


**Knowledge and Skills progression for Outdoor Learning / Forest School**

	Environment	Tools	Ropes	Shelters	Fires	Knowledge
<b>EYFS</b>	Bug hunting Walk to site- key features	Potato peeler 1:6 Secateurs 1:1 Bodkin Stone (in place of mallet) Palm drill	Overhand loop Half hitch	Lean to using the perimeter fence	Demonstrate fire safety knowledge Toast marshmallow	Seasons-identification, names of specific flora and fauna
<b>Year 1 and 2</b>	Habitats Bug hotels Preservation of areas	Potato peeler (close supervision) Bodkin Mallet Palm drill/bit and brace Secateurs 1:2 Bow saw (guided support 1:1)	Reef knot Larks head  Clove hitch Timber Hitch	Tent style- between trees  Teepee	Build hashtag fire Demonstrate fire safety Strike flint and steel to make spark Toasting	Identify named trees, define by characteristics Recognise impact of weather on environment Identify how farmer field changes through seasons
<b>Year 3 and 4</b>	Identify layers of woodland Active engagement in protection of specific areas Planting (please check with Becky if wanting to plant on field site or at the Forest school site)	Secateurs (close supervision) Bow saw 1:2 Mallet Palm drill/bit and brace Bodkin Loppers 1:1	Round turn 2 half hitches Figure 8  Taut line hitch Square lashing	Free standing lean to  A frame tent shape using knots taught.	Build fire and light, toast marshmallows showing awareness of safety Make dampa bread Extinguish a fire safely	Name flora and fauna on site, suggest ways to protect these relating to the layers of woodland. Identify toxic flora.
<b>Year 5 and 6</b>	Take active role in the maintenance of site- applying tool use.	Sheath knife Bilhook (following initial assessment tools taught in previous years can be used under supervision)	Apply above according to need within an activity	Natural shelters with a design providing protection from the elements  Erecting tarps using taught knots.	Use fire to cook lunch, make popcorn or pancakes Use fire to boil water in kelley kettle	Historical use of woodland Name and describe management techniques inc. Pollarding, thinning etc. Recognise and describe an ecosystem- including the impact of each element. Demonstrate an understanding of native and non native species.

**Knot cards laminated**

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