



This table shows the progression of skills over the year groups, from Early Years to the end of KS2 for Forest School

NEWBOLD SCHOOL FOREST SCHOOL EYFS - YEAR 6							
EYFS	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understand Forest School rules. Move through Forest safely. Child-led learning.	Peeler Use a peeler to peel the bark off a stick or peel off a carrot.	Use secateurs safely to cut sticks into specific lengths.	Use loppers to create something from natural materials.	Whittle a stick safely.	Work with a partner to saw a length of wood into two sections.	Work with a partner to split a length of wood into two sections.	Use a saw independently to make a tree cookie.
Move around the fire pit safely with support	Move around the fire pit safely and independently.	Collect different types of firewood.	Recall the fire rules and get a spark with the flint and steel.	Light a piece of cotton wool using the flint and steel and recall the fire triangle.	Light a campfire using the flint and steel.	Maintain the campfire with support.	Light, maintain and extinguish the campfire safely.
Understand Forest School rules. Move through Forest safely. Child-led learning.	Tie a knot of their own.	Timber hitch - Create a rope walk in between two trees.	Clove hitch - Create a wand.	Square lashing - Joining two pieces of wood together to create something from natural materials.	Sheer lashing - stars.	Tension knot - Building a tarp shelter.	Adjustable tension knot - Building a range of different shelters.
Identify one minibeast.	Go on a nature walk and create a journey stick/necklace.	Discuss the seasons and changes. Identify three mini beasts and begin to look at habitats.	Identify three trees/plants in Forest School.	Identify five trees/plants in Forest School, looking at leaves, bark etc.	Identify three animals/plants found in the Forest School pond. Clean and maintain this area.	Support work on site to improve the habitats of the wildlife e.g. habitats and planting.	On site maintenance of trees and shrubs.

Create a stick picture.	Create a clay monster/animal.	Create a woodland sculpture.	Create a woodland sculpture.	Create a tree decoration.	Create a tree decoration.	Create a piece of art of your choosing.	Create a piece of art of your choosing.
Understand Forest School rules. Move through Forest safely. Child-led learning.	Be quiet and listen for 30 seconds What do you hear?	Be quiet and listen for 1 minute. What nature do you notice?	Be quiet and listen for 2 minutes. What do you hear, see and smell?	Be quiet and listen for 3 minutes. What do you hear, see and smell?	Be quiet and listen for 4 minutes. What do you hear, see and smell? Slow your breathing.	Be quiet and listen for 5 minutes. What do you hear, see and smell? Slow your breathing.	Be quiet and listen for 6 minutes. What do you hear, see and smell? Slow your breathing.

Age Group	Independence and Boundaries	Interaction with Nature	Group Work and Interaction	Adult Support
Nursery / F2	Children in these year groups would be expected to work within shortened boundaries, staying within adult sight at all times, perhaps holding hands if less confident.	Children would typically be curious about the world around them, but require adult mediation to explore and understand, or adult questioning or planning to ensure they get the best outcomes.	Children would be expected to work together, but groups will be smaller (pairs or threes) and often include adults, or very close adult support.	Adults would be expected to lead sessions (albeit responding to suggestions from the children) and provide very direct support and reassurance.
Year 1+2	Children in these year groups would be expected to work within medium boundaries, typically staying within adult sight, the teacher can provide more opportunities for independent exploration.	Children would typically be able to identify some of the plants and animals in the locality; they are still quite dependent on adult questioning or planning ensure they get the best outcomes.	Children would be expected to work together, but groups may be smaller (pairs or threes) and can sometimes include adults.	Adults would be expected to lead sessions (albeit responding to suggestions from the children) and provide less support for independent activities like den building and nature investigation.
Year 3+4	Children should be becoming more independent, choosing the appropriate distances to be from adults, although adults should still monitor and discuss to ensure boundaries are appropriate.	Children should be developing some knowledge of the animals and plants around them, identifying the more common ones by sight and making comments and predictions about where they may be and why.	Children should be able to work together and discuss and negotiate together to achieve tasks; they may be more independent in doing so, but require adult support and intervention to achieve positive outcomes.	Adult support should be more low key, with activities being more child led, and adults using questioning, or advice to support the children and guide their ideas

Year 5+6	Children should be confident and able to make choices and plan activities for themselves – they should effectively choose their own boundaries, choosing the appropriate distances to be from the adults dependent on terrain and activities. Children would also be expected to have more control and choice over clothing – e.g. choosing trainers over wellies if wanting to climb.	Children should be confidently able to identify common woodland species and talk about the relationships between them and their habitats.	Children should be able to collaborate and work together, negotiating with each other and responding positively to others ideas. Groups should be more fluid and alter according to the activities undertaken.	Activities should, ideally, be entirely child led, with adults providing low key, minimal support as needed. Children should be confident in seeking advice and support when needed.
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