

Vigo Primary Forest School Skills Progression Map (Whole School)

SKILLS	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Boundaries, Risk Taking, Safety	<p>I listen carefully to the boundaries of Forest School and can point to them and stay within them, with adult support.</p> <p>I can say some of the rules and safety procedures of the fire circle, with adult support.</p> <p>I can travel safely along rough ground.</p> <p>I can carry sticks safely.</p> <p>I know not to pick or eat anything from the Forest School area.</p>	<p>I can identify where the boundaries are and stay within them, with adult supervision.</p> <p>I know and can explain the rules and safety procedures of the fire circle.</p>	<p>I can identify and explain where the boundaries are and stay within them, with adult supervision.</p> <p>I can manage risks while travelling safely along rough ground.</p> <p>I can help adults to safely transport simple tools to the forest school area.</p>	<p>I can identify and confidently explain where the boundaries are. I can remain within the boundaries without adult support.</p> <p>I can support peers with the safety rules and procedures of Forest School.</p> <p>I can confidently retell and adhere to the fire circle and safety rules, with adult supervision.</p>	<p>I can support larger groups of peers with the safety rules and procedures of Forest School.</p> <p>I can navigate different uneven terrains with confidence, without adult supervision.</p>	<p>I can be involved in deciding the forest school safety rules.</p> <p>I can collaborate decisions of the forest school boundaries and remain within them.</p> <p>I can lead small groups of peers to adhere to the rules and safety procedures.</p> <p>I can perform a simple risk assessment prior to forest school sessions.</p>	<p>I can lead decisions of the forest school boundaries and remain within them.</p> <p>I can lead small groups of peers to adhere to the rules and safety procedures.</p> <p>I can perform a simple risk assessment prior to forest school sessions.</p>
Shelter Building	<p>I can help build a shelter (e.g. dens) with a small group of peers and adults.</p> <p>I can help build a teepee and use natural and man-made materials with</p>	<p>I can use a variety of materials to make my own mini shelter, including using a tripod method (for example, for fairies and elves).</p>	<p>I can use a mallet safely with adult supervision.</p> <p>I can secure tent pegs using a mallet, independently.</p>	<p>I can work as a team to build various shelters including a lean-to shelter, with adult support.</p> <p>I can design my own mini shelters</p>	<p>I can independently tie clove hitch knots to strengthen structures, such as tipi, lean-to shelters etc.</p>	<p>I can work as a team to build a waterproof shelter independently.</p> <p>I can independently tie reef knots to</p>	<p>I can independently tie "round turn two half hitches" knots.</p> <p>I can complete shelter challenges, for</p>

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<p><b>Using Tools &amp; Equipment</b>          (Please note tools are introduced when the children are physically, mentally and socially ready to do so. Children's ability to use tools will develop at different times.)</p>	<p>a small group of peers and adults.          I can use a mallet safely to hit in tent pegs, with adult supervision.          I can build small shelters, for example for fairies and elves, with adult support.</p>	<p>I can describe the materials I have used.          I can work with a large group of peers and adults to build a waterproof shelter.</p>	<p>I can tie a simple knot to secure rope or string.</p>	<p>(for example, for animals, fairies or elves) and explain what I used and how I built it.</p>	<p>I can safely use the tools and explain their appropriate uses.          I can saw wood with support and join the pieces together.</p>	<p>attach shelter materials.          I can work as a team to build a tipi shelter using camouflage netting.</p>	<p>example, to work in a group to build our own shelters. I can reflect on my previous learning to select appropriate methods to build challenge shelters.          I can compare and evaluate my shelter with my peers'.</p>
	<p>I can carefully listen to the tool safety rules e.g. knowing to sit / stand safely in your own bubble.          I can use basic tools safely, with adult support. E.g. spades, trowels, forks for digging, hammers and screwdrivers for basic woodwork to make holes in thin pieces of wood, peelers to strip sticks, mallets for shelter building.</p>	<p>I know and understand the tool safety rules.          I can use basic tools confidently and appropriately, with adult supervision.          I can use a peeler to strip wood independently.          I can confidently explain where my "blood bubble" starts and finishes.</p>	<p>I can use a hand drill to make small holes in thin pieces of wood.          I can use secateurs with adult supervision.          I can use palm drills to make holes in thin pieces of wood.</p>	<p>I understand and can confidently tell others about the tool safety rules.          I can use basic tools safely and independently, unsupervised.          I can make my own safety bubble and explain to others where it starts and finishes.          I can use loppers to cut small branches and a pruning folding</p>	<p>I can safely use the tools and explain their appropriate uses.          I can saw wood with support and join the pieces together.</p>	<p>I can confidently tell others about the safety rules and demonstrate how to store tools safely.          I can use a wide variety of tools safely and independently, unsupervised.          I can use a peeler, with adult supervision.</p>	<p>I can use a bow saw to cut wood, with adult supervision.          I can use a whittling knife to strip wood, with adult supervision.          I can light a small fire using a fire steel, with adult supervision.</p>

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	<p>I can make sparks with a fire steel with direct adult support.</p> <p>I can be safe around a campfire.</p> <p>I understand why it is important to be safe around a campfire.</p> <p>I can toast a food item on a stick, with adult supervision.</p> <p>I can make sparks with a fire steel, with adult support.</p>	<p>I can make sparks with a fire steel and light cotton wool, with adult support.</p> <p>I understand and can say why it is important to be safe around a campfire.</p> <p>I can toast a food item, with adult supervision.</p> <p>I can make sparks with a fire steel, with adult supervision.</p>	<p>I can identify how to stay safe around a campfire and explain it to my peers.</p> <p>I can cook a hotdog on a stick, with adult supervision.</p> <p>I can light a piece of cotton wool using a fire steel, with adult supervision.</p> <p>I can help build a campfire under adult supervision.</p>	<p>saw, with adult supervision.</p> <p>I can make sparks with a fire steel and light cotton wool, with a peer under adult supervision.</p> <p>I can cook soup on an open fire with adult supervision.</p> <p>I can light cotton wool using a flint independently, under adult supervision.</p> <p>I can build a temporary fire lasting for 10 minutes and extinguish it with adult supervision</p>	<p>I can be safe around a campfire and explain the fire circle rules to others.</p> <p>I can follow a simple recipe, for example damper bread, and cook on a stick with adult supervision.</p> <p>I can identify and explain the skills and resources necessary to prepare a campfire.</p>	<p>I can be safe around a campfire and identify potential hazards.</p> <p>I can work a team to prepare a camp fire and successfully light it with adult supervision.</p> <p>I can prepare a campfire using the correct fuel with adult support; for example, sizing of sticks, kindling, logs and how to build them to keep the fire alight.</p>	<p>I can independently cook simple foods on a camp fire, with adult supervision.</p> <p>I can make charcoal sticks with adult supervision.</p>	<p>I can recognise pollution indicators in different habitats.</p>
Using the Fire Circle								
Science (Nature / Environment)	<p>I can find Minibeasts and name some with adult support.</p>	<p>I can find and identify Minibeasts.</p>	<p>I can observe and describe how seeds and pollen are distributed.</p>	<p>I can name the flora and fauna in our area using an ID chart with adult support.</p>	<p>I can name some common birds and talk about their features.</p>	<p>I can talk about how to encourage wildlife to the area and how to look</p>		

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<p>I can begin to understand the life cycle of frogs, butterflies and plants.</p> <p>I can go on a nature walk using my senses.</p> <p>I understand the similarities and differences in contrasting environments.</p>	<p>I can describe key features of Minibeasts.</p> <p>I can begin to identify the differences between insects.</p> <p>I understand the life cycle of frogs, butterflies and plants.</p> <p>I can identify and name different habitats of animals of the woodland, with adult support.</p> <p>I can describe seasons, identifying differences and changes.</p>	<p>I can identify some trees in the area using an ID chart with adult support.</p> <p>I can describe and explain the changes in trees and shrubs, with adult support.</p>	<p>I can name woodland animals and discuss if they are nocturnal, with support.</p> <p>I can identify different types of birds using binoculars and an ID chart with adult support.</p>	<p>I can identify the common trees in our area.</p> <p>I can name woodland animals and group them, and understand if they hibernate.</p>	<p>after their habitats.</p> <p>I can identify and name the sounds in the area.</p> <p>With an ID guide, I can identify any animal tracks in the area.</p> <p>I can make and follow trails.</p>	<p>I can identify some different birds song with support.</p> <p>I can maintain the trees and shrubs in our forest school area.</p> <p>I can identify and use the main points of a compass.</p>
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