



Forest School Like Activities Progression in Skills at Fawkham CEP School

Forest School Like Activities is a long-term process of frequent and regular sessions to our school woodland. Planning, adaptation, observations and reviewing are integral elements of Forest School. Activities that our Fawkham children engage in support the development of a relationship between the learner and the natural world. We aim to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners. Opportunities offer children the opportunity to take supported risks appropriate to the environment and to themselves. There are many cross-curricular with PSHE, Science, Physical Education, Art and Geography in particular.

Forest School Like Activities – Shelter Building

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
-can build a basic shelter with support (some indoor and outdoor equipment)	-with support construct a tripod structures (mini-den building) - with help erect a lean to shelter	-independently use tripod structures (animal den building) - use lashing and frapping techniques to make frames -reate 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 - independently create a waterproof humpy (shelter) -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 Camp Night	- plan, build and review their shelters in groups - independently create a waterproof shelter using tarpaulins -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 Camp Night
Mini-den building for small animals -Three little pigs -Link with Once Upon a time topic.	To test a structure for a den	To design make and test ad structure for a shelter	Forest Day project - design, create and use a den for the day.	Forest Day project - design, create and use a den for the day.	*Erect and take down tents on Camp Night *link with rivers topic	*Erect and take down tents on Camp Night *recap the different ways to build shelters



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Forest School Like Activities – Geographical Skills and Navigation

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> -follow rules and boundaries -promote free exploration -Understand spatial awareness (Under, above, over etc) 	<ul style="list-style-type: none"> -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 -revise a simple map and use basic symbols in a key 	<ul style="list-style-type: none"> -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 -devise a simple map and use basic symbols in a key 	<ul style="list-style-type: none"> -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 orienteering activity in pairs / groups -record information accurately and neatly -follow rules when completing orienteering activities 	<ul style="list-style-type: none"> -recognise features and symbols on the map -understand how to orientate the map -demonstrate understanding of a line orienteering course (short loop) and orienteering -build trust with a partner and work together when orienteering 	<ul style="list-style-type: none"> -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 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 -complete the orienteering course in the fastest time possible competing against others 	<ul style="list-style-type: none"> -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 -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 using an unfamiliar map in a new location -demonstrate effective use of orientating a map, using a compass, setting, reading and following bearings, and scale to navigate around a score (scatter) orienteering course
	<ul style="list-style-type: none"> -to independently draw the points of a compass on a map 	<ul style="list-style-type: none"> -to practise leading a small group of children in a specific compass direction 	Orienteering PE lessons Link to Geography lesson – Geographical skills summer 2- cycle A		<ul style="list-style-type: none"> research and test different ways to find north -independently interpret a map -follow and make trails 	<ul style="list-style-type: none"> survey an area and record statistics



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Forest School Like Activities – Play/Exploring Linked to Passport Activities

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> -follow rules and boundaries -engage in free exploration -independently learn through opportunities -Work in a team -Carry sticks safely and learning stick rules. 	<ul style="list-style-type: none"> -know and follow rules and boundaries -travel safely over the terrain in Forest School -carry sticks safely -work in a team to co-operate and communicate clearly -to identify and recognise the animals that live in our forest -to know what is needed to make and maintain a campfire 	<ul style="list-style-type: none"> -know and follow rules and boundaries -move logs safely with support first - to help create a safe play area in the forest (digging area/ flat area) -to identify and recognise the animals that live in our forest and the habitats they live in -to make a worm farm -to cook something basic on a campfire (bread/ smores) 	<ul style="list-style-type: none"> -know and follow rules and boundaries -take part in outdoor challenges on own and in a team 	<ul style="list-style-type: none"> -know and follow rules and boundaries -play woodland versions of games -work in a team during wide games and scavenger hunts 	<ul style="list-style-type: none"> -know and follow rules and boundaries -to lead and work in a team during wide games and scavenger hunts - to plan and develop activities for younger children -take part in adventurous outdoor activities; challenging myself and behaving safely 	<ul style="list-style-type: none"> -know and follow rules and boundaries -to lead and work in a team during wide games and scavenger hunts - to plan and develop activities for younger children -take part in adventurous outdoor activities; challenging myself and behaving safely
<p><i>Plant bulbs/seeds and watch them grow</i> <i>Autumn/Spring/Summer/Winter walk</i> <i>Search and count for butterflies</i> PASSPORT ACTIVITIES:- Build a bonfire Have popcorn cooked over fire Build a den Get dirty Start a vegetable Patch. Start a sensory Garden. Make bug hotels. Weaving Paper baskets Go on a Gruffalo hunt Jump in muddy and Wet Puddles. Flower Pressing. Build a stick village.</p>	<p><i>Discover what's in a pond</i> <i>Hunt for insects</i> <i>Make a daisy chain</i> <i>Learning about animal habitats</i> <i>Story landscapes</i> <i>Make pigments from nature</i> PASSPORT ACTIVITIES:- Roll down a hill Build a den Build a bridge and test its strength Start a vegetable patch Get soaking wet in the rain Go bird watching Make bird feeders Walk barefoot on nature trail</p>			<p><i>Orienteering with an OS map</i> <i>Create a time capsule</i> <i>Construct rafts, animal bridges, stick towers, outdoor orchestra, sundials, water traps</i> PASSPORT ACTIVITIES:- Cook over a camp fire Skim stones</p>		



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Forest School Like Activities – Using Tools

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>-know what basic tools look like and are called and what they can be used for (peelers for whittling, hammers, mallets, trowels and forks)</p>	<p>-continue to use of basic tools (cutting of string, peeler for whittling, bow saw to cut discs (1:1) - to tie knots to support with building activities (den building/ role play materials) - to use digging tools in the forest for a purpose</p>	<p>-continue to use basic tools, larger ropes and independent cutting of string -se of bow saw 1-1 to cut discs and peelers for whittling - to use different knots to support building activities. - to use digging tools in the forest for a purpose</p>	<p>-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</p> <p style="text-align: center;">Peeler(1:1)</p>	<p>-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</p> <p>Loppers Secateurs Knives for whittling</p>	<p>-develop their skills when using a range of tools -use tools to make constructions for different purposes (e.g. rafts, animal bridges, stick towers, outdoor orchestra, sundials, water traps) -split wood using a hatchet and mallet -whittle a tent peg using a stop cut</p> <p>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</p>	<p>- develop their skills when using a range of tools -use tools to make constructions for different purposes (e.g. rafts, animal bridges, stick towers, outdoor orchestra, sundials, water traps) -split wood using a hatchet and mallet -whittle a tent peg using a stop cut</p> <p>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</p>
<p>- Create tools to Mark Make. Tree rubbing and leaf rubbing.</p>	<p>- To support a peer in using a peeler in the forest</p>	<p>- To be able to explain how to keep safe to a peer when using the equipment and demonstrate it's proper use</p>	<p>- Passport -Eat something they've grown (e.g. peel vegetables that they have grown)</p>	<p>- Passport-Create a sculpture trail</p>	<p>Link to rivers topic</p>	



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Forest School Like Activities – Knots

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
-tie shoe laces	- make basic knots -to be able to use a knot they have created to hold two sticks in place	-make more sophisticated use of knots for attaching to structures and trees E.g. - Overhand knot and half hitch -lashing and frapping techniques to make frames	Make more sophisticated use of knots for attaching to structures and trees e.g - Cow hitch, -lashing and frapping frames and dual structures	-make more sophisticated knots for attaching to structures and trees -independently use lashing and frapping techniques	-make shelter hitches and knots for different purposes -make more complex knots and select the correct knot for a job -make a quadrant using knots and lashings	-make more complex knots and selecting the correct knot for a job -make a quadrant using knots and lashings
- Link to Den Building and Stick Man art.	-	- to test which types of knots are most effective for different purposes	- Linked to Forest Day project - design, create and use a den for the day. Use knots to help create the structure.	- Linked to Forest Day project - design, create and use a den for the day. Use knots to help create the structure.	Link to rivers topic	Link to WW2 topic



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Forest School Like Activities – Using Fire for Cooking

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> -observe and talk about fire lighting procedures, begin to contribute by selecting fuel -know safety procedures – fire safety 	<ul style="list-style-type: none"> -be safe around a fire -contribute to fire lighting by gathering fuel -to understand what campfires need as fuel -to use simple toasting techniques 	<ul style="list-style-type: none"> -experience using fire strikers to spark a flame -light a piece of cotton wool (fairy pillow) -fire safety and the fire triangle -to cook something simple on a fire (bread/ smores) 	<ul style="list-style-type: none"> -light a fairy fire and keep it going 	<ul style="list-style-type: none"> -roast food on a fire with support 	<ul style="list-style-type: none"> -cooking on a camp fire (roasting foods) -make and tend a fire safely using items such as charcloth and hay -boil water in a Kelly kettle 	<ul style="list-style-type: none"> -prepare and light a campfire with supervision -cook more complex items on a camp fire, using a cooking stove
<ul style="list-style-type: none"> -Cook toast and butter. -Cook Smores and Popcorn. - -Link to once upon a time, three little pigs. 	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - To evaluate their work on using fires for cooking independently 	<ul style="list-style-type: none"> - Camp night activity – make a camp fire and cook smores 	<ul style="list-style-type: none"> - Camp night activity – make a camp fire and cook smores 	<ul style="list-style-type: none"> Link to rivers topic Create drinks such as hot chocolate using boiled water 	<ul style="list-style-type: none"> Link to WW2 topic



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Forest School Like Activities – Art

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> -use natural materials to create a stickman or creature -repeating patterns 	<ul style="list-style-type: none"> -use natural materials to create artwork that - talk about their natural art work -to create a self-portrait of themselves using natural materials -to create an outdoor rainbow chart using outdoor materials -to make a leaf crown using collected materials -to make a medallion necklace from log discs 	<ul style="list-style-type: none"> -make a stick person -to create a lifesize figure of a person using natural materials -to use clay to create a sculpture of a birds nest -to use pigments they have made for a piece of independent art work -to create a leaf bowl to use in the classroom environment -leaf weaving 	<ul style="list-style-type: none"> -lash sticks together to make a weaving frame - make clay animals -sketch birds. 	<ul style="list-style-type: none"> -sketch trees and plants. - choose shapes in nature and use them to inspire my artwork - create a tree character and describe them 	<ul style="list-style-type: none"> -plan, make and create a decoration 	<ul style="list-style-type: none"> -use natural shapes and structures to inspire my artwork -print using natural materials
<ul style="list-style-type: none"> -3D clay linked to topic. -Create natural art. -Linked to topics. - 	<ul style="list-style-type: none"> - (mud painting or collage) 	<ul style="list-style-type: none"> - 	<ul style="list-style-type: none"> - Create mud paintings – linked to prehistoric history unit. - Sketch trees and plants in Plants science unit - Link to knots making the weaving frame - Using shapes in nature to inspire artwork – linked to Passport – sculpture trail 	<ul style="list-style-type: none"> - Decoration linked with rivers. 	<ul style="list-style-type: none"> - ‘About Me’ topic (self portrait printing) - Inspiration for Egyptian artwork (Papyrus) 	



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Forest School Like Activities – Science/Nature/Environment

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> -Forest school focus- identifying different trees Seasonal changes -seasonal changes of the trees. -identify parts of a flower. -Know what plants need to grow. -Identify woodland animals 	<ul style="list-style-type: none"> -identify and name a variety of wild and garden plants -describe the plant structure (including trees) -identify deciduous and evergreen trees. -identify and name a variety of common animals from amphibians - mammals -to know about the signs of the seasons in the environment -to observe the life cycle of the trees in our forest grounds -to know about hibernating animals -to know about food chains and predators 	<ul style="list-style-type: none"> - observe and describe seeds and how they are scattered in autumn -know what humans need to survive (water, food, air) -name and identify some trees in our grounds by using a simple ID guide -name sounds that they hear -to embed the signs of the seasons by observing changes in the school grounds -to begin to distinguish different bird songs -to know about life cycles of different species that live on the school grounds -to observe birds in their habitat -to investigate Tudor houses for the Great Fire of London 	<ul style="list-style-type: none"> -name and identify some trees in our grounds by using a simple ID guide -group objects according to their own criteria -name animals in the environment and group them -begin to know the eight points on a compass -name sounds that they hear 	<ul style="list-style-type: none"> -name some common garden birds and talk about their features -name the common trees in our grounds -talk about how to encourage wildlife into an area - carry out fieldwork – classifying and surveying animals -match tracks and other signs to animals -name animals in the environment and group them -begin to know the eight points on a compass -name sounds that they hear 	<ul style="list-style-type: none"> - name and identify some trees in our grounds by using a simple ID guide. -recognise pollution indicators in different habitats -research and test different ways to find north -group objects according to their own criteria -begin to know the eight points on a compass -name sounds that they hear -carry out specialised work with wildlife (e.g. twig traps and photography to track animals) 	
<ul style="list-style-type: none"> - Link to “down on the farm” theme and yum yum”. Growing vegetables. 			<ul style="list-style-type: none"> - Link to plants science topic + sounds science topic -Link to Geographical skills – maps - Link to orienteering. 	<ul style="list-style-type: none"> - Animals and their habitats science unit. -Link to Geographical skills – maps - Link to orienteering. 	<ul style="list-style-type: none"> - Link with rivers topic and ‘Raging Rivers’ text 	<ul style="list-style-type: none"> - Link with WW2 topic



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Forest School Like Activities – Physical Development/Healthy Lifestyle

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> -know how to travel safely on rough ground -carry sticks safely -talk about how being outside makes them feel 	<ul style="list-style-type: none"> -know how to travel safely on rough ground -carry sticks safely -talk about how being outside makes them feel -to dress independently for the weather in preparation for forest school 	<ul style="list-style-type: none"> -know how to move a log safely -describe the benefits to being outside -to dress independently and appropriately for forest school according to the weather -to be able to climb a tree that has been made safe 	<ul style="list-style-type: none"> -describe their flexibility, strength, control and balance when participating in outdoor activities -take part in outdoor activities and challenges on their own and in a team 		<ul style="list-style-type: none"> -independently interpret a map. -navigate using a map and compass (orienteering). -navigate using natural indicators -follow and make trails -explain what humans need to survive -work with others to research and obtain survival essentials -find and identify safe wild food -understand the rules for safe foraging -collect, store and purify water 	
<ul style="list-style-type: none"> -observing and talking about healthy eating. -Outdoor PE Lessons -Sports day 	<ul style="list-style-type: none"> - To explain why they have chosen to weather specific items of clothing for the forest that day 	<ul style="list-style-type: none"> - To explain to others how and why it is important to use different techniques to move logs safely 	<ul style="list-style-type: none"> - Outdoor PE lessons - Sports Day 		<ul style="list-style-type: none"> - Link with rivers topic and 'Raging Rivers' text - Link with WW2 topic 	