St Nic's Forest School Curriculum

Forest School YR Progression of skills, attitudes and knowledge	
General Forest School skills and attitudes	• With support, I can get dressed in waterproof over clothes. • I am starting to zip my coat up myself. • I wear my boots on the correct feet. • With support I layer up in cold weather, or cover up in sunny weather. • I show courage in coming to the Forest School with familiar adults. • I show respect for the Forest School boundaries. • I become increasingly confident to participate safely in risky Forest School activities such as climbing, swinging in the swing/hammock, climbing trees, and playing imaginatively and collaboratively in the Forest.
Forest School games	• I am beginning to listen with sustained focus and follow rules to play energising games in Forest School.
Shelter	• I can work collaboratively, with adult supervision, to explore making safe dens in the Forest. • I know how to carry a heavy or long log safely.
Fire	• I know how to stay safe around a fire. • I can help collect dry sticks to store for the fire. • I enjoy watching the flames while seated safely around the fire. • I enjoy food cooked on the fire (popcorn, potatoes, pancakes, hot chocolate).
Nature	• I know not to pick or eat anything from the Forest. • I know how to look after plants and trees in the Forest by not picking or breaking them. • I am starting to become familiar with some trees in the Forest (Cherry, Holly, Ash, Horse Chestnut, Hazel) • I am starting to identify a few birds often seen in the Forest, by their appearance and by their call (robin, great tit, red kite, magpie). • I can identify some mini beasts. • With support I go pond-dipping and an adult helps me identify pond creatures. • I begin to learn about animals found around the school environment (hedgehogs, squirrels, foxes). • I plant beans and potatoes in the Vegetable Garden, and spring bulbs in the school grounds. I help them to grow. • I can name the 4 compass points.

	• I know the seasons and am noticing how the environment differs in each season.
Tools Use of tools is dependent on trust and a level of individual responsibility	• With adult support I am able to use binoculars to spot birds for the RSPB Bird watch. • I enjoy using a kaleidoscope, noticing what different parts of the Forest look like through it. • I can use a magnifying glass safely to observe plants and mini-beasts. • I can use a garden trowel to dig in the Vegetable Garden. • With adult help I can use a palm drill to make a hole in a wooden disc. • I am practising using para-cord to tie simple knots. • I can play games with a rope under adult supervision.
Knots and ropes	• I can tie a simple stopper knot.

EYFS Links to FS	
Area	Objective
UtW objectives:	-Explore the natural world around them, making observations and drawing pictures of animals and plants. -Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. -Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.
EAD objectives:	-Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form, and function. -Share their creations, explaining the process they have used. -Make use of props and materials when role-playing characters in narratives and stories. -Invent, adapt and recount narratives and stories with peers and their teacher. - Sing a range of well-known nursery rhymes and songs.
Maths objectives:	-Have a deep understanding of number to 10, including the composition of each number. -Recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

C&L objectives:	-Listen attentively and respond to what they hear with relevant questions, comments and actions -Make comments about what they have heard and ask questions to clarify understanding -Hold conversations when engaged in back and forth exchanges with staff and peers -Use recently introduced vocabulary -Offer explanations for why things might happen, making use of recently introduced vocabulary -Express their ideas and feelings about their experiences using full sentences.
PSED objectives:	-Show an understanding of their own feelings and the feelings of others, and begin to regulate their behaviour accordingly. -Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. -Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. -Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. -Explain the reasons for rules, know right from wrong and try to behave accordingly. -Manage their own basic hygiene and personal needs, including dressing, going to the toilet, and understanding the importance of healthy food choices. -Work and play cooperatively and take turns with others. -Form positive attachments to adults and friendships with peers. -Show sensitivity to their own and to others' needs.
PD objectives:	-Negotiate space and obstacles safely, with consideration for themselves and others. -Demonstrate strength, balance and coordination when playing. -Move energetically, such as running, jumping, dancing, hopping, skipping and climbing -Use a range of small tools.

Forest School Y1/Y2 Progression of skills, attitudes and knowledge	
General Forest School skills and attitudes	• I often dress myself in waterproof over clothes. • I can zip my jacket up, asking for help if necessary. • I wear my boots on the correct feet. • I know how to layer up in cold weather, or cover up in sunny weather. • I show courage in coming to the Forest with familiar adults. • I can ask for help or use my words to express how I am feeling prior to and in Forest School. • I show growing responsibility in taking care of my clothes (including gloves, hats, coats, shoes) before, during and after each session.

	• I respect Forest School boundaries and procedures. • I always dress myself in waterproof over clothes. • I zip my jacket up independently. • I wear my boots on the correct feet. • I know how to layer up in cold weather, or cover up in sunny weather. • I show courage and enjoyment in coming to the Forest with familiar adults. • I respect Forest School boundaries and procedures.
Forest School games	• I am familiar with Forest School games and participate in a variety of activities in Forest School.
Shelter	• I know how to carry a heavy or long log safely. • I can construct a mini-A-frame shelter for a forest fairy or small animal following adult guidance. • I can work collaboratively, with adult supervision, to create human sized shelters. • I know different styles of shelter, A-frame, tipi and lean-to. • I work collaboratively to create human sized shelters. • I am aware how to keep my friends safe and myself during shelter building activities.
Fire	• I know how to stay safe around a fire • I understand the fire triangle • I can make a spark using a fire steel • I enjoy food cooked on the fire (popcorn, potatoes, pancakes, hot chocolate). • With support, I can start a 5- minute fire using a fire steel and let it go out again. • I can help cook food on the fire (popcorn, potatoes, pancakes, hot chocolate).
Nature	• I know how to look after plants and trees in the Forest by not picking or breaking them. • I can identify a few birds often seen in Forest School, by their appearance and by their call. (Robin, Great tit, red kite, magpie) • I can identify some mini beasts. • I begin to learn about animals found around the school environment (hedgehogs, squirrels, foxes). • I plant beans and potatoes in the Vegetable Garden, and spring bulbs in the school planters. I help them to grow. • I can name the 4 compass points • I know the seasons and am noticing how the environment; the weather and our clothing differs in each season.

	• I can identify some trees in the Wild Wood (Cherry, Holly, Ash, Horse Chestnut, Hazel) and describe their leaves, bark, berries, seeds). • With support I go pond-dipping and can identify pond creatures against an ID chart. • I begin to learn about animals found around the school environment (hedgehogs, squirrels, foxes). • I plant beans and potatoes in the allotment, and spring bulbs in the school planters. I help them to grow. • I can name and begin to use the 4 compass points. • I know the seasons and am noticing how the environment; the weather and our clothing differs in each season.
Tools Use of tools is dependent on trust and a level of individual responsibility	• I can use binoculars, focussing them for my eyes and identifying birds for the RSPB Bird Watch. • I can use a magnifying glass safely to observe mini-beasts. • I can use a garden trowel or small garden fork safely. • I can use a palm drill with adult supervision. • I can use para-cord and laces to tie simple knots. • I can play games with a rope and adult supervision. • I can use a rope safely to build dens in the Forest.
Knots and ropes	• I am attempting to tie shoe laces with support • I am learning an overhand knot, cow hitch knot. • I am able to tie my shoe laces independently. • I am learning a figure of 8 knot, timber hitch knot.

Forest School Y3/Y4 Progression of skills, attitudes and knowledge	
General Forest School skills and attitudes	• I can independently dress myself appropriately for each Forest School session, showing awareness of the season and weather. • I show courage and enjoyment in coming to the Forest with familiar adults.
Forest School games	• I participate fully and fairly in Forest School games. • I can use my memory and seasonal knowledge to initiate appropriate warm up activities.

Shelter	• I can construct different styles of shelter using a variety of materials (logs, tarpaulins and ropes) and using my growing knowledge of knots. • I can identify different styles of shelter. • I safely make dens with my friends using a variety of materials, logs, sticks, ropes, tarpaulins. • I know how to keep myself and others safe while constructing shelters.
Fire	• I know how to stay safe around a fire. • I understand the fire triangle. • With growing independence, I can start a 5-minute fire using fire steel and ensure it is extinguished safely. • I can help cook food on the fire (popcorn, potatoes, pancakes, hot chocolate). • I can use a fire steel confidently to start a fire. • I can experiment with different fire lays. • I can help an adult cook food on the fire (popcorn, potatoes, pancakes, hot chocolate, bread).
Nature	• I can identify trees in the Forest (Cherry, Holly, Ash, Horse Chestnut, Hazel), describe them and know other stories and facts about them. • With encouragement, I can enjoy climbing or sitting near a tree I like. • I can identify four mini-beasts. • When pond-dipping, I am able to identify pond creatures, either by memory or using an ID chart. • I know about some small animals found around the school environment. • I can plant spring bulbs, showing awareness of how they grow. • I am familiar with 4 compass points and can use a compass. • I can compare trees from Forest School. • I have my favourite tree in Forest School and can spend time happily sitting under or in it. • I am confident in identifying some birds from the Forest, and can describe their appearance and call. • I am confident in identifying a range of mini-beasts. • I can create habitats and feeding stations to encourage wildlife around school. • I am confident planting beans and potatoes in the Vegetable Garden, and harvest them in due course. • I know the seasons, when they appear in the calendar year, and am becoming familiar with equinoxes and solstices.
Tools Use of tools is dependent on trust and a level of individual responsibility	• I can use secateurs safely with adult supervision. • I can use a bow saw 1:1 with an adult. • I can use a palm drill independently. • I can use a variety of cord and rope.

	• I can use a draw knife 1:1 with an adult. • I can use loppers 1:1 with an adult.
Knots and ropes	• I am able to tie my shoe laces independently. • I am learning a timber hitch knot. • I am confident using a variety of knots and lashing to join sticks and wood together.

Forest School Y5/Y6 Progression of skills, attitudes and knowledge	
General Forest School skills and attitudes	• I independently prepare myself for Forest School and select appropriate clothing and equipment according to weather conditions. • I demonstrate responsibility, resilience and leadership when participating in Forest School activities. • I assess risks and make sensible decisions to keep myself and others safe. • I show respect for the Forest School environment and contribute to it's maintenance and conservation tasks. • I consistently demonstrate independence, resilience and responsibility in all Forest School activities. • I model excellent Forest School behaviour and support younger pupils when appropriate. • I assess and manage risks confidently and explain my decisions. • I understand my role as a steward of the natural environment and act accordingly.
Forest School games	• I participate fully and fairly in Forest School games and can lead simple group activities. • I can lead and adapt Forest School games, ensuring everyone participates safely and fairly.
Shelter	• I can design and construct a range of shelters suitable for different weather conditions and purposes. • I can explain why shelter location, orientation and materials are important. • I can plan, construct and evaluate shelters for specific purposes and weather conditions. • I can select appropriate materials and justify my choices.

Fire	• I can explain and demonstrate safe fire procedures. • I can safely light and maintain a small fire using appropriate materials. • I understand how different fire lays affect the way a fire burns. • I can safely cook simple foods over a fire using appropriate methods and equipment. • I consistently demonstrate safe behaviour around fire. • I can independently prepare, light, maintain and extinguish a fire safely under Forest School supervision. • I understand how fuel, oxygen and heat influence fire performance. • I can safely prepare and cook food using woodland cooking techniques.
Nature	• I can identify a range of trees, plants and wildlife commonly found in the local environment. • I can explain how living things are connected through habitats and food chains. • I understand the importance of biodiversity and conservation. • I can identify seasonal changes and explain their impact on plants and animals. • I can confidently use a compass and follow simple routes using bearings. • I can identify a wide range of local plants, trees and wildlife and explain their ecological importance. • I understand ecosystems and can explain how changes affect living things. • I can undertake simple environmental surveys and record findings accurately. • I can use a compass confidently and navigate routes using map references and bearings. • I can explain seasonal patterns and environmental changes using scientific vocabulary.
Tools Use of tools is dependent on trust and a level of individual responsibility	• I can safely use secateurs, bow saws, loppers and palm drills following Forest School safety procedures. • I can use tools independently when trust and responsibility have been demonstrated. • I can maintain tools appropriately and understand why this is important. • I use Forest School tools safely, responsibly and confidently and support others in their safe use. • I understand tool maintenance and can explain why safe storage is important. • I select the most suitable tool for a task and justify my choice.
Knots and ropes	• I can confidently tie a range of knots including timber hitch, round turn and two half hitches and clove hitch. • I can use knots and lashings effectively in shelter building and woodland projects. • I can confidently use a range of knots and lashings for practical woodland projects. • I can teach and support others in tying and applying knots safely.