










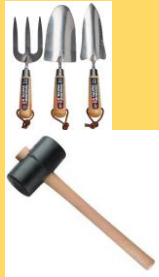












# Primary Forest Progression of Skills

Primary Progression of Skills	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7
Shelter building	<p>Can understand that shelter is to provide protection.</p> <p><b>Activities could include:</b> Use a parachute and make a dome with the whole class to protect from the wind.</p>  <p>Collect woodland materials for purpose to create a bug hotel already premade structure.</p>  <p><i>Loo Roll Residence</i></p> 	<p>Introduction of basic shelter building with support (some indoor and outdoor equipment)</p>  <p>Children understand that a shelter is provided to cover and protect you.</p>	<p>Construct a safe tower out of sticks/logs</p>  <p>Construct in a variety of different ways vertically and horizontally.</p>	<p>Construct a bird's nest.</p>  <p>Discuss what a bird needs e.g. warmth, space.</p> <p>Mini-den building for small animals such as fox, rabbit, squirrel. Add natural materials for a given purpose.</p> 	<p>Supported construction of tripod structures (mini-den building)</p>  <p>Erect a lean to shelter, with support</p>  <p>Questioning how could they improve their structures.</p>	<p>Build a waterproof shelter using tarpaulin and materials found in a woodland.</p>  <p>Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose.</p>	<p>Design and build varying sized shelters using tarpaulin and materials found in a woodland</p> <p>Work successfully as a group, having considered and evaluated each members' contributions</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose.</p>
Problem-Solving and Teamwork	<p>Take part in an obstacle course with woodland materials, planks.</p> <p>Learn to ask a grown-up for help.</p> <p>Find specific woodland objects with class mates such as logs, twigs, leaves.</p> <p>Sort objects found in woodland area.</p>	<p>Create a bridge.</p> <p>Play team games such as, hide and seek.</p> <p>Think about how to solve problems before asking a grown-up for help.</p> <p>Find specific woodlands objects with support for a desired purpose.</p> <p>Communicate my ideas to adults and other children.</p>	<p>Work with a team to create a tower.</p> <p>Travel safely around the forest area and other outdoor terrain</p> <p>Carry sticks/logs or other large items safely</p> <p>Work in a team</p> <p>Find specific woodlands objects independently</p>	<p>Make and play woodland versions of common games (pick-up sticks, noughts and crosses for example).</p> <p>Communicate my ideas confidently and be able to think of different ways to create a desired effect.</p>	<p>Work in a team during wide games and scavenger hunts.</p> <p>Build trust with my peers through playing games.</p> <p>Supported construction of tripod structures (mini-den building)</p> <p>Ask why? And think how as a team you could improve or make it better.</p>	<p>Understand the rules for safe foraging.</p> <p>Work with a team to build a waterproof shelter using tarpaulins.</p> <p>I can explain what humans need to survive.</p>	<p>Understand the rules for safe foraging.</p> <p>Work with a team to build varying sized shelters using tarpaulin and materials found in a woodland.</p> <p>I can explain what humans need to survive</p>

			<p>for a desired purpose.</p> <p>Think about how to solve problems before asking a grown-up for help</p> <p>Communicate ideas confidently and be able to think of different ways to create a desired effect.</p>				
<p>Tool Work</p> <p><b><u>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.</u></b></p>	<p>Introduction of basic real tools, Scoopers, Trowels and Spades to transport natural resources and materials.</p> 	<p>Introduction of mallets, trowels and forks.</p> 	<p>Continuation of the use of basic tools from step 1 and 2.</p> <p>Children encouraged to attach ideas together using rope and string.</p> <p>(1:1) support cutting of string or natural objects for a desired purpose.</p>  	<p>Peeler (1:1)</p> <p>Practice using a Y peeler on vegetables or a dry bar of soap before using wood.</p> <p>Use a push stroke. This means cutting away from your body.</p> 	<p>Peeler (1:1)</p> <p>Practice using a peeler on sticks. Use a push stroke, cutting away from your body, with the other hand holding the piece of wood. Children to slice off a tiny bit at a time. Hold it past your knees or to the side of you, or sit at a table.</p> 	<p>Bow saw (1:1)</p> <p>Peelers (1:1)</p> <p>Use of bow saw 1-1 to cut discs and peelers for whittling. (1:1)</p>  	<p>Using for a desired purpose</p> <p>Bow saw (1:1)</p> <p>Peelers (1:1)</p> <p>Use of bow saw 1-1 to cut discs and peelers for whittling. (1:1)</p>  
Rope work	N/A	<p>Adult to begin to show that objects can be attached together.</p> <p><i>Using playdough or clay to create a face and attach natural materials.</i></p>	<p>Adult to begin to show that objects can be attached to ideas using ropes to make knots.</p>	<p>Simple knot tying with adult support. Support in shoe lace tying and then tying for using in shelters.</p>	<p>Introduce more sophisticated use of knots for attaching structures to trees or creating craft materials. E.g. overhand knot.</p>	<p>Children to use basic and more sophisticated taught knots independently or with little support.</p>	<p>Children to use basic and more sophisticated taught knots independently and make decisions when selecting the correct knot for the job.</p>

		<i>Create a hanging tree decoration using pipe cleaners</i>					
Play and exploration	<p>Introduction to rules and boundaries Promotion of free exploration. Promotion of independent learning opportunities/skills</p> <p><i>Plant some bulbs and watch them grow</i></p> <p><i>Make leaf rubbings</i></p>	<p>Introduction to rules and boundaries Promotion of free exploration. Promotion of independent learning opportunities/skills</p>	<p>Re-enforce rules and boundaries</p> <p>Carry sticks safely</p> <p>Work in a team to co-operate and communicate ideas</p>	<p>Re-enforce rules and boundaries of forest schools</p> <p>Move logs safely with support first</p> <p><i>Build a bridge</i></p> <p><i>Become a nature detective</i></p> <p><i>Get soaking wet in the rain</i></p> <p><i>Bird watching</i></p>	<p>Take part in outdoor challenges on own and in a team</p> <p>Play woodland versions of games with a peer.</p>	<p>Play woodland versions of games I can work in a team during wide games and scavenger hunts</p> <p>Make a sculpture</p> <p>Treasure hunt</p>	<p>Play woodland versions of games I can work in a team during wide games and scavenger hunts</p> <p>Make up your own game and teach it to someone.</p>