



Progression of Skills and Curriculum Links at Badbury Park Forest School

Reception

- Introduction to rules/boundaries/format of sessions
- Promotion of independent learning opportunities/skills
- Introduction of basic real tools – hammers, mallets, trowels and forks
- Introduction of basic shelter building with support
- Safety procedures and introduction to fire when class are ready
- Promotion of free exploration



Links to most EYFS objectives

Year 1

- Re-enforcement of rules and boundaries
- Continuation of the use of basic tools, larger ropes and independent cutting of string
- Introduction to basic knots and fire building
- Supported construction of tripod structures on a small and large scale

Links to Year 1 subjects and objectives, particularly Science, Art, DT, Spoken Language, Geography, English and Maths.





Year 2

- Re-enforcement of rules and boundaries
- Continuation of the use of basic tools, larger ropes and independent cutting of string
- More sophisticated use of knots for attaching to structures, trees etc.
- Independent use of tripod structures
- Introduction of lashing and frapping techniques to make frames

Building and cooking on own fires and light with support

Links to Year 2 subjects and objectives, particularly Science, Art, DT, Spoken Language, Geography, English and Maths.



Year 3

- Re-enforcement of rules and boundaries
- Continuation of the use of basic tools, larger ropes and independent cutting of string
- More sophisticated use of knots for attaching to structures, trees etc.
- Lashing and frapping frames and dual structures – attaching hessian using knots
- Introduction of bow saw and peeler – 1:1 support

Fire building, lighting and cooking with less support

Links to Year 3 subjects and objectives, particularly Science, Art, DT, Spoken Language, Geography, English and Maths.

Year 4

- Re-enforcement of rules and boundaries
- Continuation of the use of basic tools, larger ropes and independent cutting of string
- Continued more sophisticated use of knots for attaching to structures, trees etc.



- Further extend lashing and frapping techniques on a smaller scale at an independent level
- Introduction of hack saw/loppers/secateurs/whittling using knives 1:1 support Year 5 as year 4 plus the following
- Introduce knowledge about the wildlife within our school grounds and how to look after them.

Links to Year 4 subjects and objectives, particularly Science, Art, DT, Spoken Language, Geography, English and Maths.

Year 6 as year 5 plus the following

- further knowledge about fire safety and fire lighting to an independent level.
- To introduce peer mentoring into F/S, i.e.: den building / willow weaving Curriculum links Forest School sessions seek to consolidate all areas of the curriculum and build and extend knowledge:

Links to Year 5 and 6 subjects and objectives, particularly Science, Art, DT, Spoken Language, Geography, English and Maths.



Linking the National Curriculum examples

ENGLISH - Children will use descriptive vocabulary to describe woodland objects and plants, though sensory games. All of these sessions used speaking and listening, key literacy skills such as exciting vocabulary which then permeates all areas of learning. They will talk and share ideas about how we can help to look after the planet.

SCIENCE –Looking at different habitats and identifying some in the school grounds. We will look at how animals are grouped into vertebrates and invertebrates and how vertebrates are further grouped into: birds, mammals, amphibians, reptiles and fish. We will consolidate this learning by finding examples of each and learning more about the animals that live in our immediate environment. We will investigate different materials and we will consider these and their properties when turning the gardens into sensory gardens.



MATHS – Children measure lengths of sticks and consolidate 3D shapes when making the bird house.

ART and DT – The Forest Schools curriculum gives all children the opportunities to cut wood and shape it safely using a range of tools. They will learn how to use a hand drill, peeler and loppers. They will also learn how to lash pieces of wood together and how and why we tie different knots. The bird tables and nest-in-boots will provide an opportunity to apply these skills, as will sculptures for the gardens.

PSHE – We will nurture a deeper bond with nature and consider how much joy it brings us, and how we in turn should respect and look after our planet. In developing the sensory gardens we will consider all children and all needs and how we can create spaces that provide experience for multiple senses. In addition, the infrastructure and design will be improved so that every child can have positive learning experiences. We will seek feedback and make improvements.

Social development

The very nature of Forest School experiences means that they often encourage co-operative working in groups. For example, an individual might be lifting a log to build a shelter and enlist help because they are struggling, or see someone else struggling and offer to help without being asked. These kinds of activities help young people to identify their own strengths, recognise the value that they bring to relationships and consequently learn to value the contributions made by their peers. Forest School provides endless opportunities for co-operation, social interactions and sharing. Teambuilding activities form a key part of Forest School sessions for older groups. For example: working in pairs to saw wood to make a mallet, group fire lighting, cooking com



Intellectual Development

The Forest School environment is the perfect setting for the development of an enquiring mind. The journey to the country park, the walk to the Forest School site and the setting itself provides endless opportunities for young people to ask questions. Whose footprints are those? Why does the wood in the fire turn black? Why do the leaves turn a different colour? The regularity of Forest School sessions enables young people to experience seasonal changes and consequently make comparisons. The Forest School practitioner will not spend a session teaching about a particular subject but instead weave the learning process into a story or activity. For older groups the woodland setting provides the opportunity to participate in conservation tasks and learn practical skills including woodcraft and survival skills, and develop environmental knowledge and understanding.

Physical development

The Forest School setting gives young people space and freedom within defined boundaries. It gives them the opportunity to run, balance, jump and climb and consequently helps them to become more spatially aware. Physical challenges such as tree climbing, shelter building and obstacle courses give younger children the opportunity to experiment with their changing size and strength. They are given the opportunity to develop their fine and gross motor skills by handling things appropriately.



For example: moving logs, playing pass the pine cone, climbing trees, whittling wood and tying knots.

Language and linguistic skills

Forest School promotes communication skills. It provides the opportunity for young people to express their feelings, ideas, thoughts and needs orally through exploratory and imaginative play and creative activities. By having direct contact with the natural world and being able to experience things first hand, the Forest School area can spark a young person's natural curiosity and provide ideas and observations to share through language.

Emotional development

The outdoor environment provides the time, space, peace and freedom for young people to establish deep thought processes. The Forest School ethos and setting provide an environment where they are able to develop the strength and resilience they may require to cope with emotional difficulties. Safety games encourage young people to take responsibility / show concern for one another. Review and reflection time encourages them to consider the impact other people have on their Forest School session. For example, they may be asked if they can describe how somebody has helped them.

Building self confidence Young people have the time to become familiar and confident within their Forest School setting and accustomed to the routines associated with it. The familiar structure and content of Forest School aims to provide stability, security and consistency. Once the boundaries are known there is time for freedom of thought and the opportunity to take acceptable risks. Confidence may be boosted by learning new skills. For example: how to build a shelter, how to toast a marshmallow in the fire, or overcoming a fear or dislike. Forest School practitioners set small achievable tasks so the participant always feels a sense of achievement

