



St Vigor and St John Forest School Progression Map

Forest School Principles as recognised by the UK Forest School community in 2011

- FS is a long-term process of regular sessions, rather than a oneoff or infrequent visits; the cycle of planning, observation, adaptation and review links each session.
- FS takes place in a woodland or natural environment to support the development of a relationship between the learner and the natural world.
- FS uses a range of learner-centred processes to create a community for being, development and learning.
- FS aims to promote the holistic development of all those involved, fostering resilient, confident, independent and creative learners.
- FS offers learners the opportunity to take supported risks appropriate to the environment and to themselves.
- FS is run by qualified Forest School practitioners who continuously maintain and develop their professional practice. This ethos creates learning communities where deep-level learning and progression are the norm.

	Building, Problem Solving and team work	Tool work	Science, Nature and Environment	Art	Cooking	Physical Development	Global Citizenship/Understanding of the World
Reception and KS1	I can make and play woodland versions of common games (pick-up sticks, noughts and crosses for example). I can work in a team during wide games and scavenger hunts. I can build trust with my peers through playing games.	I can whittle using age-appropriate tools. I can make sparks with a fire steel.	I can identify deciduous and evergreen trees. I can name some common birds and talk about their features and the sounds they make. I can match tracks and other signs to animals. I can identify and classify things I observe. I can talk about how to encourage wildlife into an area.	I can sketch trees and plants. I can choose shapes in nature and use them to inspire my artwork.	I can be safe around a fire and explain the fire circle. I can light a fire safely with close supervision. I can toast a marshmallow on a stick.	I can describe my flexibility, strength, control and balance when participating in outdoor activities. I can carry equipment around safely. 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.	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 community.
Lower KS2	I can make and play woodland versions of common games (pick-up sticks, noughts and crosses for example). I can work in a team during wide games and scavenger hunts. I can build	I can whittle using age-appropriate tools. I can use a palm drill. I can make sparks with a fire steel.	I can identify deciduous and evergreen trees. I can name some common birds and talk about their features and the sounds they make. I can match tracks and other signs to animals. I can identify and classify things I observe. I can talk about how to	I can sketch trees and plants. I can choose shapes in nature and use them to inspire my artwork. I can sculpt using clay or mud.	I can be safe around a fire and explain the fire circle. I can light a fire safely with close supervision. I can toast a marshmallow on a stick. I can cook on an	I can be safe around a fire and explain the fire circle. I can light a fire safely with close supervision. I can toast a marshmallow on a stick. I can cook on an open fire with appropriate supervision.	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

	trust with my peers through playing games.		encourage wildlife into an area.		open fire with appropriate supervision.		an active part in my local community.
Upper KS2	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.	I can use a hammer and nails safely. I can saw wood with support. I can make and tend a fire. I can tie suitable knots for different purposes.	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.	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.	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.	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.	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.