Forest School

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|  | Preschool | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Ethos | Awe and Wonder  Sharing and helping each other | Awe and Wonder  Sharing and helping each other | Awe and wonder  Sharing and helping each other  Talking in the Circle about FS experiences  Respect for the Forest School Area and Natural Habitats | Awe and wonder  Sharing and helping each other  Talking in the circle, using dialogic terms  Understanding of how our actions affect our Forest School area and natural habitats | Awe and wonder  Sharing and helping each other  Talking in the circle, using dialogic terms  Understanding of how our actions affect our Forest School area and natural habitats | Awe and wonder  Developing encouragement in others, understanding when to step back and allow others to grapple with new things, even if they are initially unsuccessful  Talking and evaluating in the Circle, using dialogic terms  Being proactive in caring for our Forest School area and other natural habitats | Awe and wonder  Developing encouragement in others, understanding when to step back and allow others to grapple with new things, even if they are initially unsuccessful  Talking and evaluating in the Circle, using dialogic terms  Being proactive in caring for our Forest School area and other natural habitats | Awe and wonder  Developing encouragement in others, understanding when to step back and allow others to grapple with new things, even if they are initially unsuccessful  Talking and evaluating in the Circle, using dialogic terms  Being proactive in caring for our Forest School area and other natural habitats |
| Nature Identification | Notice how seasons affect the Forest School environment | Notice how seasons affect the Forest School environment and our activities in it  Notice wildlife, including minibeasts, and begin to know where some might be found (e.g. woodlice, worms, butterflies) | Notice the differences between different types of bark and leaves when they are used in Forest School tasks  Notice wildlife, including minibeasts, and begin to wonder why they choose particular habitats | Begin to identify different trees from leaves - e.g., know that ash are small, paired, smooth leaves whilst sycamore are large three part leaves  Begin to express differences between different barks and relate to different species (e.g. know that *Elder* is the *oldest* native wood and has bumpy skin like *dinosaur skin*)  Know the difference between insects, arachnids and other minibeasts | Identify a wider range of trees from their leaves, e.g. know the properties of the main native species in our forest school - Ash, Field Maple, Oak, Beech and Sycamore  Begin to express differences between different barks and relate to different species (e.g. know that *Elder* is the *oldest* native wood and has bumpy skin like *dinosaur skin*  and that *ash* bark is grey and smooth like fire ash)  Know the difference between insects, arachnids and other minibeasts and be able to classify them using a key | Identify a wider range of trees from their leaves, e.g. know the properties of the main native species in our forest school - Ash, Field Maple, Oak, Beech and Sycamore  Know the main differences between different barks and relate to different species (e.g. know that *Elder* is the *oldest* native wood and has bumpy skin like *dinosaur skin*  and that *ash* bark is grey and smooth like fire ash)  Know the difference between insects, arachnids and other minibeasts and be able to classify them using a key | Identify a wider range of trees from their leaves, e.g. know the properties of the main native species in our forest school - Ash, Field Maple, Oak, Beech and Sycamore  Know the main differences between different barks and relate to different species (e.g. know that *Elder* is the *oldest* native wood and has bumpy skin like *dinosaur skin*  and that *ash* bark is grey and smooth like fire ash)  Know which woods have particular properties (strong, bendy, burning qualities)  Know the difference between insects, arachnids and other minibeasts and be able to classify them using a key | Identify a wider range of trees from their leaves, e.g. know the properties of the main native species in our forest school - Ash, Field Maple, Oak, Beech and Sycamore  Begin to express differences between different barks and relate to different species (e.g. know that *Elder* is the *oldest* native wood and has bumpy skin like *dinosaur skin*  and that *ash* bark is grey and smooth like fire ash)  Know which woods have particular properties (strong, bendy, burning qualities)  Know the difference between insects, arachnids and other minibeasts and be able to classify them using a key |
| Tools |  |  | Use vegetable peelers with direct supervision to remove bark safely  Use hacksaws to cut small section wood when paired with a Ranger, understand which hand has a leather glove and why  Use tent pegs to safely remove pith from elder sections | Use vegetable peelers with supervision to remove bark  Use hacksaws to cut wood, understanding how to hold the hacksaw properly (paired with a ranger or friend), understand which hand has a leather glove and why  Use tent pegs to safely remove pith from elder sections | As Key Stage 1, plus:  Use bow saw safely with a Ranger to cut up to arm-width sections of wood  Know how to lay a fire for simple burning tasks and how to select wood that will burn efficiently  Use a bill hook safely (static hold) to split wood with a ranger | As Key Stage 1, plus:  Use bow saw safely with a partner to cut up to arm-width sections of wood with increasing accuracy, taking responsibility for safety (glove, blade guard, safe carrying)  Know how to lay a fire for simple burning tasks and how to select wood that will burn efficiently. Feed a fire (including Kelly Kettle) under the direct supervision of a Ranger.  Use a bill hook safely (static hold) to split wood with a ranger  Use anvil loppers with a ranger and know how to carry them safely | As Key Stage 1, plus:  Use bow saw safely with a partner to cut up to arm-width sections of wood with increasing accuracy, taking responsibility for safety (glove, blade guard, safe carrying)  Use a folding pruning saw and understand how to remove sections of living wood without damaging the health of the tree  Lay a fire safely based on its intended use (e.g. a long burning cooking fire, controllable Indian fire, pyramid rapid heat fire and how to select wood appropriately for each stage of the burn.  Feed a fire (including Kelly Kettle) under the direct supervision of a Ranger  Use a bill hook safely for splitting wood (static hold) and for brashing. Know how to carry a bill hook safely  Use anvil loppers with a partner and know how to carry them safely  Use pen knives safely in a Ranger Triad to whittle small pieces of wood. Know that knives must not be opened or closed by a child. | As Key Stage 1, plus  Use bow saw safely with a partner to cut up to arm-width sections of wood with increasing accuracy, taking responsibility for safety (glove, blade guard, safe carrying)  Use a folding pruning saw and understand how to remove sections of living wood without damaging the health of the tree  Lay a fire safely based on its intended use (e.g. a long burning cooking fire, controllable Indian fire, pyramid rapid heat fire and how to select wood appropriately for each stage of the burn.  Feed a fire (including Kelly Kettle) under the direct supervision of a Ranger  Use a bill hook safely for splitting wood (static hold) and for brashing. Know how to carry a bill hook safely  Use anvil loppers with a partner and know how to carry them safely  Use pen knives safely in a Ranger Triad to whittle small pieces of wood. Know that knives must not be opened or closed by a child. |
| Leadership |  | Carry out simple jobs for Rangers | Carry out simple jobs for Rangers | Take a leading role in small group tasks with support from a Ranger | Make decisions in a small group task, and with support from a Ranger, negotiate with reluctant members of the team  Listen to the view of others in the team | Understand the differences in a leading role and non-leading role in getting jobs done for the good of the team  Listen to the views of others in the team and resolve differences with little support | Understand the differences in a leading role and non-leading role in getting jobs done for the good of the team  Listen to the views of others in the group and respond appropriately using dialogic terms  Apply to be Junior Rangers to prepare Forest School sessions for Rangers | Understand the differences in a leading role and non-leading role in getting jobs done for the good of the team  Listen to the views of others in the group and respond appropriately using dialogic terms  Apply to be Junior Rangers to prepare Forest School sessions for Rangers |
| Safety | Wear clothing appropriate for the activity | Wear clothing appropriate for the activity  Know the basic rules of Forest School which keep us safe (running, eating, clothing) | Wear clothing appropriate for the activity. Know why arms and legs need to be covered in Forest School  Know the basic rules of Forest School which keep us safe (running, eating, clothing)  Know how to use tools (above) safely | Wear clothing appropriate for the activity. Know why arms and legs need to be covered in Forest School  Know the basic rules of Forest School which keep us safe (running, eating, clothing)  Know how to keep safe when there is a fire in the Forest School, without needing to be told by a Ranger  Know how to use tools (above) safely | Wear clothing appropriate for the activity. Know why arms and legs need to be covered in Forest School, taking into account of the weather conditions  Know how to keep safe when there is a fire in the Forest School, without needing to be told by a Ranger  Understand that everyone has responsibility for own safety in Forest School  Know how to use tools (above) safely | Wear clothing appropriate for the activity. Know why arms and legs need to be covered in Forest School, taking into account of the weather conditions  Know how to keep safe when there is a fire in the Forest School, without needing to be told by a Ranger, including *STOP, DROP, ROLL*  Understand that everyone has responsibility for own safety in Forest School and team leaders have a responsibility for the safety of others in the group  Know how to use tools (above) safely | Wear clothing appropriate for the activity. Know why arms and legs need to be covered in Forest School, taking into account of the weather conditions  Know how to keep safe when there is a fire in the Forest School, without needing to be told by a Ranger, including *STOP, DROP, ROLL*  Understand that everyone has responsibility for own safety in Forest School and team leaders have a responsibility for the safety of others in the group  Know how to use tools (above) safely  Undertake first aid training to cover DRS-ABC, Bleeding, Bones and Casualty Care | Wear clothing appropriate for the activity. Know why arms and legs need to be covered in Forest School, taking into account of the weather conditions  Know how to keep safe when there is a fire in the Forest School, without needing to be told by a Ranger, including *STOP, DROP, ROLL*  Understand that everyone has responsibility for own safety in Forest School and team leaders have a responsibility for the safety of others in the group  Know how to use tools (above) safely  Undertake first aid training to cover DRS-ABC, Bleeding, Bones and Casualty Care |
| Experiences |  | Burford Woods | Burford Woods  Eat food cooked outside  Make dens | Burford Woods  Eat food cooked outside  Make dens | Burford Woods  Eat food cooked outside  Make dens using knots and lashings | Burford Woods  Eat food cooked outside  Make dens using knots and lashings | Burford Woods  Eat food cooked outside  Make poachers’ shelters using knots and lashings  Sleep in the Outdoors | Burford Woods  Eat food cooked outside  Make poachers’ shelters using knots and lashings  Sleep in the Outdoors |