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|  | **EYFS** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **Shelter & Knots** | I can help build a shelter (e.g. dens) with a small group of peers and adults.  I can use a mallet safely to hit in tent pegs, with adult supervision.  I can build small shelters, for example for fairies and small animals, with adult support. | I can use a variety of materials to make my own mini shelter, including using a tripod method.  I can describe the materials I have used.  I can work with a large group of peers and adults to build a waterproof shelter. | I can secure tent pegs using a mallet independently.  I can tie a simple knot to secure rope or string. | I can work as a team to build various shelters including lean-to shelter, with adult support.  I can identify a suitable location to build a den with peers and explain my decision, with adult support. | I can independently tie clove hitch knots to strengthen structure, such as teepees, to lean-to shelters etc.  I can independently identify a suitable location to build a dent with peers and explain my decision. | I can work as a team to build a waterproof shelter independently.  I can independently tie reef knots to attach shelter materials.  I can work as a team to build a teepee shelter using camouflage netting. | I can independently tie 2round turn two half hitches” knots.  I can complete shelter challenges, for example, to work in a group to build our own shelters.  I can reflect on my previous learning to select appropriate methods to build challenge shelters.  I can compare and evaluate my shelter with my peers. |
| **Tool Use** | I can listen carefully to the tool safety rules e.g. knowing to sit/ stand safely.  I can use basic tools safely with adult support. For example spades, trowels, forks for digging, hammers and screwdrivers for basic woodwork. | I know and understand the tool safety rules.  I can use basic tools confidently and appropriately, with 1:1 adult supervision.  I can use a peeler to strip wood independently.  I can begin to make sparks with a fire striker with adult support and direction. | I can use basic tools confidently and appropriately, with close adult supervision.  I can use secateurs with adult supervision.  I can use palm drills to make holes in thin pieces of wood. | I understand and can confidently tell others about the tool safety rules.  I can use basic tools safely and independently.  I can use loppers to cut small branches and a pruning folding saw, with adult supervision.  I can make sparks with a fire steel and light cotton wool, with a peer under adult supervision. | I can safely use the tools and explain their appropriate uses.  I can saw wood with support and join the pieces together.  I can make sparks with a fire steel and light cotton wool, with adult supervision. | I can confidently tell others about the safety rules and demonstrate how to store tools safely.  I can use a wide variety of tools safely and independently.  I can identify the appropriate tool fir a task I wish to complete independently. | I can identify the appropriate tool for a task I wish to complete independently and explain why this is the best choice.  I can use a whittling knife to strip wood, with adult supervision.  I can light a small fire using fire strikers, with adult supervision. |
| **Nature and Environment** | I can find minibeasts and name some with adult support.  I can name and describe the changes in the seasons.  I can begin to understand the life cycle of frogs butterflies and plants. | I can find and identify common garden minibeasts.  I can describe key features of minibeasts.  I can begin to identify the difference between insects.  I can identify and name different habitats of animals of the woodland, with adult support. | I can identify some trees in the area using an ID chart with adult support.  I can describe and explain he changes in trees and shrubs, with adult support.  I can use my knowledge of minibeasts to build suitable ‘homes’ for them. | I can name the flora and fauna in our area using an ID chart with adult support.  I can name woodland animals and discuss if they are nocturnal, with support.  I can identify different types of birds using binoculars and an ID chart with adult support. | I can name some common birds and talk about their features.  I can identify the common trees in our area.  I can name woodland animals and group them, and understand if they hibernate. | I can talk about how to encourage wildlife to the area and how to look after their habitats.  I can identify and name the sounds in the area.  With an ID guide, I can identify any animal tracks in the area.  I can make and follow trails. | I can recognise pollution indicators in different habitats.  I can identify some different birds’ songs with support.  I can maintain the trees and shrubs in our forest school area.  I can support local wildlife with appropriate food and shelter. |
| **Exploration and Independence** | I can use fine and gross motor skills to get myself ready for Forest School.  I can enter Forest School with confidence and explore new areas independently.  I can play with a range of friends and take part in group games. | I can get myself changed before and after Forest School quickly and independently.  I can explore all areas of Forest School with confidence, understanding that I may get muddy or wet.  I can take part in adult-led group games confidently, with limited adult support. | I can take responsibility for keeping my Forest School equipment (e.g. wellies) stored safely in school.  I can take part in imaginative play with peers in different areas of Forest School.  I can enjoy group games with an understanding that I might win or lose sometimes. | I can choose appropriate clothing for Foret School and take responsibility for bringing this to school.  I can take part in group games with my peers during free play time, without adult supervision.  I can play with a range of peers and feel confident when speaking with them. | I can choose appropriate clothing for Forest School and explain why this necessary.  I can organize small group games with my peers during free play times, outlining the rules and communicating with others clearly.  I can play with a range of peers respectfully. | I can explain the importance of weather-specific clothing and explain this to an adult.  I can take care of my own and schools’ equipment respectfully.  I can invent and organize small games without adult supervision.  I can speak to my peers respectfully, understanding that their opinions may differ from my own. | I can explain the importance of weather-specific clothing and make an appropriate choice to keep myself safe and warm.  I can take care of my own and school’s equipment, ensuring it is stored appropriately.  I can invent and organize group games without adult supervision.  I can speak to my peers respectfully, even when our opinions differ. |
| **Personal Risk Assessment** | I listen carefully to the boundaries of Forest School and can point to them and stay within them.  I can recall some of the rules and safety procedures with adult support.  I can travel safely along rough ground.  I know not to pick or eat anything from the Forest School area. | I can identify where the boundaries are and stay within them.  I know and can explain the rules and safety procedures within Forest School.  I can travel safely along rough ground, making decisions independently about how to avoid slips and trips. | I can identify and explain where boundaries are and stay within them.  I can manage risks while travelling safely along rough ground.  I can help adults to safely transport simple tools to the forest school area. | I can identify and confidently explain where the boundaries area. I can remain within the boundaries without adult support.  I can support peers with the safety rules and procedures of Forest School.  I can confidently retell and adhere to the fire circle, tool and general safety rules, with adult supervision. | I can support larger groups of peers with the safety rules and procedures of Forest School.  I can navigate different uneven terrains with confidence, without adult supervision. | I can be involved in deciding the forest school safety rules.  I can collaborate decisions of the forest school boundaries and remain within them.  I can adhere to the rules and safety procedures without adult support.  I can support other children to adhere to the rules and safety procedures. | I can lead decisions of the forest school boundaries and remain within them.  I can lead all groups of peers to adhere to the rules and safety procedures.  I can perform a simple risk assessment prior to forest school sessions. |