


Skill/activity	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Den building/Shelter making	<p>Mini-den building for small animals/teddies linked to story time.</p> <p>Use natural items to create dens</p>	<p>Erect a lean-to shelter with support</p>  <p>Safe carrying of branches</p> <p>Tripod shelter with support</p>	<p>Independent tripod shelter – use of “lashing” technique, wrapping.</p> <p>Lean to shelter independent.</p>	<p>Create a tarpaulin shelter of choice in a woodland environment</p> <p>Compare and evaluate effectiveness of shelter (durability, waterproof?)</p>	<p>Design and build different size and type of shelters for different purposes. Use timber-hitch) wrappy knot or granny knot to secure tarpaulin. Select best use and evaluate effectiveness.</p>	<p>Select appropriate shelter for task.</p> <p>Use camouflage for shelters.</p>	<p>Design and build shelters for different purposes, selecting the appropriate knot to secure shelters. Plan, build and review shelters. Must withstand the water challenge!</p>
Knots	Lashing - wrapping	Tie shoe laces (this is the beginning of many knots)	Timber-hitch – wrappy wrappy knot. Practise on logs, small branches.	Timber-hitch in action – use to secure tarpaulins	Granny knot Evaluate – when use timber-hitch, when use granny?	Reef knot Evaluate – which knot, when? Secure tarpaulins using knots.	Secure tarpaulins using a variety of knots, knowing which knot is best for purpose. Knot book available for learners to explore other knots and find their preferred.
Tools use	<p>Introduction to tools and safety.</p> <p>Potato peelers for whittling, trowels, mallet</p> <p>Scissors to cut own string/rope</p> <p>Tools will only be used when children are physically, emotionally and mentally ready to do so.</p>	<p>Name the tool and parts. safe use.</p> <p>Knife for whittling 1:1</p> <p>Saw for tree cookies 1:1</p>	<p>When any new tool is introduced children learn the name, the name of the parts and safe use.</p> <p>Tools may include: saw, knife, peelers, palm drill</p>	<p>When any new tool is introduced children learn the name, the name of the parts and safe use.</p> <p>Tools may include all previous tools plus: drill</p>	<p>When any new tool is introduced children learn the name, the name of the parts and safe use.</p> <p>Tools: mallet, sheath knives, drills, saw, bill hook, loppers</p> <p>Children learn how to clean, care for and safely store tools.</p>		



<p>Fire lighting/camp fire</p> <p>Including cooking</p>	<p>Fire safety</p> <p>Gather the fuel</p> <p>Toasting marshmallows (1:1)</p>	<p>Fire safety, using the spark</p> <p>Using flint and steel to make a spark</p> <p>Gather the fuel</p> <p>Toasting marshmallows (1:1)</p>	<p>Fire safety</p> <p>Fire triangle</p> <p>Gather fuel</p> <p>Use flint and steel to spark a flame on cotton wool (fairy pillows)</p> <p>caramelize fruit</p>	<p>Fire safety</p> <p>Fire triangle</p> <p>Gather fuel</p> <p>Use flint and steel to spark a flame on cotton wool (fairy pillows)</p> <p>Put out the fire.</p> <p>Other food may be toasted (eg popcorn)</p>	<p>Fire safety</p> <p>Fire triangle</p> <p>Gather fuel</p> <p>Use flint and steel to start the fire</p> <p>Support to keep the fire going.</p> <p>Put out the fire.</p> <p>Other food may be cooked (roasted)</p> <p>Help start fire in the Kelly kettle</p>	<p>Fire safety</p> <p>Fire triangle</p> <p>Gather fuel</p> <p>Use flint and steel to spark a flame on cotton wool (fairy pillows)</p> <p>Support to keep the fire going.</p> <p>Put out the fire.</p> <p>Other food may be cooked (roasted)</p> <p>Use Kelly kettle to make hot chocolate</p>	<p>Fire safety</p> <p>Fire triangle</p> <p>Gather fuel</p> <p>Make and tend to a fire safely</p> <p>Put out the fire.</p> <p>Other food may be cooked (roasted)</p> <p>Use of Kelly kettle – understanding of sustainability and fuel efficiency.</p>
<p>Flora/fauna identification and exploration</p> <p>All children to learn importance of returning the forest school area to its original state, for wildlife wellbeing.</p>	<p>Explore forest school area understanding the rule “no pick, no lick or you might be sick”. To know some plants/berries are harmful. Use senses (touch and sight) to identify some differences between flora</p> <p>Use magnifying glasses to find bugs</p>	<p>Use forest school “treasure hunt”/scavenger hunt to explore what is in our area</p> <p>Observe seasonal change.</p> <p>Identify deciduous and evergreen trees</p> <p>Parts of a plant</p> <p>Use paintbrushes and pots to collect</p>	<p>Identify 2 or 3 trees in forest school based on given characteristics</p> <p>Planting. Plants needs.</p> <p>Classify: living, dead, never been alive.</p> <p>To know what conditions bugs like. Build bug</p>	<p>Use identification sheets/books to continue to broaden identification skills.</p> <p>Sheets/tree shaking to collect bugs.</p> <p>Begin to identify when a tree is dead and needs removing.</p>	<p>Use identification sheets/books to continue to broaden identification skills.</p> <p>Changing environments and effects on living things.</p> <p>Begin to identify when a tree is dead and needs removing. With</p>	<p>Use identification sheets/books to continue to broaden identification skills.</p> <p>Being to understand that different trees/wood have different uses.</p> <p>An understanding of</p>	<p>Use identification sheets/books to continue to broaden identification skills and classify plants based on specific characteristics.</p> <p>Know which trees/wood have which uses.</p> <p>Understand sustainability and participate in basic</p>



	Use forest school "treasure hunt"/scavenger hunt to explore what is in our area	bugs to inspect and identify	hotels, mini bug houses. Review and evaluate. Habitats – basic needs – food chain.		support, use loppers to remove dead branches.	sustainability (tree planting)	coppicing to stimulate growth
Exploration and play (inc. tree climbing)	<p>Promotion of independent learning opportunities/skills</p> <p>Mark making with charcoal, sorting sticks into sizes for fire making, physical development (balance, jumping, climbing, uneven ground), communication and language – retelling stories, Maths - sorting, matching, counting, UTW seasons, EAD – props, imaginative play.</p>	<p>Travel safely in Forest School - areas to be aware of.</p> <p>Carry sticks safely</p> <p>Work in a team to co-operate and communicate clearly</p> <p>Jump in muddy puddles</p> <p>Mud slide</p> <p>Bug hunt</p> <p>Build a den</p> <p>Boggart art</p>	<p>Build a bridge</p> <p>Bird watching</p> <p>Meditate</p> <p>Lie down on tarpaulin, listen for nature sounds</p> <p>Queen’s got a headache</p> <p>Find the object</p> <p>Climb a low tree 1:1</p>	<p>Make simple objects out of wood (eg a dice to play a game with)</p> <p>Climb a tree</p>	<p>Play woodland versions of games</p> <p>Climb trees</p> <p>Make a sculpture</p>	<p>Play and lead woodland games – pick up sticks, create games using carved dice and instructions on tree logs.</p> <p>Climb trees</p> <p>Create an obstacle course</p>	<p>Make up your own game and teach it to a younger child</p> <p>Explore the woodlands with a younger child and see it through their eyes – ask them questions, answer their questions. Help them to explore safely.</p> <p>Create an orienteering course for friends</p>



	Turn taking. Following instructions, hide and seek.	Mud paint, messy play Potions					
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