

Great Chart Primary – Forest School Curriculum

Progression of Skills

| | Skills | Activities |
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| Foundation and Key Stage 1 - Age Group 5-7 | <p>Building, Problem-Solving and Teamwork</p> <p>I can work in a team. I can play team games. I can think about how to solve problems before asking a grown-up for help. I can communicate my ideas to adults and other children. I can work with my team to create a shelter.</p> | |
| | <p>Tool Work</p> <p>I can whittle using age-appropriate tools (level entry knife – peeler). I can use a palm drill.</p> | Bookbag Keyrings |
| | <p>Science/Nature/Environment</p> <p>I can identify and name a variety of wild and garden plants. I can describe the plant structure (including trees). I can identify and name a variety of common animals from amphibians – mammals. I can name sounds that I hear. I can name animals in the environment and group them. I understand the importance of worms within our ecosystem.</p> | Bug Hotel Damper Bread Elder Pencil Hedgehogs |
| | <p>Art</p> <p>I can use natural materials to create artwork that I can talk about. I can make clay animals.</p> | Leaf College/People/Animals Loo Roll Residence |
| | <p>Cooking</p> <p>I can be safe around a campfire. I understand why it is important to be safe around a campfire. I can toast a marshmallow on a stick. I can cook on an open fire with appropriate supervision.</p> | Medallions Nature Weave S'Mores |
| | <p>Physical Development/Healthy Lifestyles</p> <p>I know how to travel safely on rough ground. I can carry sticks safely. I can talk about how being outside makes me feel. I can describe the benefits of being outside. I know what I need to survive (food, water, air.)</p> | Spider Webs Wormeries |
| | <p>Global Citizenship/Understanding of the World</p> <p>I know why it is important to look after the environment. I understand I have a responsibility to help take care of our local community and the wider world.</p> | |

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| Lower Key Stage 2 - Age Group 7-9 | <p>Building, Problem-Solving and Teamwork</p> <p>I can make and play woodland versions of common games (pick-up sticks, noughts and crosses for example).</p> <p>I can work in a team during wide games and scavenger hunts.</p> <p>I can build trust with my peers through playing games.</p> | |
| | <p>Tool Work</p> <p>I can whittle using age-appropriate tools.</p> <p>I can use a palm drill.</p> <p>I can make sparks with a fire steel.</p> | |
| | <p>Science/Nature/Environment</p> <p>I can identify deciduous and evergreen trees.</p> <p>I can name some common birds and talk about their features and the sounds they make.</p> <p>I can match tracks and other signs to animals.</p> <p>I can identify and classify things I observe.</p> <p>I can talk about how to encourage wildlife into an area.</p> | <p>Bookbag Keyrings</p> <p>Bug Hotel</p> <p>Damper Bread</p> |
| | <p>Art</p> <p>I can sketch trees and plants.</p> <p>I can choose shapes in nature and use them to inspire my artwork.</p> <p>I can use the method Hapa Zome (a traditional Japanese printing method).</p> | <p>Forage</p> <p>Medallions</p> |
| | <p>Cooking</p> <p>I can be safe around a fire and explain the fire circle.</p> <p>I can light a fire safely with close supervision.</p> <p>I can toast a marshmallow on a stick.</p> <p>I can cook on an open fire with appropriate supervision.</p> | <p>Nature Weave</p> <p>S'Mores</p> <p>Spider Webs</p> |
| | <p>Physical Development/Healthy Lifestyles</p> <p>I can describe my flexibility, strength, control and balance when participating in outdoor activities.</p> <p>I can carry equipment around safely.</p> <p>I can take part in outdoor activities and challenges on my own and in a team.</p> <p>I understand and can describe the benefits of being outside.</p> | <p>Understanding Habitats</p> |
| | <p>Global Citizenship/Understanding of the World</p> <p>I can describe different ways to look after the environment.</p> <p>I understand why I have a responsibility to help take care of our local community and the wider world.</p> <p>I play an active part in my local community.</p> | |
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| Upper Key Stage 2 - Age Group 9-11 | Building, Problem-Solving and Teamwork I can explain what humans need to survive. I can work with others to research and obtain survival essentials. I understand the rules for safe foraging. I can work with a team to build a waterproof shelter using tarpaulins. I can use a range of simple knots. | |
| | Tool Work I can use a palm drill. I can saw wood with support. I can make and tend a fire. I can tie suitable knots for different purposes. | |
| | Science/Nature/Environment I can name and identify some trees in our grounds by using a simple ID guide. I can name and identify wildlife in and around our grounds by using a simple ID guide. I can recognise pollution indicators in different habitats. I can group objects according to my own criteria. I am beginning to know the eight points on a compass. | Bookbag Keyrings Bug Hotel Damper Bread Egyptian Amulets |
| | Art I can plan, make and create a decoration. I can use natural shapes and structures to inspire my artwork. I can print using natural materials. | Forage S'Mores |
| | Cooking I can be safe around a fire and explain the fire circle. I can prepare the fire-lighting equipment and light a fire safely with close supervision. I can toast a marshmallow on a stick. I can cook on an open fire. | Spider Webs Understanding Habitats |
| | Physical Development/Healthy Lifestyles I can carry equipment around safely. I can follow and make trails. I can take part in outdoor activities and challenges on my own and in a team. I understand and can describe the benefits of being outside. | Whittling Butterknife |
| | Global Citizenship/Understanding of the World I can describe different ways to look after the environment. I understand why I have a responsibility to help take care of our local community and the wider world. I play an active part in my local and wider community. | |