

Forest School Vocabulary and Curriculum Knowledge and Skills Progression

Passion, Knowledge, Challenge

ACTIVITY	RUBY CLASS (EYFS)	EMERALD CLASS KS1	SAPPHIRE CLASS LKS2	DIAMOND CLASS UKS2
USING TOOLS	<p>Know how to safely use a bow saw to make a tree cookie.</p> <p>Know how to safely use peelers to develop pre-whittling skills.</p> <p>Know how safely use a mallet and a hammer.</p> <p><b>Vocabulary:</b> bow saw, peeler, whittling, mallet, hammer</p>	<p>Know how to safely use secateurs for shelter building and thinning of the woodland.</p> <p>Know how to safely use peelers to whittle.</p> <p>Know how to safely use a hand saw.</p> <p>Know how to safely use palm drills.</p> <p>Know how to safely use mallets and hammers with increasing independence.</p> <p><b>Vocabulary:</b> secateurs, thinning, peeler, whittling, palm drill, mallet, hammer</p>	<p>Know how to safely use loppers and a pruning saw for thinning etc.</p> <p>Know how to safely use hand/palm drills.</p> <p>Know how to safely use hammers and mallets independently.</p> <p><b>Vocabulary:</b> loppers, pruning saw, thinning, palm drill, hand drill, hammer, mallet</p>	<p>Know how to safely use fixed blade knives for whittling.</p> <p>Know how to use hammers and mallets independently.</p> <p><b>Vocabulary:</b> fixed-blade knife, whittling, hammer, mallet</p>
DEVELOPING GEOGRAPHICAL SKILLS	<p>Know the boundaries of the Wild Woods and stay within them.</p> <p>Know how to safely explore the Wild Woods area and know where certain landmarks are, i.e. the oak tree, the apple tree, the pond.</p>	<p>Know how to use simple compass (North, South, East and West)</p> <p>Know how to use directional language (near and far; left and right)</p>	<p>Beginning to know the eight points on a compass.</p> <p>Know how to recognise features and symbols on the map.</p> <p>Can show an understanding of how to orientate the map.</p>	<p>Know how to navigate using natural indicators.</p> <p>Know how to interpret a map.</p> <p>Know how to navigate using a map and compass (orienteeing).</p>

	<p>Begin to know how to use simple maps to locate things (treasure hunt).</p> <p><b>Vocabulary:</b> boundaries, map, landmark</p>	<p>Know how to describe the location of features and routes on a map.</p> <p>Can recognise landmarks and human and physical features.</p> <p>Know how to devise a simple map and use basic symbols in a key.</p> <p><b>Vocabulary:</b> compass, North, South, East, West,</p>	<p>Can demonstrate understanding of a line orienteering course (short loop) and star orienteering.</p> <p><b>Vocabulary:</b> compass, North-East, South-East, North-West, South-West, orientate, orienteering</p>	<p><b>Vocabulary:</b> navigate, natural indicators</p>
<p><b>DEVELOPING PROBLEM-SOLVING AND TEAM WORK</b></p>	<p>Begin to know how to work in a small group to solve simple problems.</p> <p>Begin to know how to play well with others and listen to them.</p> <p>Can share their ideas with others.</p>	<p>Know how to effectively work as part of a team to solve problems.</p> <p>Know how to play and understand team games.</p> <p>Can communicate their ideas and thoughts clearly.</p> <p>Can listen to others.</p>	<p>Know how to co-operate and communicate clearly with others.</p> <p>Know how to build trust with their peers through games.</p> <p>Can share their thoughts and ideas and listen to the ideas of others.</p>	<p>Know how to lead a team.</p> <p>Know how to work well in a team, communicating clearly with others.</p> <p>Can share their thoughts and ideas and listen to the ideas of others.</p>
<p><b>UNDERSTANDING RISK ASSESSMENT</b></p>	<p>Know the signals to return to base: whistle for emergency, call any other time.</p> <p>Know the importance of hand washing before eating.</p> <p>Know the boundary of the site.</p>	<p>Know what risks there are in each layer of the Woodland.</p> <p>Know how to set the boundaries of the site.</p> <p>Know how to find hazards themselves and identify them to the class.</p>	<p>Know how to build structures safely.</p> <p>Show an understanding of the risks linked to cooking.</p> <p>Show an understanding of the risks when tree climbing.</p> <p>Know basic first aid.</p>	<p>Consolidate all prior knowledge.</p>

	<p>Know how to use a range of tools safely.</p> <p>Know how to drag large logs.</p> <p><b>Vocabulary:</b> Emergency, base camp, boundaries, safety</p>	<p>Know how to use a range of tools safely.</p> <p>Know which plant species are poisonous.</p> <p><b>Vocabulary:</b> Risks, hazards, poisonous</p>	<p>Know how to practice and role play emergency procedures.</p> <p><b>Vocabulary:</b> Emergency procedures</p>	<p><b>Vocabulary:</b> *consolidate all prior vocabulary*</p>
<p><b>UNDERSTANDING WOODLAND MANAGEMENT</b></p>	<p>Can name some plants and trees found in the grounds, i.e. mint, oak tree, daffodils.</p> <p>Know how to identify the deciduous and evergreen trees in the Wild Woods.</p> <p>Can name of some animals found in our outside environment, i.e. tadpoles, robin, snail, dragonfly.</p> <p>Know what plants and animals need to survive.</p> <p>Know some life cycles (butterfly)</p> <p>Know how to observe and describe their surroundings and the weather.</p> <p>Know the different sounds that they hear in the Wild Woods.</p>	<p>Know the different layers of the woodland: Canopy, Shrub, Field, and Ground.</p> <p>Know the basic structure of a plant/tree.</p> <p>Know some different seeds and how they are scattered in autumn.</p> <p>Can name plants: holly, bracken, bramble/nettles, oak tree, bluebells.</p> <p>Can name woodland animals: deer, squirrel, badger.</p> <p>Can name some birds: pheasant, buzzard, and woodpecker.</p> <p>Know some life cycles (frog).</p>	<p>Can name some common birds they see the Wild Wood and talk about their features.</p> <p>Can name the common trees in our grounds.</p> <p>Can talk about how to encourage wildlife into our Wild Woods.</p> <p>Can carry out fieldwork – classifying and surveying animals.</p> <p>Can match tracks and other signs to animals.</p> <p>Can name animals in the environment and group them.</p> <p>Can describe the life cycle of a flowering plant and describe the function of the parts.</p> <p><b>Vocabulary:</b> classify, fieldwork</p>	<p>Know how to recognise pollution indicators in different habitats.</p> <p>Know how to use and create a key to identify trees and animal tracking signs.</p> <p>Know how to age a tree using trigonometry.</p> <p>Can identify different animal groups and describe their habitats.</p> <p><b>Vocabulary:</b> pollution indicators, identification key, tracking, trigonometry</p>

	<p><b>Vocabulary:</b> mint, Oak, Hazel, daffodils, cleavers, deciduous, evergreen, tadpole, snail, robin, dragonfly</p>	<p>Can name and identify some trees in our grounds by using a simple ID guide.</p> <p>Can observe and describe the changes in season.</p> <p><b>Vocabulary:</b> canopy, shrub layer, field layer, ground layer, holly, bracken, bramble, nettles, bluebells, deer, squirrel, badger, pheasant, buzzard, woodpecker</p>		
<b>DEN BUILDING SKILLS</b>	<p>Know how to build a shelter with adult support using a variety of materials and pegs.</p> <p>Know how to build a mini den for animals.</p> <p>Can use their own ideas to construct things to use in play, i.e. bridges, cars, boats.</p> <p><b>Vocabulary:</b> Shelter, construct</p>	<p>Know how to use tarps and pegs to independently build a shelter (tripod, lean to).</p> <p>Know how to independently build mini den for animals.</p> <p>Know they can use their own ideas to construct things to use in their play.</p> <p>Can talk about what worked well and make suggestions for improvements.</p> <p><b>Vocabulary:</b> Tripod shelter, lean to shelter</p>	<p>Begin to describe how the structures they have made work.</p> <p>Know how to create shelters from tarps and use independent knot tying.</p> <p>Know how to evaluate my work.</p> <p>Know how to independently put up a tent.</p> <p>Know how to make constructions for a range of purposes: e.g. rafts, animal bridges, stick towers, sundials, water traps.</p>	<p>Know how to build a waterproof shelter and set up a camp.</p> <p>Know how to make constructions for different purposes: e.g. rafts, animal bridges, stick towers, sundials, water traps.</p> <p>Know how to create a tipi shelter with camouflage using natural materials.</p> <p>Know how to work successfully as a group, changing and developing ideas.</p> <p>Know how to compare and evaluate their constructions.</p>

<p><b>KNOT TYING SKILLS</b></p>	<p>Begin to know how to tie using basic knots (shoe tying).</p> <p><b>Vocabulary:</b> knot</p>	<p>Begin to know how to use more sophisticated knots (clove hitch, overhand knot and half hitch)</p> <p>Begin to know how to use lashing and frapping techniques to make frames.</p> <p><b>Vocabulary:</b> clove hitch, overhand knot, half hitch, lashing, frapping</p>	<p>Know how to use more sophisticated knots for attaching to structures and trees.</p> <p>Know how to use lashing and frapping techniques independently.</p> <p><b>Vocabulary:</b> timber hitch, taut line hitch, round turn with 2 half hitches, lashing, frapping</p>	<p>Know how to make a quadrant using knots and lashings.</p> <p>Know how to use other knots they have requested to learn.</p> <p><b>Vocabulary:</b> quadrant, square lashing</p>
<p><b>FIRE/COOKING SKILLS</b></p>	<p>Know the safety rules near the fire and can follow them</p> <p>Know the correct wood to collect: tinder, kindling, bigger sticks, branches, logs.</p> <p>Know how to make a fire pit.</p> <p>Know how to extinguish a fire.</p> <p>Know about fire safety awareness and how to play fire safety games.</p> <p>Know how to toast a marshmallow with adult support.</p>	<p>Know how to be safe around a fire and explain the rules of the fire circle to others.</p> <p>Know the 3 elements that keep a fire lit: oxygen, fuel, spark</p> <p>Know how to make sparks with a fire steel.</p> <p>Know the different shapes of fires.</p> <p>Know how to light a fire safely with close supervision.</p> <p>Know how to make a simple snack to cook on the fire-damper bread, popcorn</p>	<p>Know how to be safe around a fire and explain fire safety rules to others.</p> <p>Know how to light a fire safely, with supervision.</p> <p>Know how to help keep the main fire.</p> <p>Know how to follow a recipe and cook it on an open fire with minimal support.</p> <p>Know how to cook ash cakes, wild food fritters and brownie stuffed oranges on the fire.</p> <p><b>Vocabulary:</b> Vocabulary involved in explaining fire safety</p>	<p>Know how to light a fire using charcloth and hay and tend to it.</p> <p>Know how to prepare and cook on an open fire.</p> <p>Know how to make hazel macaroons, tortilla pancakes and popcorn on the fire.</p> <p><b>Vocabulary:</b> charcloth</p>

	<p>Know how to help make food to cook on the fire.</p> <p><b>Vocabulary:</b> tinder, kindling, fire pit, extinguish</p>	<p><b>Vocabulary:</b> 3 fire elements, oxygen, fuel, spark, flint and steel</p>		
CREATING NATURAL ART	<p>Know how to use a range of materials to create artwork as demonstrated by an adult.</p> <p>Know they can use their own ideas to create artwork (mud painting, clay work, land art)</p>	<p>Know how to use natural materials to create artwork that they can talk about.</p> <p>Know how to make a stick person, a journey stick and a magic wand independently.</p> <p>Know how to use a range of materials to create artwork as demonstrated by an adult.</p> <p>Know how to use clay and weaving techniques to create artwork.</p>	<p>Know how to accurately sketch trees and plants.</p> <p>Know how to choose shapes in nature to inspire their artwork.</p> <p>Know how to use watercolours to paint landscapes.</p> <p>Know how to use natural dyes and weaving techniques.</p>	<p>Know how to use natural shapes and structures to inspire their artwork.</p> <p>Know how to print using natural materials.</p> <p>Know how to apply advanced drawing techniques to depict perspective, distance, shadow and reflection.</p> <p>Know how to sculpt using a range of tools and techniques.</p> <p>Know how to evaluate their work.</p>
PHYSICAL DEVELOPMENT AND TREE CLIMBING SKILLS	<p>Know how to climb and balance on a range of equipment.</p> <p>Know how to carry small items safely and larger items with adult support.</p> <p>Know how to travel through areas safely, watching out for obstacles, i.e. tree roots, uneven surfaces.</p>	<p>Know how to carry large, heavy items safely.</p> <p>Know how to balance on a slack line.</p> <p>Know the benefits to being outside.</p> <p>Know how to climb a tree with 1: 1 guidance.</p>	<p>Know their own flexibility, strength, control and balance when participating in outdoor activities.</p> <p>Know how to take part in outdoor activities and challenges on their own and in a team.</p> <p>Know how to climb a tree (1: 1 guidance available).</p>	<p>Know how to responsibly take part in adventurous outdoor activities; challenging themselves and behaving safely.</p> <p>Know how to climb a tree independently.</p> <p>Know how to jump out of the tree from no higher than 2m.</p>

	<p>Know how to climb a tree with 1: 1 guidance.</p> <p>Know how to jump out of the tree with support.</p> <p>Know that they cannot climb above 1m to keep them safe.</p>	<p>Know how to jump out of the tree with support.</p> <p>Know that they cannot climb above 1m to keep them safe.</p>	<p>Know that they cannot climb above 2m to keep them safe.</p> <p>Know how to jump out of a tree from no higher than 1m.</p>	
PERSONAL DEVELOPMENT	<p>Are confident to try new things.</p> <p>Feel and show a sense of pride about what they can do.</p> <p>Know how and when to ask for help if they need it.</p> <p>Know they can talk about how they are feeling.</p>	<p>Know how to stay motivated to try new things and to achieve a goal.</p> <p>Are becoming more confident and independent.</p> <p>Know they can feel proud of themselves for overcoming a challenge/persevering with a personal task.</p> <p>Know how to talk about their feelings and adjust their behavior accordingly.</p> <p>Know different ways to tackle a problem.</p>	<p>Know how to challenge themselves and persevere when things get difficult.</p> <p>Know ways to solve issues independently.</p> <p>Know how to recognise their strengths and their limitations and work to improve these.</p> <p>Know how to control their emotions and show empathy for others.</p>	<p>Are becoming more self-aware.</p> <p>Feel resilient and proud even when they make a mistake.</p> <p>Know how to make informed and well-reasoned decisions, recognizing that others have different beliefs and attitudes.</p> <p>Know how to anticipate, take and manage risks independently.</p>