

# Forest of Galtres

## Forest School Overview

### 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)  Make a lean- to shelter with limited support
Y3	Y4	Y5	Y6
Create a shelter using tarps  Work successfully as a group to create a shelter  Compare and evaluate the shelters in relation to their sturdiness, durability and weatherproofing, assess if it is fit for purpose	Design and build varying sized shelters using tarpaulins and materials found in Forest Schools  Work successfully as a group, having considered and evaluated each members' contribution  Compare and evaluate the shelters in relation to their sturdiness, durability and weatherproofing, assess if it is fit for purpose	Create a tipi shelter with camouflage  Work successfully as a group, having considered and evaluated each members' contribution  Compare and evaluate the shelters in relation to their sturdiness, durability and weatherproofing, assess if it is fit for purpose	Shelter building challenges, working in teams the children plan, build and review shelters  Work successfully as a group, having considered and evaluated each members' contribution  Compare and evaluate the shelters in relation to their sturdiness, durability and weatherproofing, assess if it is fit for purpose

<b>Geographical Skills and Navigation</b>			
<b>Nursery</b>	<b>Reception</b>	<b>Y1</b>	<b>Y2</b>
<p>Follow rules and boundaries, specifically when accessing the pond</p> <p>Promote free exploration and investigation</p> <p>Use positional language</p>	<p>Follow rules and boundaries, specifically when accessing the pond</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>
<b>Y3</b>	<b>Y4</b>	<b>Y5</b>	<b>Y6</b>
<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>

## Exploration and Play

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</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>/make a daisy chain/investigate the herb garden/den building/tell well known stories in the FS environment</p>	<p>Reinforce rules and boundaries</p> <p>Move logs safely with support</p> <p>Build a bridge/investigate insects living in FS/bird watching/make sensory story sticks</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>	

## Using Tools

Using Tools			
Nursery	Reception	Y1	Y2
<p>Introduction to tools – peelers (with gloves) for whittling, trowels and forks for planting</p>	<p>Introduction to tools – peelers (with gloves) for whittling, trowels and forks for planting</p>	<p>Continuation of the use of basic tools, peelers, hammer</p>	<p>Continuation of the use of basic tools, larger ropes and independent cutting of string</p>
Y3	Y4	Y5	Y6
<p>In KS2 children will develop their skills when using a range of tools. Tools will only be used when children are physically, emotionally and</p>	<p>In KS2 children will develop their skills when using a range of tools. Tools will only be used when children are physically, emotionally</p>	<p>In KS2 children will develop their skills when using a range of tools. Tools will only be used when children are</p>	<p>In KS2 children will develop their skills when using a range of tools. Tools will only be used when children are physically, emotionally and</p>

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