

Aston on Trent Primary School progression document – Forest School

Shelter Building						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Introduction of basic shelter building with support (some indoor and outdoor equipment) Mini-den building for small animals	Supported construction of tripod structures (mini-den building) Erect a lean to shelter, with support	Independent use of tripod structures (animal den building) Introduction to lashing and frapping techniques to make frames Create a lean to shelter, independently or with limited support	Create a tarpaulin shelter in a woodland Work successfully as a group, having considered and evaluated each members' contributions Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose	Design and build varying sized shelters using tarpaulin and materials found in a woodland Work successfully as a group, having considered and evaluated each members' contributions Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose	Create a tipi shelter with camouflage Work successfully as a group, having considered and evaluated each members' contributions Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose	Shelter building challenge – working in teams the children plan, build and review their shelters (recap the different ways to build shelters) Work successfully as a group, having considered and evaluated each members' contributions Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose Set up a tent in preparation for going



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						on a residential camp out
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Geographical Skills and Navigation

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Follow rules and boundaries Promote free exploration	Use simple compass directions (North, South, East and West) Use directional language (near and far; left and right) Describe the location of features and routes on a map Recognise landmarks and human and physical features	Use simple compass directions (North, South, East and West) Use directional language (near and far; left and right) Describe the location of features and routes on a map Recognise landmarks and human and physical features	Demonstrate understanding of the concept of a basic map Navigate your way around a simple orienteering course Understand the term 'orientate' or 'setting' a map Complete a simple 'star' orienteering activity in pairs / groups Record	Recognise features and symbols on the map Understand how to orientate the map Demonstrate understanding of a line orienteering course (short loop) and star orienteering Build trust with a partner and work together when orienteering	Use the eight points of a compass and four figure grid references Develop expertise in the orienteering skills of orientating a map, following a course, and recognition of relevant map symbols Demonstrate an understanding of the relationship between pacing and distance Plan a short loop course for another pair to	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey Maps) Further develop navigational skills by planning ahead, identifying problems and making decisions Learn to balance speed and accuracy Set, read and follow a bearing



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	Devise a simple map and use basic symbols in a key	Devise a simple map and use basic symbols in a key	information accurately and neatly Follow rules when completing a star orienteering activity		follow Improve confidence in map reading and the transfer of information from map to ground Apply skills of orienteering including thumbing the map, route choice and symbol recognition Plan the most efficient route so that the course is completed in the quickest time	Practice and develop pacing skills Be able to take a bearing from a map and use that bearing to find a control point Combine map reading and compass skills Measure the distance between control points and, using the map scale, estimate the number of paces required to reach each control Successfully undertake an orienteering competition
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Free Play and Exploration						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Introduction to rules and boundaries	Re-enforce rules and boundaries	Re-enforce rules and boundaries of forest schools	Take part in outdoor challenges on own and in a team	Play woodland versions of games	Orienteering with an OS map	Create a time capsule
Using Tools						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Introduction to tools (trowels and forks, scissors)	Continuation of the use of basic tools (cutting of string, peeler for whittling, bow saw to cut discs (1:1))	Continuation of the use of basic tools, larger ropes and independent cutting of string Use of bow saw 1-1 to cut discs and peelers for whittling	In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages	In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages	In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages	In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages



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Knots						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Tying shoe laces	Introduction to basic knots	More sophisticated use of knots for attaching to structures and trees Example - Overhand knot and half hitch Lashing and frapping techniques to make frames	More sophisticated use of knots for attaching to structures and trees Lashing and frapping frames and dual structures Example - Cow hitch,	More sophisticated knots for attaching to structures and trees Independent use of lashing and frapping techniques	Shelter hitches and knots More complex knots and selecting the correct knot for a job	More complex knots and selecting the correct knot for a job



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Environment						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Begin to foster an appreciation for their natural surroundings.	Explore and foster a love and appreciation for the natural environment. Develop an awareness of plants, fungi, berries that could be dangerous if touched or ingested.	Explore and foster a love and appreciation for the natural environment. Take part in roles and responsibilities that help maintain and enhance their natural environment including weeding, leaf collecting, composting, planting seeds, watering. Develop an awareness of plants, fungi, berries that could be dangerous if touched or ingested.	Explore and foster a love and appreciation for the natural environment. Take part in roles and responsibilities that help maintain and enhance their natural environment including weeding, leaf collecting, composting, planting seeds, watering. Begin to investigate and learn the names of flora and fauna found in the school's natural environment. Explore, investigate and help to maintain	Explore and foster a love and appreciation for the natural environment. Take part in roles and responsibilities that help maintain and enhance their natural environment including weeding, leaf collecting, composting, planting seeds, watering. Begin to investigate and learn the names of flora and fauna found in the school's natural environment. Explore, investigate and help to maintain	Explore and foster a love and appreciation for the natural environment. Take part in roles and responsibilities that help maintain and enhance their natural environment including weeding, leaf collecting, composting, planting seeds, watering. Begin to investigate and learn the names of flora and fauna found in the school's natural environment. Explore, investigate and help to maintain	Explore and foster a love and appreciation for the natural environment. Take part in roles and responsibilities that help maintain and enhance their natural environment including weeding, leaf collecting, composting, planting seeds, watering. Begin to investigate and learn the names of flora and fauna found in the school's natural environment. Explore, investigate and help to maintain ecosystems such as pond, wildflower meadow, planters. Plan and gather materials to use in building and maintaining habitats for minibeasts. Develop an awareness of plants, fungi, berries that could be dangerous if touched or ingested.



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Fire lighting						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Observe and talk about fire lighting procedures, begin to contribute by selecting fuel Safety procedures – fire safety	Be safe around a fire Contribute to fire lighting by gathering fuel Safety procedures – fire safety	Experience using fire strikers to spark a flame Light a piece of cotton wool (fairy pillow) Fire safety and the fire triangle	Light a fairy fire and keep it going	Roast food on a fire with support	Cooking on a camp fire (roast food) Make and tend a fire safely	Prepare and light a campfire with supervision

