook, sheath knife, hand drill, loppers)</li> <li>Continuation of use of more sophisticated knots (reef knot)</li> <li>Re-enforcement of more complex lashing techniques (shear lashing)</li> <li>Children to light a fire (1:1) with the support of the level 3, observe Kelly kettle to boil liquid</li> <li>Children erect kit and high shelters independently and secure them down using pegs and mallets</li> <li>Identification of wildflowers in the forest school area (planting vegetables and plants)</li> <li>Leave no trace- children are to completely clear the site at the end of a session and bring all materials back to base camp. Level 3 to check area.</li> </ul>