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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 |  |
| **Personal Risk Assessment** |  |  |  |  |  |  |  |