



## Forest School at St Mary's Catholic Primary

SKILL	Shelter building	Geographical Skills and Navigation	Using Tools	Knots	Using Fire for Cooking
<b>NURSERY</b>	Introduce the forest school area  Children to move natural equipment around the area	Children to move around the area following the boundary rules.	Using basic equipment for digging working on gross motor skills (trowels and forks)	Playing with string and sticks	Following fire rules and learning the rules involved in building a fire.
<b>RECEPTION</b>	Introduction of basic shelter building with support (some indoor and outdoor equipment)  Mini-den building for small animals	Follow rules and boundaries  Promote free exploration	Introduction to tools (scissors, hammers, mallets, trowels and forks)	Tying shoe laces  Playing with string, watching adults try knots	Observe and talk about fire lighting procedures, begin to contribute by selecting fuel  Safety procedures – fire safety
<b>Y1 Topics</b>	<b>Ourselves/ Changes Through the ages</b> <b>Up and Away/ Into the Woods</b> <b>Real Life Superheroes/ All at Sea</b>	<b>Ourselves/ Changes Through the ages</b> <b>Up and Away/ Into the Woods</b> <b>Real Life Superheroes/ All at Sea</b>	<b>Ourselves/ Changes Through the ages</b> <b>Up and Away/ Into the Woods</b> <b>Real Life Superheroes/ All at Sea</b>	<b>Ourselves/ Changes Through the ages</b> <b>Up and Away/ Into the Woods</b> <b>Real Life Superheroes/ All at Sea</b>	<b>Ourselves/ Changes Through the ages</b> <b>Up and Away/ Into the Woods</b> <b>Real Life Superheroes/ All at Sea</b>
<b>YEAR 1</b>	Supported construction of tripod structures (mini-den building)  Erect a lean to shelter, with support	Use directional language (near and far; left and right)  Describe the location of features and routes on a map  Recognise landmarks and human and physical features  Devise a simple map and use basic symbols in a key	Continuation of the use of basic tools (scissors, hammers, mallets, trowels and forks)  Introductions of tools (peeler for whittling 1:1)	Introduction to basic knots	Be safe around a fire  Contribute to fire lighting by gathering fuel

<b>Y2 Topics</b>	<b>Explorers Roots, Shoots and Juicy Fruits The Big Smoke</b>	<b>Explorers Roots, Shoots and Juicy Fruits The Big Smoke</b>	<b>Explorers Roots, Shoots and Juicy Fruits The Big Smoke</b>	<b>Explorers Roots, Shoots and Juicy Fruits The Big Smoke</b>	<b>Explorers Roots, Shoots and Juicy Fruits The Big Smoke</b>
<b>YEAR 2</b>	<p>Independent use of tripod structures (animal den building)</p> <p>Introduction to lashing and frapping techniques to make frames</p> <p>Create a lean to shelter, independently or with limited support</p>	<p>Use simple compass directions (North, South, East and West)</p> <p>Use directional language (near and far; left and right)</p> <p>Describe the location of features and routes on a map</p> <p>Recognise landmarks and human and physical features</p> <p>Devise a simple map and use basic symbols in a key</p>	<p>Continuation of the use of basic tools</p> <p>Introduction of larger ropes</p> <p>Introduction of bow saw 1-1 to cut discs and peelers for whittling 2:1)</p>	<p>More sophisticated use of knots for attaching to structures and trees</p> <p>Example - Overhand knot and half hitch</p> <p>Lashing and frapping techniques to make frames</p>	<p>Experience using fire strikers to spark a flame</p> <p>Light a piece of cotton wool (fairy pillow)</p> <p>Fire safety and the fire triangle</p>
<b>Y3 Topics</b>	<b>Stone Age to Iron Age UK Ancient Egypt</b>	<b>Stone Age to Iron Age UK Ancient Egypt</b>	<b>Stone Age to Iron Age UK Ancient Egypt</b>	<b>Stone Age to Iron Age UK Ancient Egypt</b>	<b>Stone Age to Iron Age UK Ancient Egypt</b>
<b>YEAR 3</b>	<p>Create a tarpaulin shelter in a woodland</p> <p>Work successfully as a group, having considered and evaluated each members' contributions</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability, weather proofing and whether it is fit for purpose</p>	<p>Demonstrate understanding of the concept of a basic map</p> <p>Navigate your way around a simple orienteering course</p> <p>Record information accurately and neatly</p> <p>Follow rules when completing an orienteering activity</p>	<p>In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages</p> <p>Peelers small groups</p>	<p>More sophisticated use of knots for attaching to structures and trees</p> <p>Lashing and frapping frames and dual structures</p> <p>Example - Cow hitch,</p>	<p>Light a fairy fire and keep it going</p>
<b>Y4 Topics</b>	<b>Ancient Greece Africa Celts and Romans</b>	<b>Ancient Greece Africa Celts and Romans</b>	<b>Ancient Greece Africa Celts and Romans</b>	<b>Ancient Greece Africa Celts and Romans</b>	<b>Ancient Greece Africa Celts and Romans</b>
<b>YEAR 4</b>	<p>Design and build varying sized shelters using tarpaulin and materials found in a woodland</p>	<p>Recognise features and symbols on the map</p>	<p>In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are</p>	<p>More sophisticated knots for attaching to structures and trees</p>	<p>Roast food on a fire with support</p>

	<p>Work successfully as a group, having considered and evaluated each members' contributions</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability, water proofing and whether it is fit for purpose</p>	<p>Understand how to orientate the map</p> <p>Build trust with a partner and work together when orienteering</p>	<p>physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages</p> <p>Loppers Secateurs Saw</p> <p>Peelers small group</p>	<p>Independent use of lashing and frapping techniques</p>	
<b>Y5 Topics</b>	<p><b>Invaders</b> <b>The Final Frontier</b> <b>The Mighty Medway</b></p>	<p><b>Invaders</b> <b>The Final Frontier</b> <b>The Mighty Medway</b></p>	<p><b>Invaders</b> <b>The Final Frontier</b> <b>The Mighty Medway</b></p>	<p><b>Invaders</b> <b>The Final Frontier</b> <b>The Mighty Medway</b></p>	<p><b>Invaders</b> <b>The Final Frontier</b> <b>The Mighty Medway</b></p>
<b>YEAR 5</b>	<p>Create a tipi shelter with camouflage</p> <p>Work successfully as a group, having considered and evaluated each members' contributions</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability, weather proofing and whether it is fit for purpose</p>	<p>Use the eight points of a compass</p> <p>Develop expertise in the orienteering skills of orientating a map, following a course, and recognition of relevant map symbols</p> <p>Demonstrate an understanding of the relationship between pacing and distance</p> <p>Plan a short loop course for another pair to follow</p> <p>Improve confidence in map reading and the transfer of information from map to ground</p> <p>Plan the most efficient route so that the course is completed in the quickest time</p> <p>Complete the orienteering course in the fastest time possible competing against others</p>	<p>In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages</p> <p>Loppers Secateurs Saw</p> <p>Peelers Independent</p>	<p>Shelter hitches and knots</p> <p>More complex knots and selecting the correct knot for a job</p>	<p>Cooking on a camp fire (roast food)</p> <p>Make and tend a fire safely</p>

Y6 Topics	The World at War Marvellous Mayans Galapagos	The World at War Marvellous Mayans Galapagos	The World at War Marvellous Mayans Galapagos	The World at War Marvellous Mayans Galapagos	The World at War Marvellous Mayans Galapagos
YEAR 6	<p>Shelter building challenge – working in teams the children plan, build and review their shelters (recap the different ways to build shelters).</p> <p>Work successfully as a group, having considered and evaluated each members’ contributions</p> <p>Compare and evaluate the shelters in relation to their sturdiness, durability, weather proofing and whether it is fit for purpose</p>	<p>Use the eight points of a compass</p> <p>Further develop navigational skills by planning ahead, identifying problems and making decisions</p> <p>Learn to balance speed and accuracy</p> <p>Practice and develop pacing skills</p> <p>Combine map reading and compass skills</p> <p>Successfully undertake an orienteering competition using an unfamiliar map in a new location</p>	<p>In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children are physically, mentally and socially ready to do so. Children’s ability to use tools will develop at different ages</p> <p>Loppers Secateurs Saw</p> <p>Peelers Independent</p>	<p>More complex knots and selecting the correct knot for a job</p>	<p>Prepare and light a campfire with supervision</p>