

# St Joseph's Catholic Primary



Forest Schools

## Progression of Skills Forest School

### Shelter Building

Nursery	Reception	Y1	Y2
Den building for small animals and toys. Using natural items to create dens	Introduction to basic shelter building 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 to make frame  Make a lean- to shelter with limited support
Oracy	Oracy	Oracy	Oracy
Speak loudly enough to be heard and understood. Maintain appropriate eye contact with the listener Use talk during play to practice new vocabulary. To ask questions. To talk with appropriate adult when building there den. To talk to a partner when building a den.	Speak loudly enough to be heard and understood. To pronounce words clearly when speaking. Maintain appropriate eye contact with the listener Use talk during play to practice new vocabulary. To ask questions. Look at the other person during a conversation to help build the den together.	To use the appropriate tone of voice in the right context. To speak clearly and confidently in a range of contexts. Organise a group discussion without adult support. Take part in group discussions when building their den. Scaffold turn taking Introduce scaffolds for turn taking	To adapt speech to different situations e.g. when talking to an adult as oppose to when speaking to friends in the forest school area. Use appropriate sentence stems when building on the ideas of others or challenging them. To ask specific questions to find out more. To be aware if others haven't spoken and invite them to join the discussion. To speak to people, asking them questions with a purpose.

Y3	Y4	Y5	Y6
<p>Create a shelter using tarps</p> <p>Work successfully as a group to create a shelter</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability and weatherproofing, assess if it is fit for purpose</p>	<p>Design and build varying sized shelters using tarpaulins and materials found in Forest Schools</p> <p>Work successfully as a group, having considered and evaluated each members' contribution</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability and weatherproofing, assess if it is fit for purpose</p>	<p>Create a tipi shelter with camouflage</p> <p>Work successfully as a group, having considered and evaluated each members' contribution.</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability and weatherproofing, assess if it is fit for purpose</p>	<p>Shelter building challenges, working in teams the children plan, build and review shelters</p> <p>Work successfully as a group, having considered and evaluated each members' contribution</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability and weatherproofing, assess if it is fit for purpose</p>
Oracy	Oracy	Oracy	Oracy
<p>To reflect on discussions and decide how to improve their structure.</p> <p>Speak confidently in front of an audience when talking about their den.</p> <p>Take on an expert role e.g. deliver a talk, explain to visiting parents/ buddy class children.</p>	<p>To use carefully considered words and phrases which matches the purpose of the talk.</p> <p>To give evidence for their opinions.</p> <p>To speak to an unfamiliar adult for a purpose i.e. a governor or workshop leader.</p>	<p>Use an increasingly sophisticated range of sentence stems or correct FS vocabulary for the shelter they have built with fluency and accuracy.</p> <p>Use evaluative language to talk about their shelter.</p> <p>Listen for extended periods of time.</p> <p>Speak with passion about their shelter and discuss and assess if it is fit for purpose.</p>	<p>Vary sentence structures and length for effect when speaking.</p> <p>Spontaneously respond to increasingly complex questions citing evidence around the sturdiness, durability and weatherproofing.</p> <p>Assess their shelter for purpose using accurate and technical language.</p>



## Geographical Skills and Navigation

Geographical Skills and Navigation			
Nursery	Reception	Y1	Y2
<p>Follow rules and boundaries, specifically when accessing the pond</p> <p>Promote free exploration and</p>	<p>Follow rules and boundaries, specifically when accessing water.</p> <p>Promote free exploration and investigation</p> <p>Use positional language</p>	<p>Use simple compass directions (North, South, East and West)</p> <p>Use simple directional language (near and far, left and right)</p> <p>Describe the location of features and routes on a map</p> <p>Recognise landmarks and human and physical features</p> <p>Devise a simple map and use basic symbols on a key</p>	<p>Use simple compass directions (North, South, East and West)</p> <p>Use simple directional language (near and far, left and right)</p> <p>Describe the location of features and routes on a map</p> <p>Recognise landmarks and human and physical features</p> <p>Devise a simple map and use basic symbols on a key</p>
Oracy	Oracy	Oracy	Oracy
<p>Use positional language</p> <p>Speak loudly enough to be heard and understood.</p> <p>To pronounce words clearly when speaking.</p> <p><i>Maintain appropriate eye contact with the listener</i></p> <p>Join ideas together using and</p> <p>To ask questions.</p> <p>Give a relevant answer when asked a question.</p>	<p>Use positional language</p> <p>Speak loudly enough to be heard and understood.</p> <p>To pronounce words clearly when speaking.</p> <p><i>Maintain appropriate eye contact with the listener</i></p> <p>Join ideas together using and, because or but.</p> <p>To ask questions.</p> <p>Give a relevant answer when asked a question.</p>	<p>Use simple directional language</p> <p>To use the appropriate tone of voice in the right context.</p> <p>Use descriptive language to discuss the features and routes on a map.</p> <p>To speak clearly and confidently in a range of contexts.</p> <p>To ask relevant questions when they haven't understood.</p> <p>To disagree with someone else's opinion.</p> <p>Listens to others and changes their mind based on what they have heard.</p>	<p>Use simple directional language.</p> <p>Use descriptive language for features and routes on a map.</p> <p>To use the appropriate tone of voice in the right context.</p> <p>To speak clearly and confidently in a range of contexts.</p> <p>To ask relevant questions when they haven't understood.</p> <p>To disagree with someone else's opinion.</p> <p>Listens to others and changes their mind based on what they have heard.</p>

Y3	Y4	Y5	Y6
<p>Demonstrate understanding of the concept of a basic map</p> <p>Navigate way around a simple orienteering course</p> <p>Complete a simple 'star' orienteering activity in pairs or small groups</p>	<p>Recognises features and symbols on a map</p> <p>Understand how to orientate the map</p> <p>Demonstrate understanding of a line orienteering course (short loop) and star orienteering (returning to base between each control)</p> <p>Build trust with a partner when completing star orienteering</p>	<p>Use eight points of a compass and four figure grid references</p> <p>Plan a short loop course for another pair to follow</p> <p>Improve confidence in map reading and transferring information from map to ground</p>	<p>Use eight points of a compass and four figure grid references (include OS maps)</p> <p>Set, read and follow a bearing</p> <p>Combine map reading and compass skills</p> <p>Measure the distance between control points and using the map scale, estimate the number of pace required to reach each control</p>
Oracy	Oracy	Oracy	Oracy
<p>Choose specialist language and vocabulary appropriately.</p> <p>Work collaboratively with a partner and a small group, listening to and accepting ideas.</p> <p>Make precise language choices.</p> <p>Explain opinions which aren't their own.</p> <p>Be able to summarise their decisions</p> <p>To reach a shared agreement during a discussion.</p>	<p>To use carefully considered words and phrases which matches the purpose of the talk.</p> <p>Confidently communicate ideas and listen to others before deciding the best approach.</p> <p>Consider the impact of their words on others when giving feedback.</p>	<p>Draw on knowledge to support opinions and explore alternative points of view.</p> <p>Begin to lead others, providing clear instructions.</p> <p>Use clear communication when working in a group and taking on different roles.</p> <p>Plan and apply strategies with others to more complex challenges.</p> <p>Explain why a particular strategy worked and alter methods to improve.</p>	<p>Communicate with others clearly and effectively when under pressure.</p> <p>Confident to lead others and show consideration of including all within a group.</p> <p>Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.</p> <p>Identifying key features to navigate around a course.</p> <p>Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.</p>



## Exploration and Play

Nursery	Reception	Y1	Y2
<p>Introduce to rules and boundaries Promotion of free exploration</p> <p>Promotion of independent learning opportunities/skills</p> <p>Plant bulbs/sensory walks/search for insects</p> <p>Show awareness of risk - brambles/nettles/water/mushrooms</p>	<p>Introduce to rules and boundaries Promotion of free exploration</p> <p>Promotion of independent learning opportunities/skills</p> <p>Show awareness of risk - brambles/nettles/water</p> <p>Plant bulbs/sensory walks/search for insects</p>	<p>Reinforce rules and boundaries Travel safely over terrain</p> <p>Carry sticks safely</p> <p>Work as a team to cooperate and communicate clearly</p> <p>Discover what is living in the pond/make a daisy chain/investigate the herb garden/den building/tell well known stories in the FS environment</p>	<p>Reinforce rules and boundaries Move logs safely with support</p> <p>Build a bridge/investigate insects living in FS/bird watching/make sensory story sticks</p>
Oracy	Oracy	Oracy	Oracy
<p>Use talk during play to practice new vocabulary. To ask questions. Attempt to give a relevant answer when asked a question. To take turns in a conversation with a friend, adult or working in a group. Look at the other person during a conversation. Visits, time spent with buddy class to practise speaking to unfamiliar adults.</p>	<p>Use talk during play to practice new vocabulary. To ask questions. Give a relevant answer when asked a question. To take turns in a conversation with a friend, adult or working in a group. Look at the other person during a conversation. Visits, time spent with buddy class to practise speaking to unfamiliar adults.</p>	<p>To pronounce a wide range of words correctly when speaking. To use vocabulary appropriate to the specific what they are exploring within Forest School. To try out new words. To give reasons for their opinions. To disagree with someone else's opinion. Listens to others and changes their mind based on what they have heard. Organise a group discussion without adult support. Take part in group discussions. Scaffold turn taking e.g. pass talk around. Introduce scaffolds for turn taking.</p>	<p>To adapt speech to different situations e.g. when talking to an adult/ in assembly as oppose to when speaking to friends or in the forest school area/outside. Use appropriate sentence stems when building on the ideas of others or challenging them. To ask specific questions to find out more. To invite those not included to join in and discuss what they are doing.</p>
Y3	Y4	Y5	Y6
<p>Take part in outdoor challenges on own and in groups</p> <p>Make something out of wood/cook outdoors</p>	<p>Play woodland versions of games</p> <p>Play in a team during wide games and scavenger hunts</p> <p>Make a sculpture/make up own nature gams and teach it to a friend</p> <p>Take part in nature treasure hunt</p>	<p>Create an orienteering course for friends.</p>	

Oracy	Oracy	Oracy	Oracy
<p>Choose specialist language linked to Forest School and vocabulary appropriately.            Make precise language choices.            To reflect on discussions and decide how to improve.</p>	<p>To use carefully considered words and phrases which matches the purpose of the talk for the activity they are doing.            Consider the impact of their words on others when giving feedback.            To work collaboratively to solve a problem.</p>	<p>Draw on knowledge to support opinions and explore alternative points of view.</p>	



Using Tools			
Nursery	Reception	Y1	Y2
Introduction to tools - peelers (with gloves) for whittling, trowels and forks for planting	Introduction to tools - peelers (with gloves) for whittling, trowels and forks for planting	Continuation of the use of basic tools, peelers, hammer	Continuation of the use of basic tools, larger ropes and independent cutting of string
Oracy	Oracy	Oracy	Oracy
Join ideas together using and, because or but. Speak loudly enough to be heard and understood.	Join ideas together using and, because or but. Speak loudly enough to be heard and understood.	To pronounce a wide range of words correctly when speaking. To use vocabulary appropriate to the specific topic To try out new words. To ask relevant questions when they haven't understood.	To ask specific questions to find out more. To use correct vocabulary for equipment used Speak clearly and loud enough for the outdoor area. To speak to people, asking them questions with a purpose.
Y3	Y4	Y5	Y6
In KS2 children will develop their skills when using a range of tools. Tools will only be used when children are physically, emotionally and mentally ready to do so	In KS2 children will develop their skills when using a range of tools. Tools will only be used when children are physically, emotionally and mentally ready to do so	In KS2 children will develop their skills when using a range of tools. Tools will only be used when children are physically, emotionally and mentally ready to do so	In KS2 children will develop their skills when using a range of tools. Tools will only be used when children are physically, emotionally and mentally ready to do so
Oracy	Oracy	Oracy	Oracy
To work collaboratively to solve a problem. To use appropriate vocabulary for the tools used. Follow tool use directions appropriately	To work collaboratively to solve a problem Use appropriate vocabulary for the tools they are using. Follow correct tool use instructions.	To consciously adapt tone, pace and volume within a situation. Draw on knowledge to support opinions and explore alternative viewpoints.	To consciously adapt tone, pace and volume within a situation. Draw on knowledge to support opinions and explore alternative viewpoints.

<b>Knots</b>			
Nursery	Reception	Y1	Y2
N/	Tying shoe laces	Introduction to basic knots	More sophisticated use of knots for attaching to structures to structures and trees
Oracy	Oracy	Oracy	Oracy
Y3	Y4	Y5	Y6
More sophisticated use of knots for attaching to structures to structures and trees  Cow hitch	More sophisticated use of knots for attaching to structures to structures and trees  Wrapping and frapping frames	More sophisticated use of knots for attaching to structures to structures and trees  Independent use of lashing techniques	More complex knots and ability to select the correct knot for the job.
Oracy	Oracy	Oracy	Oracy

