



Forest School Progression Map

Curriculum For Life

Objectives	Year 3	Year 4	Year 5	Year 6
Building, Problem Solving and Teamwork				
Learning how to develop my personal and social skills	I can make and play woodland versions of common games (pick-up sticks, noughts and crosses for example). I can work in a team during wide games and scavenger hunts. I can build trust with my peers through playing games.		I can explain what humans need to survive. I can work with others to research and obtain survival essentials. I understand the rules for safe foraging. I can work with a team to build a waterproof shelter using tarpaulins. I can use a range of simple knots.	
Learning how to develop problem solving strategies.	Understanding what trust is and identifying who I can trust	Understanding how my actions and behaviour affects others	Understanding that friendships will encounter issues but that this may strengthen them	Learning that friendships can experience conflict, and ways in which to resolve conflict, through negotiation and compromise
Art & Creativity				
Learning how to develop creative and imaginative skills.	I can sketch trees and plants. I can choose shapes in nature and use them to inspire my artwork		I can plan, make and create a decoration. I can use natural shapes and structures to inspire my artwork. I can print using natural materials. I can use natural materials to make art materials.	
Cooking & Safety				
Learning how to identify and manage risks.	I can be safe around a fire and explain the fire circle. I can light a fire safely with close supervision. I can toast a marshmallow on a stick. I can cook on an open fire with appropriate supervision. I can follow instructions to keep myself and others safe. I can manage my own risk.		I can be safe around a fire and explain the fire circle. I can prepare the fire-lighting equipment and light a fire safely with close supervision. I can toast a marshmallow on a stick. I can cook on an open fire.	
Physical Health & Wellbeing				
Learning to understand the importance of a healthy and	I can describe my flexibility, strength, control and balance when participating in outdoor activities. I can carry equipment around safely I can take part in outdoor activities and challenges on my own and in a team. I understand and can describe the benefits of being outside.			

active lifestyle.				
Mental Health & Wellbeing				
Learning how to increase self esteem and self motivation.	I can explore my identity through the groups I belong to I can identify my strengths and explore how I use them to help others I can understand how to overcome problems by breaking them into smaller, achievable steps	I understand it is normal to experience a range of emotions I am developing the ability to appreciate the emotions of others in different situations I am learning to take responsibility for my emotions and that I can control some things but not others In developing a growth mindset, I can acknowledge that mistakes are useful to learning	Understanding what can cause stress and how to deal with it Exploring ways to achieve a goal, setting short-term, medium-term and long-term targets Developing the ability to take responsibility for and manage my feelings Identifying how failure can make me feel, learning to manage those feelings and that failure is an important part of success	Exploring my personal qualities and how to build on them Learning the importance of resilience and developing strategies for being resilient in challenging situations Identifying long-term goals and developing a plan as to how to achieve them
Tool Work				
Learning how to use tools safely.	I can whittle using age-appropriate tools. I can use a palm drill. I can make sparks with a fire steel.		I can use a palm drill. I can saw wood with support. I can make and tend a fire. I can tie suitable knots for different purposes.	
Science / Nature / Environment				
Learning about, understanding and navigating the natural environment	I can identify deciduous and evergreen trees. I can name some common birds and talk about their features and the sounds they make. I can match tracks and other signs to animals. I can identify and classify things I observe. I can talk about how to encourage wildlife into an area. I can change the use of items by adding heat from the fire.		I can name and identify some trees in our grounds by using a simple ID guide. I can name and identify wildlife in and around our grounds by using a simple ID guide. I can recognise pollution indicators in different habitats. I can group objects according to my own criteria. I am beginning to know the eight points on a compass.	
Global Citizenship				
Learning to look after and care for the environment	I can describe different ways to look after the environment. I understand why I have a responsibility to help take care of our local community and the wider world I play an active part in my local community.		I can describe different ways to look after the environment. I understand why I have a responsibility to help take care of our local community and the wider world. I play an active part in my local and wider community.	