



Abbey Primary School

Forest School Progression Document

Forest School is an inspirational, non outcome based process that uses holistic learning methods to give all children the opportunity to take supported risks, foster resilience, build confidence, nurture independence and explore their creativity through problem solving whilst gaining hands-on experiences with the natural world.

Abbey Primary School will provide a quality Forest School experience by following these six principles:

1. Forest school is a long term process; weekly sessions during term time will ensure it remains frequent and regular.
2. Forest school must take place outside; we will utilise our on site field and outdoor classroom area.
3. Multiple areas of learning will be explored including but not limited to intellectual, emotional, social, physical, creative and spiritual.
4. We will help the children to take supportive risks suitable to their environment and themselves. We will not however push them beyond their own capabilities and potentially put them in danger.
5. Forest school is a child-led learner centred process and we will do our best to follow what the children are interested in. This may mean us disregarding part or whole lesson plans if they are not interested in the activities.
6. There will be a qualified Forest School practitioner leading the sessions at all times and continuing professional development is very much encouraged to enhance the experience for the learners.

Area of Knowledge	EYFS	Year 1/2	Year 3/4	Year 5/6
Environment	Forest School Rules Identifying hazards through the use of hazard triangles	Site checks Identifying the severity hazards through the use of different coloured hazard triangles Yellow/Red	Site checks Introduction to and filling out Risk Assessments Introduction to map reading	Site checks Writing their own risk assessments of spaces and independently working to make the area safer.

	Understanding the Boundaries where they can and can not go Litter Picking Recycling materials through Junk Modelling Creating with fallen materials such as but not limited to: - Mud painting - Journey Sticks - Minibeast stones - Mud Printing Seasonal learning - Scavenger hunts - Chiratmas decoration - Halloween crafts - Remembrance day crafts Collecting seasonal materials such as but not limited to: - Conkers - Acorns - Pinecones Role Play with Forest Materials such as but not limited to: - Mud Kitchen - Imagination play - Elves/potions/Fairies - Animal Puppets - Animal Masks	Use of directional language and simple compass coordinates (N,S,E,W). Independently tidying up and understanding why there is a need to rid the forest area of unnatural materials. Blindfold tree walks using ropes. Seasonal learning - Scavenger hunts - Chiratmas decoration - Halloween crafts - Remembrance day crafts Creating forest art pictures on the woodland floor with natural materials Creating with fallen materials such as but not limited to: - Forest jewellery (wooden disks, elder beads) - Stick Wands - Wooden disk decorations - Boats (with they float/sink)	using steps to measure distance. More complex compass coordinates (NW, SE) Learning about influential people that have had a positive effect on our environment. Creating 3D forest art sculptures on the woodland floor with natural materials Creating with fallen materials such as but not limited to: - Stick people - Stick Mobiles - Wooden disk animals - Cooking skewers Creating with Clay and fallen materials: - Minibeasts - Hedgehogs - Clap pots Throwing and target games with natural materials. Role Play with Forest Materials such as but not limited to: - Tribe wars - Imagination play	Leading safety briefings to new groups and leaders Doing their own research into influential people that have had a positive effect on our environment Drawing and creating our own more complex maps, giving compass instructions. Creating suspended 3D forest art sculptures with natural materials Creating with fallen materials such as but not limited to: - Spearheads - Bow and arrows - Dream Catchers - Creating our own tools - Tent pegs Creating with Clay: - Forest People - Roundhouses Role Play with Forest Materials such as but not limited to: - Living experiences from a variety of historical period - Imagination play
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	Imagination Games led by an adult such as but not limited to: - Squirrels Footsteps - Forest Fauna - What can I see? Collecting Rain	Introduction to creating creating with Clay: - Tree faces Imaginative play - Elves - Potions - Fairies Role Play with Forest Materials such as but not limited to: - Mud Cafe - Mud Shops - Imagination play EYFS games and team Games led by an adult such as but not limited to: - Hibernating Hedgehogs - Pack Animals - Memory Game Team games Capture the flag - Obstacle courses - Experiments - Rainfall	EYFS, KS1 games and Independent game playing such as: - This is not a stick, it is a... - Chompy - 123 where are you? - Fish and Otter Team games Capture the flag - Obstacle courses	Creating and retelling their own stories EYFS, KS1, KS2 games and creating and playing their own games: - Owl Babies - Mother Deer - Food Chain - Quoits - Target practice Team games Capture the flag - Obstacle courses Experiments -PH soil testing
Flora and Fauna	Begin to identify Flora and understand what Fauna	Begin to identify stinging nettles and other dangerous	Flower and leaf Identification sheets	Using Ipad apps to identify flora and recording and

	would be found in the forest. Seasonal walks and scavenger hunts Support planting and caring for seeds as they grow Tree rubbings Minibeast hunting with magnifying glasses Pruning with scissors Introduction to Hibernation - Leaf pictures - Not moving deadwood Listening to Stories Listening for Birds Looking for Birds (binoculars) Weaving on cardboard	plants independently Measuring growth of small plants Deepen knowledge of what a plant needs to grow through activities such as but not limited to: - Weeding - Assisted planting of small seeds in planters Creating with flora: - Daisy Chains - Forest Jewellery - Petal pictures - Christmas Decorations Using simple weaving skills with wool to create wildlife representations: - Webs - Pumpkins - Habitats Introduction to Hibernation - Leaf pictures - Not moving deadwood Create leaf and deadwood piles for hibernating animals	Measuring growth of trees Independent garden, planting and caring for seeds. Repotting of larger Flora. Clearing out flower beds and disposing of dead/unwanted species. Pruning bushes and brambles with shears Creating with flora: - Hammering Petals onto cloth - Berry dyes Identifying different birds through use of bird books Bird feeders - Cocktail sticks and cheerios/raisins Weaving with natural materials Identifying different types of bird through bird song Habitats Exploring different food chains	monitoring the specie Creating with flora: - Hand Balms - Cordials - Boats out of willow Tree Planting Combining weaving with other creation skills and creating their own patterns. Creating water feeders for bird Recognising different bird calls. Nest building Bird spotting Identifying different ecosystems
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		Bird feeders - Lard and seeds Identifying different birds by using birds books Bird spotting/Identifying bird		
Shelter Building	Introducing to knots - Tying shoelaces Building small shelters out of sticks for teddies and pretend animals. Simple binding using garden wire and wrapping it around body parts	Simple Knots such as but not limited to - Half hitch - Timber hitch Introduction to den building using larger logs leant against trees Using natural materials to camouflage shelters	Introduction to more complex knots such as but not limited to: - Butterfly knot Building of free standing dens Introduce using tarp as a shelter	Continuing development of more complex knots. Combine knowledge of knots and tarps to build free standing shelters Evaluate effectiveness of shelters with light source and water.
Tools <i>Tools will on be used when children are physically, mentally and socially ready to do so.</i>	We will consider using: Scissors Kitchen Knife Garden forks and Trowel Watering Can Gun Drills Mallet Gardening tools, building on skills.	We will consider using: EYFS Tools + Palm Drill Hack Saw Gardening tools, building on skills.	We will consider using: EYFS, Yr 1/2 tools + Potato Peelers (Whittling) Hammer and Nails Pruning Shears Gardening tools, building on skills.	We will consider using: EYFS, Year 1/2, 3/4 tools + Boe Saw Whittling Knives Gardening tools, building on skills.

Campfire Fire <i>Fire will only be used when children are physically, mentally and socially ready to do so.</i>	Introduction to Fire Safety Sitting and singing around the fire Toasting Marshmallows with support from an adult Regular campfire. - Hot dogs - Mini pizza pockets - Mint tea Helping prepare and spreading toppings on campfire food	Independent toasting of campfire food on skewers Foraging for firewood Building different fire starting structures such as but not limited to - Waffle - Teepee	Toasting food on the grill Discussing what is needed to start a fire - fire triangle Delving deeper into fire safety as a fire starter Using a flint and steel to try and light a piece of cotton wool	Deeper exploration of starting lighting and building bigger fires using items such as but not limited to: - Kelly Kettles - Cotton wool inside small structures - Larger sticks for kindling Experiment with different cooking styles such as but not limited to: - In the embers - Hanging pot