

Forest School Long Term Plan

Subject specific skills / outcomes – Cross curricular with PSHE, science, PE, art and geography.	Bronze	Silver	Gold
Problem-solving and teamwork	<p>I can work in a team to build a shelter and animal habitat.</p> <p>I can communicate clearly in team games.</p>	<p>I can work in a team to construct a birds nest.</p> <p>I can begin to describe how my structures work.</p> <p>I can co-operate and communicate clearly in team games.</p> <p>I can make and play woodland versions of common games (eg Aunt Sally; pick up sticks; quoits; miniature archery).</p> <p>I can work in a team during wide games and scavenger hunts.</p> <p>I can build trust with my peers through games.</p>	<p>I can make constructions for different purposes: eg rafts; animal bridges; stick towers; outdoor orchestra; sundials; water traps.</p> <p>I can lead a team and work in a team during wide games and scavenger hunts.</p>
Survival skills	<p>I know what I need to survive (water, food, air).</p>	<p>I can explain what humans need to survive.</p> <p>I can work with others to research and obtain survival essentials.</p>	<p>I can find and identify safe wild food.</p> <p>I understand the rules for safe foraging.</p>
Shelter building	<p>I can use a tripod structure independently (animal den building).</p> <p>I can design and build varying sized shelters using tarpaulin and materials found in a woodland.</p>	<p>I can create a lean to shelter, independently or with limited support using lashing and frapping techniques to make frames.</p> <p>I can work successfully as a group, having considered and evaluated each members' contributions.</p> <p>I can compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose.</p>	<p>I can create a tipi shelter with camouflage.</p> <p>Shelter building challenge – working in teams the children plan, build and review their shelters (recap the different ways to build shelters).</p> <p>I can work successfully as a group, having considered and evaluated each members' contributions.</p> <p>I can compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose.</p>
Knots	<p>I can tie shoe laces.</p> <p>I can tie a simple knot.</p> <p>I can begin more sophisticated use of knots for attaching to structures and trees.</p> <p>Example - Overhand knot and half hitch</p>	<p>I can begin more sophisticated use knots for attaching to structures and trees.</p> <p>Lashing and frapping techniques to make frames.</p>	<p>I can use shelter hitches and knots.</p> <p>I can use complex knots and selecting the correct knot for a job.</p> <p>Independent use of lashing and frapping techniques.</p>

<p>Art</p>	<p>I can use natural materials to create artwork that I can talk about. (mud painting or collage) I can make a stick person. I can make a journey stick. I can make a magic wand. I can print using natural materials</p>	<p>I can lash sticks together to make a weaving frame. I can make clay animals. I can choose shapes in nature and use them to inspire my artwork. I can create a tree character and describe them.</p>	<p>I can plan, make and create a decoration. I can use natural shapes and structures to inspire my artwork. I can sketch birds. I can sketch trees and plants.</p>
<p>Science / Nature / Environment</p>	<p>I can identify and name a variety of wild and garden plants. I can describe the plant structure (including trees). I can identify deciduous and evergreen trees. I can identify and name a variety of common animals from amphibians - mammals I can observe and describe seeds and how they are scattered in autumn. I can name and identify some trees in our grounds by using a simple ID guide. I can name sounds that I hear.</p>	<p>I can name and identify some trees in our grounds by using a simple ID guide. I can group objects according to my own criteria. I can name animals in the environment and group them. I can name some common garden birds and talk about their features. I can name the common trees in our grounds (give a tree a character activity) I can talk about how to encourage wildlife into an area. I can carry out fieldwork – classifying and surveying animals. I can match tracks and other signs to animals. I can name animals in the environment and group them.</p>	<p>I can name and identify some trees in our grounds. I can recognise pollution indicators in different habitats. I can research and test different ways to find north. I can group objects according to my own criteria.</p>
<p>Geographical skills and navigation</p>	<p>I can use simple compass directions (North, South, East and West) I can use directional language (near and far; left and right) I can describe the location of features and routes on a map I can recognise landmarks and human and physical features I can devise a simple map and use basic symbols in a key</p>	<p>I demonstrate understanding the concept of a basic map I can recognise features and symbols on the map. I can navigate my way around a simple orienteering course I understand the term ‘orientate or ‘setting’ a map I can complete a simple ‘star’ orienteering activity in pairs / Groups. I can record information accurately and neatly. I can follow rules when completing a star orienteering activity. I can build trust with a partner and work together when orienteering.</p>	<p>I can use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey Maps) I can further develop navigational skills by planning ahead, identifying problems and making decisions I can learn to balance speed and accuracy. I can set, read and follow a bearing. I can practice and develop pacing skills. I can take a bearing from a map and use that bearing to find a control point. I can combine map reading and compass skills. I can measure the distance between control points and, using the map scale, estimate the number of paces required to reach each control.</p>

Physical development / Healthy lifestyles	<p>I know how to travel safely on rough ground.</p> <p>I can carry sticks safely.</p>	<p>I can describe the benefits to being outside.</p> <p>I can talk about how being outside makes me feel.</p> <p>I know how to move a log safely.</p>	<p>I can describe my flexibility, strength, control and balance when participating in outdoor activities.</p> <p>I take part in outdoor activities and challenges on my own and in a team.</p>
Tool work	<p>Introduction to tools (peelers for whittling, hammers, mallets, trowels and forks)</p> <p>I can use basic tools (cutting of string, peeler for whittling, bow saw to cut discs (1:1)</p> <p>I can use a palm drill (identity disks)</p> <p>I can make sparks with a fire steel.</p> <p>I understand safety measures to keep me safe.</p>	<p>I can use a palm drill (identity discs).</p> <p>I can make sparks with a fire steel.</p> <p>I can whittle a marshmallow stick.</p> <p>I can make a creature using wooden discs.</p> <p>I can saw wood with support</p> <p>I can use loppers, secateurs and knives for whittling safely.</p>	<p>I can use a palm drill (identity disks)</p> <p>I can saw wood with support</p> <p>I can make and tend a fire that I have lit.</p> <p>I can plan a project (Easter decoration).</p> <p>I can tie suitable knots for different purposes (shelter hitches and knots).</p>
Fire lighting and cooking	<p>I can be safe around a fire and explain the fire circle.</p> <p>I can light a piece of cotton wool (fairy pillow).</p> <p>I can toast a marshmallow on a stick.</p>	<p>I can light a fire safely with close supervision.</p> <p>I can roast popcorn.</p> <p>I can make a pancake and cook it on an open fire.</p>	<p>I can boil water in a Kelly kettle.</p> <p>I can make hotdogs.</p> <p>I can cook a meal on an open fire.</p>