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| **This is a progressive curriculum that caters for a range of skills and abilities. As such it should be delivered in a way that supports an individual’s developmental level, cognitive understanding, sensory processing, physical abilities and skills set. Activities should be adapted to ensure inclusive participation for all.** |
|  | Ladybird | Robin | Frog | Squirrel | Badger | Bat | Peregrine Falcon |
| ShelterBuilding | Introduction to shelter building using both given and found materials Mini den building for animals/toys | Discuss shelters before building, with children explaining what they might want for a shelter.Introduce tripod structures.Independent building of mini dens for animals Starting to question what worked well. | Independent use of tripod structure for dens.Introduce lean to shelters and how we can use the forest to help us. Able to source own materials and explain why they have been chosen (properties of materials). Begin to use string and rope to help secure their dens, tying basic knots Able to say what worked well and what could be done differently next time. | Independently create structure (tripod or lean to).Introduction of using tarps with independent knot tying.Work as part of a team to create a shelter for a group.Compare and evaluate shelters. | Design and build shelters using both tarpaulin and materials found in the woodland.Explain purpose and properties of materials used.Begin to advance knot tying to ensure that tarps are secure.Work as part of a group, considering how the roles of shelter building can be shared.Evaluate shelters and own contribution to shelter building | Design and build shelters using both tarpaulin and materials found in the woodland that could be used overnight.Discuss the properties required of the shelter and how they can be used to keep us safe.Work as a team to overcome any problems which may arise.Compare and evaluate group members contributions. | Children should be able to recap the different methods which can be used for shelter building.Build a camouflaged shelter, able to survive sudden rain.Independently select materials and ask for further tools/materials where required.Work successfully as a group, recognising the strengths of each team member.Compare and evaluate the shelters. |

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| Use of Tools | Introduction to basic tools: full hand peelers Palm drills, Hammers Gardening, equipment All tool use to be fully supported by an adult (1:5) | Continuation of basic use of tools with a focus on the safe cutting of string and using peelers for whittling.Begin to think about the purpose of holes being created by palm drills.Depending on the group, ratios may be increased for some tools.Begin to have discussions around “blood bubbles” to encourage the children to think  | Continuation with the use of basic tools for cutting and whittling (with peelers.Introduction of junior hacksaws, supported in small groups with an adult.Children should be able to independently enforce their blood bubble and explain how to use their tool safely. | Continuation of the use of basic tools. In KS2 children should be able to ask an adult to use a tool if they see it important for completing their chosen task.Introduce use of bow saw 1:1 for cutting disks.Hand-drills and pistol grip drills introduced.Children independently enforce blood bubbles for the safety of themselves and others. | Continuation of the use of basic tools. In KS2 children should be able to ask an adult to use a tool if they see it important for completing their chosen task.Use of bow saws 1:1 Children select the equipment needed for drilling.Children independently enforce blood bubbles for the safety of themselves and others. | Continuation of the use of basic tools. In KS2 children should be able to ask an adult to use a tool if they see it important for completing their chosen task.Use of bow saws 1:2 (children may saw with a partner but the adult is to supervise).Children are involved in taking care of the tools. | Continuation of the use of basic tools. In KS2 children should be able to ask an adult to use a tool if they see it important for completing their chosen task.Use of bow saws 1:2 (children may saw with a partner but the adult is to supervise).Introduction of loppers (1:1).Children are able to independently select tools, explaining the function of the tools on offer. |

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|  |  | about the safety of themselves and others when using tools. |  |  |  | Children independently enforce blood bubbles for the safety of themselves and others. | Children are involved in taking care of the tools.Children independently enforce blood bubbles for the safety of themselves and others. |

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| Understanding of our environment | Introduction to rules and boundaries.Seasonal walks.Bug hunts and beginning to talk about what they find.Can begin to name the sounds that they hear. | Children know the rules of Forest School and understand the boundaries set for them.On seasonal walks children can explain how they know which season we are in from what they can see around them.Identify and name some plants.Identify and name some insects, mammals and birds found in the forest.Can recognise how to travel safely on rough ground. Begin to understand why it is important to look after our environment. | Children know the rules of Forest School and understand the boundaries set for them.Children can use the environment around them to explain seasonal changes. Identify and name some plants. Identify and name most insects, mammals and birds found in the forest.Know how to travel safely on rough ground.Know why it is important to look after our environment.Children can talk about how being outside makes them feel. | Children know the rules of Forest School and understand the boundaries set for them.Children can explain how the forest changes over time.Children independently use checklists to identify living things in the forest.Children can carry equipment around safely. Children can suggest different ways in which we can look after the environment.Children can discuss how to encourage wildlife to come into the forest.Children can describe how being outside makes them feel. | Children know the rules of Forest School and understand the boundaries set for them.Children can explain how the forest changes over time.Children can begin to classify the things living and growing in the forest.Children can carry equipment and larger logs safely.Children actively participate in looking after the environment.Children carry out projects to encourage more wildlife to the school grounds.Children can begin to describe the benefits of spending time outside. | Children know the rules of Forest School and are involved in setting boundaries for the session.Children can explain how the forest changes over time using the correct Vocabulary.Children can begin to identify and name different trees.Children actively participate in looking after the environment and maintaining the Forest School.Children carry out projects to encourage more wildlife to the school grounds and develop a range of habitats. Children can describe the benefits of being outside.Children understand why they have a responsibility to help take care of the local community and wider world. | Children know the rules of Forest School and are involved in setting the boundaries for the session.Children can explain how the forest changes over time using the correct vocabulary.Children can name and classify the trees in Forest School.Children can name some common birds and discuss their features.Children Independently plan projects to look after the environment and Forest School.Children continue to develop habitats on the school ground.Children play an active part in looking after the wider community and environment. |

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| Teamwork and Problem Solving | Children can play team games Children can communicate their ideas to adults and other children.Children start to think about how they could solve a problem before asking an adult for help (Ask 3 before me).Children can work as part of a team to complete scavenger hunts and small projects | Children build trust in their peers through playing games.Children can clearly communicate their ideas and take on board the ideas of others.Children mostly solve problems as part of a team, with minimal input from an adult. Children can work in a group to research and find what they need. Children understand how working as part of a team can help them to achieve a greater goal. |

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| **When it is age/developmentally appropriate, children and young people should be introduced to the ‘Fire Triangle’ and the activities planned around this area of learning.** |
|  | Ladybird | Robin | Frog | Squirrel | Badger | Bat | Peregrine Falcon |
| Fire | Observe and talk about fire lighting procedures. Begin to contribute by selecting fuel.Introduce the idea of a dragon sneeze.Toast snacks 1:1 | Able to contribute to establishing group fire safety rules.Gather fuel of choice and explain why it may help with the fire.Toast snacks 1:2Introduction of using the kettle for hot drinks, if deemed appropriate for the group. | Children are able to explain fire safety procedures.Explore using the flint and steel to make a spark.Prepare kindling for fire.Toast snacks 1:3 Use kettle for hot drinks – children to be invited to feed the fire where appropriate. | Children can explain what the fire safety procedures are and why we have them in place.Explore alternative methods for lighting a fire, cotton wool to make fairy pillow.Prepare kindling for fire.Introduce a fire based activity, such as Earth candles.Toast snacks 1-4  | Children can explain what the fire safety procedures are and why we have them in place.Light a small, contained fire ‘Dragon fire’.Support with making and tending to the campfire.Toast/cook food on fire, adapting recipes. | Children can explain what the fire safety procedures are and why we have them in place.Light a small contained ‘Dragon fire’ and keep it going to toast a marshmallow.Introduction of using the pan for cooking. | Children can explain what the fire safety procedures are and why we have them in place.Make and tend a fire safely.Prepare and light a campfire with support.Plan for food to be cooked using their knowledge of cooking on a fire. |

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| Knots | Tying a piece of paracord in their hands. | Introduction to basic knots | Use of knots for attaching to structures to trees.Example - Overhand knot and half hitch. Lashing and frapping techniques to make frames. | More sophisticated use of knots for attaching to structures and trees.Lashing and frapping frames and dual structures Example - Cow hitch, | More sophisticated knots for attaching to structures and trees.Independent use of lashing and frapping techniques. | Shelter hitches and knots.More complex knots and selecting the correct knot for a job. | More complex knots and selecting the correct knot for a job. |

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