



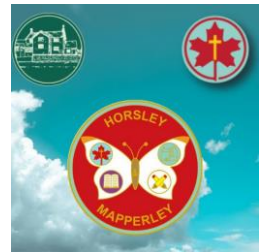
## Mapperley CE Primary School Forest School Progression Map



What knowledge and skills the children will learn and the key vocabulary they will understand and be able to use:				
Curriculum Strand	EYFS	Year One & Two	Year Three & Four	Year Five & Six
<p><b>Tools</b></p> <p><i>Key vocabulary:</i> flint and steel, bowsaw, secateurs, bush craft knife, hand drill, loppers, potato peelers, hammers &amp; nails</p>	<p>Knowledge and skills:</p> <p>Introduction to tools and their uses; Flint and steel for fire lighting, Bowsaw for cutting wood, Secateurs for snipping small branches, Bushcraftknife for splitting wood, sharpening wood, stripping bark, etc. Children not to use at this time.</p> <p>Children to use potato peelers to strip bark</p>	<p>Knowledge and skills:</p> <p>Introduction to using tools in the forest environment and introducing new tools.</p> <p>Children to use secateurs under 1:1 supervision. Children to use butterknives to strip bark. Children to use hammers 1:5 to hammer nails into wood.</p> <p>New tools: Hammers, secateurs, butter knives</p>	<p>Knowledge and skills:</p> <p>Children to begin to use previous tools with some independence (with exception of bushcraft knife) Children to use bushcraft knives 1:3 to strip bark.</p> <p>Children to use hammers and nails to create crafts- E.g.- String pictures.</p> <p>New tools introduced: loppers, bushcraft knives,</p>	<p>Knowledge and skills:</p> <p>Children to begin to use all tools (with exception of bushcraft knife) independently.</p> <p>Able to explain which tools are used for a particular job, correct carrying procedures and how to handle tools safely.</p> <p>Children are able to identify potential risks when using certain tools.</p>
<p><b>Knots and rope work</b></p> <p><i>Key Vocabulary:</i> Clove hitch, Bow line, Taught line hitch, Round turn with two half hitches, Timber hitch, Square lashing, shear lashing, den building, granny knot, figure of eight knot, knot on the bite. Weave, shearlashing &amp; crafts</p>	<p>Knowledge and skills:</p> <p>Introduction to uses of rope and knots;</p> <p>Children shown- Granny knot, figure of eight knot, knots on the bite.</p>	<p>Knowledge and skills:</p> <p>Children to be given tools to be able to make their own den:</p> <p>Children to be shown more complex knots. Such as: Clove hitch Bow line Taught line hitch</p>	<p>Knowledge and skills:</p> <p>New knots learnt and their uses in the environment. Such as: Timber hitch for securing wood loads.</p>	<p>Knowledge and skills:</p> <p>Lashings and their uses.</p> <p>Square lashing and shear lashings and how to use them in the environment.</p> <p>Children to create craft items using knots. E.g.- Weaving, photo frames, woodland pictures.</p>



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Curriculum Strand	EYFS	Year One & Two	Year Three & Four	Year Five & Six
<p><b>Flora and fauna</b></p> <p><i>Key Vocabulary:</i> nature, oak, yew, hazel, hawthorn, holly, stinging nettle, cleavers, deer, fox, badger &amp; mole. Common bird names: crow, mallard, robin &amp; woodpigeon</p>	<p>Knowledge and skills:</p> <p>Introduction to different flora and fauna found in the forest school environment.</p> <p>Children understand importance of not disturbing homes of animals and insects.</p> <p>Children understand that they mustn't pick live flowers, berries or pull branches from trees. 'NO PICK, NO LICK'</p>	<p>Knowledge and skills:</p> <p>Introduction to the different uses of the flora and fauna found in the forest school environment.</p> <p>Children can collect resources to help with different projects- den building, fire lighting, Forest photo frames, mini-dens, bug hotels.</p> <p>Children introduced to the idea of looking after and preserving our woodland.</p>	<p>Knowledge and skills:</p> <p>Practical uses of flora and fauna in the environment.</p> <p>Children can understand the importance of looking after the environment.</p> <p>Children can match up leaves with trees that they belong to- E.g. Leaf matching game, Create and describe your own made up plant, with imaginative properties.</p>	<p>Knowledge and skills:</p> <p>Ability to identify flora and fauna.</p> <p>Children can understand the impact of humans on the environment and think of ways in which we can look after the environment/forest.</p>
<p><b>Fire safety</b></p> <p><i>Key Vocabulary:</i> flint and steel, fire pit, tinder, kindling, sticks, dry wood, heat, oxygen, fuel, sparks &amp; diamond technique</p>	<p>Knowledge and skills:</p> <p>Introduction to fire safety and rules of fire pit.</p> <p>Children to be able to approach and be around fire pit in a safe manner.</p>	<p>Knowledge and skills:</p> <p>Children to be introduced to how to build a fire, 3 things needed for a fire (oxygen, heat, fuel)</p> <p>Importance of fire safety Necessity of water and never leaving a fire unattended</p>	<p>Knowledge and skills:</p> <p>Children to build fire.</p> <p>Practice making sparks with flint and steel</p> <p>Make small fire under 1:4 supervision.</p> <p>Importance of fire safety, necessity of water and never leaving a fire unattended.</p> <p>Importance of fire safety Necessity of water and never leaving a fire unattended</p>	<p>Knowledge and skills:</p> <p>Children to make a small fire under supervision 1:4 Children to learn blow diamond technique.</p> <p>Children are able to assess risk and identify how they can maintain a fire safely.</p> <p>Children can identify how to improve own fire, what went wrong if it went out- Fire triangle, Oxygen, heat, fuel.</p>



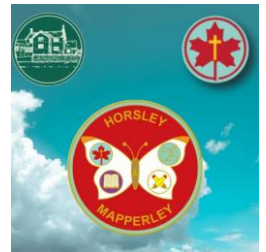
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Curriculum Strand	EYFS	Year One & Two	Year Three & Four	Year Five & Six
<p><b>Cooking over fire</b></p> <p><i>Key Vocabulary:</i> marshmallow, hot chocolate, boiling, ingredients, baked, boiled, cooked, temperature, ashes, embers, probe, food hygiene, handwashing, toasting, vegetable chilli, vegetable ratatouille, vegetarian skewers, soups, brioche rolls, spiced apples, pizza wraps, chocolate &amp; bananas.</p>	<p>Knowledge and skills: Introduction to cooking over fire</p> <p>Observing making hotdrinks</p> <p>Toasting marshmallows</p> <p>Handwashing procedures introduced, for consuming foods at Forest School.</p>	<p>Knowledge and skills: Re-introduce cooking over fire.</p> <p>Collect appropriate resources for cooking on fire. (Sticks, twigs etc.)</p> <p>Toasting marshmallows for smores.</p> <p>Toasting fruit on sticks.</p> <p>Handwashing procedures observed by an adult. Children are able to enforce these themselves, when eating.</p>	<p>Knowledge and skills: New fire cooked foods: E.g. Spices baked apples, pizza wraps chocolate bananas, s'mores, chocolate brioche rolls.</p> <p>Basic discussion on food hygiene.</p> <p>Children are able to regulate own handwashing, when eating and cooking at Forest School.</p>	<p>Knowledge and skills: New fire cooked foods: vegetable chilli-con-carne, vegetable ratatouille, vegetarian skewers, soups.</p> <p>Learn different methods of cooking with fire: On a stick On embers, hash, grilling.</p> <p>Discussion about cooking meat on a camp-fire. How can we ensure it is cooked thoroughly? Probe food (If available, ensure food is moved around pan, no pink meat remaining, wash hands after handling raw meat.</p>






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### Key learning:

#### Be healthy




-  Physically healthy
-  Mentally and emotionally healthy
-  Healthy lifestyles

At Forest School children are physically active a lot of the time, and their stamina improves as they go through their sessions. Their experience can also help to lead to the development of healthier lifestyles as children ask parents to take them on trips to woodlands outside school times. As the children gain confidence and improve their self-esteem, this can increase their emotional and mental well-being.




#### Stay safe

-  Safe from accidental injury or death
-  Security, stability and being cared for

The 'wild' and yet controlled safe environment of Forest School ensures that children taking part naturally learn to assess risk. They are encouraged to make sensible and informed decisions about how to deal with unfamiliar and unpredictable situations (such as exploring or climbing trees, using tools to build shelters and dens). Much of the learning comes as a result of the opportunities they have for testing their own abilities in a real-life context.

-  Enjoy and achieve
-  Achieve stretching national educational standards at primary school
-  Achieve personal and social development and enjoy recreation

Forest School sets learning in a different context for children, in which they can undertake a range of practical activities and carry out small, achievable tasks. Children can develop their team-working skills and also learn to become more independent. Those who are unfamiliar with woodlands can become confident in using them, and this can form the basis of a life-long relationship with, and enjoyment of, natural spaces.

-  Making a positive contribution
-  Develop self-confidence and successfully deal with significant life changes and challenges
-  Develop enterprising behaviour Forest School helps children to develop their confidence.

As they become familiar with Forest School they can take their new-found confidence into school and into other areas of their lives. Forest School can be particularly effective for children who do not do well in the classroom environment. Children learn to solve problems and be creative and imaginative, thus showing enterprising behaviour