Forest Schools and Outdoor Learning at New Mills Primary School Progression of Skills and Knowledge

May 2022

Using Tools	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Tools are a key part of	Be aware of tool	Be aware and	Put tool rules	Put tool rules	Actively initiate	Start to monitor	Manage tool rules within
the Forest School	rules:	understand why	into practice:	into practice:	Tool rules:	Tool rule	the group:
curriculum as they	Back in box after	Tool Rules exist:	Show good	Show leaders	Repeat tool rules	compliance of	Call out inappropriate
enable children to	use, no running,		practice	good use of tool	back to leaders	other children:	behaviour with tools
create small projects	small groups etc	In pairs, use		safety (e.g.,		Recognise	
and develop fine and		loppers to cut	In pairs, use	returning tools		inappropriate	Sheath Knife
gross motor skills.	Use hands and	branches	loppers to cut	back to box	Sheath Knife	behaviour with	Hard point saw
	fingers as tools		branches	without being	Bowsaw	tools	Mattock
Children's ability to	when digging	Use peelers for		asked)	Sharp Scissors		Secateurs
use tools will develop		whittling	Use hammers		Hammers	Sheath Knife	Fence Post donker
at different ages. They	Safely use		for bashing and	Select correct	(independent)	Bow saw	Loppers
will only use tools	trowels and	Use mallets for	crafts	tool for the task	Loppers	Sharp Scissors	
when they are	spades	bashing and	independently			Hammers	
physically, mentally		small hammers		Bowsaw		(Independent)	
and socially ready to	Use scissors to	for crafts	Use larger	Hammers		Loppers	
do so.	cut string		digging tools	Apple Swirler			
			safely on their	Loppers			
			own				
			In 3's, use a bow				
			saw to cut				
			branches				

Shelter/Den Building	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children will be	Able to 'find'	Adult supported	Independent	Create a tarpaulin	Design and build	Create a shelter	Independently
encouraged to create	and feel	construction of	use of small	shelter in a group	varying sized	which is raised	create safe, semi-
dens and shelters	confident in a	small tripod	tripod		shelters using	off the floor	permanent shelters
using both natural	natural shelter	structure	structures	Work successfully as	tarpaulin and		without arguments
materials and bought	in the woodland		(animal den	a group having	materials found		in a group
in materials	(hiding place)	Erect lean to	building)	considered and	in the woodland	Work	
		shelter with		evaluated each		successfully as a	Tie a range of knots
Shelter building	Participate in	support	Erect a lean to	members	Work successfully	group having	using static rope and
develops FS values	larger den		shelter	contributions	as a group having	considered and	string
and in particular helps	making	Start to	independently		considered and	evaluated each	
children to develop	activities led by	understand how		Compare and	evaluated each	members	Understand how to
teamwork and	adults or older	basic knots work	Tie a clove hitch	evaluate the shelter	members	contributions	tie knots so they can
problem solving skills	children	(friction, twists	without help	in relation to its	contributions		be altered and
		etc). Tie a clove		sturdiness, durability,		Compare and	removed
	Build mini dens	hitch with help		weather proofing	Compare and	evaluate the	
	or nests for			and whether it is fit	evaluate the	shelter in	Use lashings to make
	small animals			for purpose	shelter in relation	relation to its	sturdy structures
					to its sturdiness,	sturdiness,	
				Explore different	durability,	durability,	
				kinds of ways to twist	weather proofing	weather	
				rope and string to	and whether it is	proofing and	
				create bonds	fit for purpose	whether it is fit	
						for purpose	
					Tie basic knots		
					and hitches for	Repeat basic	
					den making	knots from	
						week to week	

Adventurous	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Play/Exploring							
Learning through play	Understanding	Respect	Respect	Respect	Respect	Respect	Respect woodland
is the key theme of	of physical	woodland	woodland	woodland	woodland	woodland	boundaries
FS.	boundaries of	boundaries	boundaries	boundaries	boundaries	boundaries	
	woodland						Return to base on call
Children at all ages		Return to base on	Return to base	Return to base	Return to base	Return to base on	
will be encouraged to	Independent	call	on call	on call	on call	call	Initiation and safe
learn through	exploration of						management of group
different types of play	woodland area	Exploring out of	Confident with	Confident with	Confident with	Good choices	activities and games
- many which can not		sight play	out of sight play	out of sight play	out of sight play	made about out	
be achieved in a	Initiate play	opportunities	with regular	and play at	and play at	of sight play/tree	Good choices made about
playground setting.	with small		returns to base	height	height	climbing	out of sight play/tree
	groups (2's and	Adult led risk					climbing
	3's)	identification	Identifying own	Starting to	Starting to	Start to Assess	
FS play will include			risks with adult	assess own risks	assess own risks	own risks and	Assessment of own risks
out of sight play, risky	Return to base	Able to recognise	help	and make good	and make good	those of others	and those of others
play, collaborative	on call	why conflicts		choices	choices	without adult	without adult intervention
play and independent		occur and adapt	Able to resolve			intervention	
play. The aim is for		behaviour	conflicts with	Conflict	Conflict		Able to resolve conflict
children to feel safe		accordingly	adult help using	resolution with	resolution with	Experimenting	using positive verbal and
and happy in all these			positive verbal	minimal adult	minimal adult	with conflict	body language
types of play.			and body	intervention	intervention	resolution	
			language			without external	
						moderation	

Fire	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fire is used	Awareness of the	Awareness of the	Understanding	Implementation of the	Implementation	Understanding how	Successful Fire
for a variety	Fire Triangle	Fire Triangle	of the fire	fire triangle into fire	of the fire triangle	to adapt fire lighting	lighting in wet
of purposes in			triangle	lighting activities	into fire lighting	in wet weather due	weather using an
the woods:	Understanding of	Understanding of			activities	to the triangle rules	understanding of the
For Heat	safe practice	safe practice	Demonstration	Contribute to fire			fire triangle rules
For cooking	around fire circle:	around fire circle:	of safe	lighting by gathering	Respect for the	Gather and sort	
For	entrances, please	entrances, please	practice	wood	community of the	firewood.	Gather and sort
community	may I enter, safe	may I enter, safe	around the fire		fire circle (quiet)	Understand	firewood.
To teach the	numbers in fire	numbers in fire	circle	Help keep fire going		difference between	Understand
fire triangle	circle etc	circle etc		through safe use of	Gather and sort	green wood and	difference between
To help			Contribute to	bellows	firewood.	seasoned. Wet and	green wood and
children	Show Respect	Contribute to fire	fire lighting by		Understand	dry	seasoned. Wet and
understand	position around	lighting by	gathering	Show 'Respect'	difference		dry
risk	fire when asked	gathering wood	wood	position around fire	between green	Show respect	
	by adult				wood and	position around fire	Show respect
		Help keep fire	Help keep fire	Help to build fire.	seasoned. Wet	as instinct	position around fire
	Awareness of the	going through safe	going through		and dry		as instinct
	community of the	use of bellows	safe use of	Understanding of fire		Understanding of	
	fire circle		bellows	structure and	Show respect	fire structure	Understanding of
		Show 'Respect'		ingredients	position around	(tinder, kindling,	fire structure and
		position around	Show	Use flint and steel to	fire when	fuel) and ingredients	ingredients (tinder,
		fire	'Respect'	light fire – experiment	prompted	Use flint and steel to	kindling, fuel)
			position	with different		light fire	Use flint and steel to
			around fire	techniques	Understanding of		light fire, keep it
					fire structure and		going and put out
				Awareness of the	ingredients		safely
				community of the fire	Use flint and steel		
				circle	to light fire		
				(quiet)			

Campfire Cooking	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Cooking over the	Awareness of	Awareness of the	Awareness of	Awareness of	Understanding of	Understanding of	Understanding of correct
campfire is a key part	the range of	range of food	how food is	how food is	correct fire state	correct fire state	fire state needed for
of the Forest Schools	food which can	which can be	made from	made from	needed for	needed for	successful cooking and
Curriculum. It enables	be cooked over	cooked over a	scratch as	scratch as	successful cooking	successful	ability to change the fire
children to see how	a fire.	fire.	opposed to	opposed to	e.g.,	cooking and	state using new wood,
food is prepared from			being made in a	being made in a	hot/flames/embers	ability to change	bellows etc
scratch and to try	Awareness of	Awareness of the	factory.	factory.	etc	the fire state	
new tastes. It is also	the difference	difference				using new wood,	Foraging and preparation
an opportunity for	between a treat	between a treat	Can name the	Can name the	Preparation of	bellows etc	of bread dough, cooking
children to see how	such as a	such as a	key ingredients	key ingredients	bread dough or		flat breads with adult
foraged food can be	marshmallow,	marshmallow,	in bread and	in bread and	pancake batter	Preparation and	supervision
combined into food	and food	and food cooked	pancakes	pancakes	with adult	cooking of bread	
dishes. Cooking over	cooked as part	as part of a meal			supervision	dough for flat	Independent cooking of
a fire can help	of a meal e.g.,	e.g., bread,	Understand	Understand		breads	popcorn
children to	bread, pancakes	pancakes etc	safe foraging	safe foraging	Cooking popcorn		
understand how	etc		practice e.g.,	practice e.g.,	with adult	Cooking popcorn	Assist adults in planning
people live in other		Ability to try food	only put in	only put in	supervision	with adult	preparation and cooking
parts of the world	Ability to try	created by adults	mouth when	mouth when		supervision	of a full meal over the fire
and to understand	food created by	over the fire –	checked with	checked with			eg curry and flat breads
food preparation in	adults over the	flat breads, cakes	an adult.	an adult.		Preparation of	
the past.	fire – flat	baked in the	Able to try a	Able to try a		foil parcels	
	breads, cakes	Dutch oven	range of tastes	range of tastes			
	baked in the		of food created	of food created			
	Dutch oven		over the fire	over the fire			
			Understand the	Understand the			
			difference	difference			
			between sweet	between sweet			
			and savoury	and savoury			
			flavours	flavours			

Woodland	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Management	-						
A key part of Forest	Awareness of	Help to clear	Use trowels and	Take part in	Take part in	Use a wide range	Take part in tree planting
Schools is the	how woodlands	nettles and	forks to	tree planting	tree planting	of tools to help	with minimal adult
children's	change with the	brambles in	transplant	with adult	with adult	with general	supervision
understanding of how	seasons	certain areas of	plants to help	supervision	supervision	woodland	
the woodland		the wood which	woodland			management	Select correct tool for
changes throughout	Awareness that	are heavily used	regeneration	Use loppers to	Shovel and	tasks e.g., bow	maintenance tasks
the year and what we	woodlands need	(no tools just	e.g., splitting	help adults trim	wheelbarrow in	saw, loppers,	
need to do to help	to be managed	gloved hands)	wild garlic or	overhanging or	groups	shears and	Initiate woodland
manage it	so that we can		primrose plants	wind blow trees		secateurs	management tasks
sustainably.	use them	Demonstrate	and replanting				
	sustainably	good practice		Able to shovel	Understand and	Awareness of	
Children should		with regard to	Demonstrate	and	demonstrate a	how plant and	
understand that	Actively help to	tree management	and understand	wheelbarrow	wide picking	animal life cycles	
sometimes trees need	manage the	e.g., no snapping	why we should	chippings for	area for from	affects when	
to be trimmed or cut	maintenance of	living branches	not snap living	woodland paths	plant layer e.g.,	woodland	
down and understand	the pond eg	etc	branches etc		when picking	management	
how the different	fishing out			Help to clear	wild garlic,	tasks should take	
layers of the	blanket weed			excess weed	don't take it all	place	
woodland need to be	with nets			growth from	from the same		
managed so that they				the pond	place		
can thrive							
In small groups,							
children can help to							
actively manage the							
woodland and wider							
site including Pond							

Creative Projects	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Creative projects	Manipulate clay	Manipulate clay	Work	Persevere with	Persevere with	Initiate their own	Initiate their own creative
cover a wide range of	to create shapes	to create	independently	projects	projects	creative projects	projects.
activities which take		distinguishable	to collect				
place in the	Assist adults in	forms e.g.,	natural	Use a range of	Use a range of	Independently	Independently use a range
woodland. Most are	the creation of	animals	materials for	tools and	tools and	use a range of	of small tools to complete
adult initiated, but	group art works		creative	materials to	materials to	small tools to	the project
the children	 leaf collection 	Safely use small	projects	create project	create project	complete the	
determine the form of		tools to deliver		e.g., scissors,	e.g., scissors,	project	Collaborate with a large
the final outcome.	Concentrate on	project - with	Safely use small	string, hammers	string, hammers		group to create project.
Projects include	creative project	supervision	tools to deliver	etc	etc	Collaborate with	
whittling, nature art,	for 10 minutes		project - with			a larger group to	Concentrate for an hour
sculpture, etc		Concentrate on	supervision	Collaborate	Collaborate	create project	on one project
		project for 15		with a small	with a small		
		minutes	Collaborate with a partner	group to create project	group to create project	Concentrate for one hour on a	Resolve conflict with peers without adult help
			to create			project	
			project		Start to resolve		
					conflict without		
					adult help	Resolve conflict	
						without adult	
						help	

Connection with	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nature							
Developing an	Name the 4	Be able to	Be able to	Have an	Have an	Recognise how	Recognise how seasons
understanding of and	seasons and	recognise the	match the	awareness of	awareness of	seasons are	are affected by climate
connection with the	recognise key	main features of	months of the	how and why	how and why	affected by climate	change
natural world is a key	events which	the 4 seasons	year to the 4	day light levels	day light levels	change	
part of Forest Schools.	happen in those		seasons	change with the	change with the		Know the dates of the
Children should be	seasons	Be aware of basic		seasons	seasons	Know the dates of	solstices and equinoxes
able to recognise		life cycles frog	Be aware of			the solstices and	and what these
seasons, months, and		spawn to	how life cycles	Understand	Understand	equinoxes and what	represent
weather patterns.	Be aware of	tadpoles, eggs to	fit into the	basic life cycles	basic life cycles	these represent	
They should	basic life cycles	chicks	seasons eg	and how FS	and how FS		Understanding of life
understand life cycles	frog spawn to		when frog	activities might	activities might	Understanding of	cycles of common
and an understanding	tadpoles, eggs	Understand why	spawn might	affect them	affect them	life cycles of	species found in the
of how the seasons	to chicks	we mustn't	appear			common species	woods
affect these life		squash mini		Be able to	Be able to	found in the woods	
cycles.	Be happy to	beasts we find	Identify 3 types	identify more	identify more		Identify plant and
	search for, and		of plant or	than 3 plant and	than 3 plant and	Identify plant and	animal species or know
They should develop	hold mini beasts		animal found in	animal species	animal species	animal species or	where to look to
respect for the			the woods	in the woods	in the woods	know where to look	identify species
natural world and be						to identify species	
able to transfer this to					Be confident		Take action to ensure
their everyday lives.					and careful in	Take action to	life cycles of animals
					holding a range	ensure life cycles of	and plants are not
					of animal	animals and plants	affected by FS activities
					species	are not affected by	e.g. Over picking,
					including frogs	FS activities e.g.	disturbing nests or
						Over picking,	hibernating animals
						disturbing nests or	
						hibernating animals	

Planting and Growing	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Planting and growing	Be able to plant	Be able to plant	Be able to plant	Plant and	Plant and	Independently	Be able to explain
can form an	large seeds with	large seeds with	smaller seeds	nurture a range	nurture a range	plant and nurture	germination of a seed and
additional element to	adult	adult supervision	with adult	of seeds and	of seeds and	a range of seeds	the conditions needed for
FS which helps	supervision		supervision	seedlings with	seedlings with	and seedlings	germination
children to		Understand the		adult	adult		
understand the	Understand the	elements which	Assist in	supervision	supervision	Understand the	Independently plant and
difference between	elements which	seeds need to	clearing beds to			role 'weeds' play	nurture a range of seeds
the natural and	seeds need to	germinate and	enable new	Harvest food	Harvest food	in cultivation	and seedlings
cultivated world. It	germinate and	grow	planting (use of	which has been	which has been		
also helps children to	grow		fork or trowel)	grown with	grown with	Independently	Understand the role
understand life cycles				adult	adult	harvest food	'weeds' play in cultivation
and helps them to			Understand the	supervision	supervision	which has been	
understand how food			elements which			grown	Independently harvest
is grown and made			seeds need to	Start to identify	Start to identify		food which has been
into food for us to			germinate and	how foods can	how foods can	Understand the	grown
eat.			grow	be cooked and	be cooked and	role of pollination	
				eaten – which	eaten – which	in cultivation	Understand the role of
				can be eaten	can be eaten		pollination in cultivation
				raw and which	raw and which		
				need to be	need to be		
				cooked	cooked		

Teamwork and Values	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
The key theme which	Understand	Understand how	Start to show	Able to solve	Able to solve	Be able to solve	Be able to solve problems
underpins all FS	how and why	and why we	teamwork when	problems with	problems with	problems or issues	or issues independently
activities are the	we should	should respect	working in a	adult help	adult help	independently	without adult supervision
personal, social and	respect nature	nature	pair			without adult	
emotional skills and				Resilient to	Resilient to	supervision	Be resilient to bad
values which children	Show resilience	Show resilience	Start to show	injury or mess	injury or mess		weather, minor injury,
learn through being in	against minor	against minor	empathy for			Be resilient to bad	when things go wrong etc
the woods. At NMPS,	injury	injury	others	Be able to work	Be able to work	weather, minor	
FS skills and value we				in a small team	in a small team	injury, when	Be able to work
focus on are:	Show kindness	Show kindness to	Start to show	to complete a	to complete a	things go wrong	successfully in large
	to others	others	determination	task	task	etc	groups to achieve a
Problem solving			in FS tasks and				common aim
Resilience	Start to show	Start to show	activities	Be able to draw	Be able to draw	Be able to work	
Teamwork	independence	independence		in new team	in new team	successfully in	Social and emotional
Independence	and ability to	and ability to	Show kindness	members to	members to	large groups to	maturity
Respect	range widely in	range widely in	to others	help complete a	help complete a	achieve a common	
Determination	the woods	the woods		task	task	aim	Demonstrate good
Kindness							communication skills and
				Start to	Start to	Social and	body language
				demonstrate	demonstrate	emotional	
				good	good	maturity	
				communication	communication		
				skills and body	skills and body	Demonstrate good	
				language	language	communication	
						skills and body	
						language	