

Forest School at Sir Martin Frobisher Academy

Subject Leadership

2024/25

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Subject Leaders at SMFA

- Subject Leaders provide professional leadership for a subject or group of subjects to secure high-quality first teaching, a rich curriculum and the effective use of resources. The success of this will be measured by the impact on learning and progress for pupils.
- We do not expect Subject Leaders to be an 'expert' in the subject they lead. What is important is that they have the overview of what is going well and what needs to be improved – based on evidence.
- Subject leaders at SMFA are part of both the Middle Leadership and the SMFA Extended Leadership Teams
- Each Subject Leader has an assigned Mentor (from SLT)

All Subject Leaders will

- Be part of our distributed leadership
- Utilise the expertise, passion, pedagogical awareness and strengths of other leadership team members
- Establish a collective responsibility for demonstrating that everyone makes a difference
- Moving the school forward through driving the implementation aspect of each subject
- Professionally develop themselves and other staff team members
- Raise standards across all aspects of the curriculum
- Enrich the curriculum
- Share knowledge, expertise, skill, passion and enthusiasm

How does the role of Subject Leader fit into SMFA's Ofsted Statement of Action?

The staff, pupils and school community are working on areas identified in June 2023's Ofsted inspection as areas that need to be developed. The actions below link directly to the role of school Middle Leaders.

AFI 1 – Curriculum

"Most of the curriculum has been reviewed and newly implemented to take into account what pupils know. This process is further ahead in its development in reading and mathematics. In these areas, leaders consider the starting points of pupils carefully, so they build knowledge and understanding step by step. Teachers receive effective training and support. As a result, teachers plan learning that helps pupils build on prior learning. This ensures that pupils deepen their learning and are consequently generally achieving well."

Most of the curriculum has been reviewed and newly implemented. Aside from English and mathematics, leaders have identified gaps in pupils' learning and are further refining the curriculum to include what knowledge pupils need to learn to catch up. This includes pupils' knowledge of subject-specific vocabulary. Leaders should ensure that the curriculum they intend to offer is planned well, using the information they know about what pupils need to learn. Leaders should ensure that teachers are trained to implement the curriculum so that their delivery adheres to leaders' specification, ensuring that pupils catch up and are ready for the next stages of their education.

Curriculum – Forest School

The Forest School Ethos

- Forest School is a child centred inspirational learning process, that offers opportunities for holistic growth through regular sessions.
- It is a long-term program that supports play, exploration and supported risk taking.
- It develops confidence and self-esteem through learner inspired, hands on experiences in a natural setting.

Quality Forest School delivery holds to all six key principles that shape and govern the Forest School ethos. There are many forms of outdoor education, and all have enormous value, however Forest School is unique in its reach, delivery and effect.

These six principles are:

1. Forest School is a long-term process of regular sessions, rather than one-off or infrequent visits; the cycle of planning, observation, adaptation and review links each session.
2. Forest School takes place in a woodland area or natural environment to support the development of a lifelong relationship between the learner and the natural world.
3. Forest School uses a range of learner centred processes to create a community for being development and learning.
4. Forest School aims to promote the holistic development of all involved, fostering resilient, confident, independent and creative learners.
5. Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.
6. Forest School is run by qualified Forest School practitioners, who continuously maintain and develop their professional practice.

Intent:

High-quality Forest school sessions inspire children to want to know more about the natural environment around them and support their personal growth. At Sir Martin Frobisher Academy we have expanded and enhanced the breadth of our curriculum by incorporating a designated area for Forest School which is a weekly part of the children's routine. This can be whole class, small group or individual, adapting to the identified needs of the children. By linking learning to a range of interest and topics, children have opportunities to investigate to communicate this to others. We aim to develop children with the characteristics and skills to think for themselves and reflect on their learning.

- To foster a relationship with nature through regular personal experience to develop long-term and environmentally sustainable attitudes and practices in our children and wider community.
- Aim to develop, where appropriate, the physical, social, cognitive, linguistic, emotional, and spiritual aspects of our children. With supportive relationships develop children with the characteristics to think and reflect on themselves.
- Sessions take place weekly, with the same groups of children and encompass the seasons.
- To work closely with class teacher/LSA's aiming to link forest school experience to supportive transitions for school learning.
- To provide opportunities for curriculum enrichment through hands on learning outdoors.

Implementation:

Forest school leaders plan:

- To incorporate nature inspired vocabulary.
- To immerse children within Forest School to themes relating to what is being learnt in the classroom.
- Links to excellent quality text.
- A cycle of sessions for each season, which plans for progression and depth.
- Progression in skills using relevant milestones
- Challenging question to develop thinking skills.
- Key observation, children's choice underpins the offered opportunities in sessions based on their interests and motivations.
- To recognise that behaviour is communication.
- Providing suitable clothing to all children to ensure Forest School can occur in all weathers.

Impact:

Our Forest School curriculum is high quality well thought out and is planned to demonstrate progression. We measure the impact of our curriculum through the following methods:

- A reflection on standards achieved against the planned outcomes for personal growth
- Children make substantial progress through their skills and knowledge of their Forest School environment.
- Child discussions about their learning.
- Child reflection about their learning.

At Sir Martin Frobisher Academy our children will grow in confidence as a result of the freedom, time and space they are given in their learning. This allows a demonstration of independence at each child's individual rate. As the children grow in confidence in their abilities in the outdoor environment, they will be able to understand, assess and manage their own risk and safety. It encourages problem solving, logical thinking, self-reflection and evaluation. They will not only become more confident and resilient children but more caring and supportive peers due to the focus on kindness and understanding and generating empathy. Reflective practice is a feature of each session to ensure the children can understand their achievements to develop emotional intelligence. But most of all the children will see that mistakes are not failures; they are part of learning, that they are, human.

Long Term Plan

EYFS	Autumn 1 All about me	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Explore and build. Vocabulary Forest, tree, trunk, log circle, stick, branch, twig, leaf, rope, soil earth	Introduction of basic building with support Topic	Introduction of basic building with support Family Stick	Introduction of basic building with support Topic	Introduction of basic building with support Storytelling Outdoors	Introduction of basic building with support Topic	Introduction of basic building with support Paper Plant Pots
Build with Knots and Ropework Rope, string, rope swing, Overhand knot, half hitch.	Overhand knot Stick me		Overhand knot		Half Hitch	
Geography Skills & Navigation Boundary, willow hedge, Wolf call-back, safety rules	Follow rules and boundaries. Promote free exploration. Barefoot Safari https://tl.org.uk/wp-content/uploads/woocommerce_uploads/2019/03/lesson-activity_barefoot-safari.pdf	Follow rules and boundaries. Promote free exploration. Autumn Leaves Display	Follow simple directional instructions. Directional games	Follow simple directional instructions. Ready, Teddy, Go!	Follow simple directional and instructions. Bottle Cap Mosaics	Follow simple directional instructions. Seed Bombs
Using Tools Butterknife, Spade, fork, trowel, hand fork, whittling, Hapa zome	Introduction to tools Key words: peelers, hammers, mallets, trowels and forks	Peelers A Little Whittling	Peelers Tree Faces	Hammers Japanese Art of Hapa zome	Trowels & forks Gardening Green High Five!	Trowels & forks Gardening Bag Gardening
Using Fire for Cooking Firepit, tinder, kindling, Flint and steel, fire circle	Observe and talk about fire lighting procedures.	Safety procedures – fire safety	Begin to contribute by selecting fuel	Begin to contribute by selecting fuel	One pot cooking. Healthy Campfire Recipes	One pot cooking Healthy Campfire Recipes
Science & Wellbeing Listening, walking, habitat	To name sounds that we can hear. A Sound Walk of where I learn https://tl.org.uk/wp-content/uploads/2022/01/tl_activitysheets_soundwalk.pdf	To name things we can see. Cloud Gazing	To decide is something is living or non-living. Animal/bug hunt	To discuss how it feels to be outside. Slip and Slide Puddle Potential	To name different parts of nature. Plant hunt	To practise mindfulness outside. Bushcraft Pen and Ink Charcoal Paint
Forest school project	Whole school wildlife pond building project.	Christmas wreath				

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Explore and build. Rope, tarps, branch, twig, leaf, log, mallet, ground stakes, soil, earth, magnifying glass.	Introduction of basic building with support (outdoor equipment) Topic Stick puppets.	Review of basic building with support (outdoor/indoor equipment) Stick family	Introduction of basic building in groups with support (outdoor/indoor equipment) Topic	Review of basic building with support (outdoor/indoor equipment) Bug garden	Introduction of basic building without support independent (outdoor/indoor equipment) Topic	Review of basic building with support (outdoor/indoor equipment) Nest
Knots Overhand knot, half-hitch knot, clove hitch, reef knot, shelter, den, tripod.	Overhand knot/Half Hitch Supported construction of mini tripod structures		Clove Hitch Mini-den building		Reef knot Erect a mini lean-to shelter, with support	
Skills & Navigation (Geography) Compass, North, South, East, West, map, compass.	Follow rules and boundaries. Promote free exploration. Travel safely over the terrain in woodland area. Travel timeline. (Barefoot Safari)	Promote free exploration. Carry sticks safely. Work in a team to co-operate and communicate clearly. Arc dig.	Use directional language (near and far; left and right) Easter egg hunt	Describe the location of features and routes on a map. Treasure hunt.	Recognise human and physical features. List human made objects and natural made objects. Ready, Teddy, Go!	Devise a simple map and use basic symbols in a key. orienteering course
Using Tools Secateurs, palm drill, loppers, bit and brace drill, sawhorse, bowsaw.	Continuation of the use of basic tools (cutting of string, peeler for whittling)	Continuation of the use of basic tools (cutting of string, peeler for whittling)	Use bow saw to cut discs (1:1)	Use bow saw to cut discs (1:1)	Troels, forks, mallets, hammers	Troels, forks, mallets, hammers
Using Fire for Cooking Fire circle, fire pit, tinder, kindling, firewood, Flint and steel.	Be safe around a fire.	Observe and talk about fire lighting procedures	Contribute to fire lighting by gathering fuel	Whole group cooking	Warming hot chocolate (whole group)	Cooking vegetables (whole group)
Science & Wellbeing Autumn, Winter, Spring, Summer, habitat. Fox, badger, owl, squirrel, rabbit, Muntjac deer, frog, frog spawn, tadpole, froglet minibeast worm woodlouse, spider, bee, snail, slug carnivores, herbivores, omnivores, changes, compare, Hawthorn, Oak, Horse Chestnut, Lime, Hazel, Wild Cherry, Blackthorn, Elder, Willow, Silver Birch. Weather, rain, snow,	Identify and name a variety of common animals including, fish, amphibians, reptiles, birds and mammals. What animals live here?	Observe changes across the 4 seasons	Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. What are they made of?	Observe changes across the 4 seasons.	Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. What plants live here?	Observe changes across the 4 seasons

Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Explore and build. Tarps, poles, ropes, mallet, ground pegs, log circle. Trunk, branch, log, twig, leaf.	Supported of basic building (outdoor/indoor equipment) Topic London house burning	Supported of basic building (outdoor/indoor equipment) Leaf collage	Supported of basic building (outdoor/indoor equipment) Topic	Supported of basic building (outdoor/indoor equipment) Mini den building (sticks)	Supported of basic building (outdoor/indoor equipment) Topic	Supported of basic building (outdoor/indoor equipment) Fairy Garden
Knots Reef knot, tripod, poles, rope, lashing, frapping.	Reef knot Introduction to use of tripod structures Supported construction of tripod structures (mini-den building)		Clove hitch/Sheet bend Erect a lean to shelter, with support. Introduction to lashing and frapping techniques to make frames		Figure of eight Festive Create a lean to shelter, independently or with limited support	
Geography and History Skills & Navigation Boundary, North, South, East, West, NW, NE, SW, SE.	Re-enforce rules and boundaries of Outdoor Adventures Use directional language (near and far; left and right) Travel timeline.	Move logs safely with support first. Describe the location of features and routes on a map find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching. Arc dig	Use simple compass directions (North, South, East and West) Devise a simple map and use basic symbols in a key. Easter Egg Hunt 2	Use simple compass directions (North, South, East and West) Devise a simple map and use basic symbols in a key. Treasure hunt part 2	Use simple compass directions (North, South, East and West) Recognise landmarks and human and physical features. Devise a simple map and use basic symbols in a key. Ready, Teddy, Go!	Use simple compass directions (North, South, East and West) Recognise landmarks and human and physical features. Devise a simple map and use basic symbols in a key. orienteeering course
Using Tools Secateurs, loppers, Palm drill, Bit and Brace drill, sawhorse	Continuation of the use of basic tools, independent cutting of string Use of bow saw I-I to cut discs and peelers for whittling. Infant Weaponry	Continuation of the use of basic tools, independent cutting of string Use of bow saw I-I to cut discs and peelers for whittling. A Little Whittling	As per Autumn- ratios to change based on Risk Assessment of children. Living Books	As per Autumn- ratios to change based on Risk Assessment of children. Recycled Planters	As per Autumn- ratios to change based on Risk Assessment of children. Create a Critter	As per Autumn- ratios to change based on Risk Assessment of children. Natural Expressions
Using Fire for Cooking Fire pit, tinder, kindling, firewood, Flint and Steel, fire circle.	Be safe around a fire. Observe and talk about fire lighting procedures	Experience using fire strikers to spark a flame.	Experience using fire strikers to spark a flame.	Light a piece of cotton wool (fairy pillow)	Light a piece of cotton wool (fairy pillow) Fire safety and the fire triangle	Cooking- small group Campfire Stick Bread
Science & Well Being Seed, germinate, stem, bulb, leaf, flower, bud, seed, root, soil, earth. Sustainability, bio diversity.	identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for different uses. three pigs' house	identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Different animal lifecycles. habitats design	explore and compare the differences between things that are living, dead, and things that have never been alive.	find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	observe and describe how seeds and bulbs grow into mature plants. planting your own flower	find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. Tracking growth
Forest school project	Whole school wildlife pond building project.	Christmas wreath				

Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Explore and build. Tarps, poles, mallet, rope, paracord, ground stakes	Independent build (outdoor/indoor equipment) Topic Build Spears	Independent build (outdoor/indoor equipment) Animal garden	Independent build (outdoor/indoor equipment) Topic	Independent build (outdoor/indoor equipment) Bug hotel	Independent build (outdoor/indoor equipment) Topic	Independent build (outdoor/indoor equipment) Boat building
Knots Half hitch, Timber hitch	Figure of eight Supported construction of tripod structures (mini-den building)		Half Hitch Erect a lean to shelter, with support.		Timber Hitch Create a tarpaulin shelter in a woodland. Work successfully as a group, having considered and evaluated each member's contributions. Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose	
Geography Skills & Navigation North, South, East, West, NE, NW, SE, SW, map, mapping, orientate	Use directional language (near and far; left and right) Devise a simple map and use basic symbols in a key. Travel timeline.	Use simple compass directions (North, South, East and West) Describe the location of features and routes on a map. Arc dig	Demonstrate understanding of the concept of a basic map. Navigate your way around a simple orienteering course. Understand the term 'orientate' or 'setting' a map. Easter egg hunt 3	Complete a simple 'star' orienteering activity in pairs / groups. Record information accurately and neatly. Treasure hunt 3	Complete a simple 'star' orienteering activity in pairs / groups. Record information accurately and neatly. Follow rules when completing a star orienteering activity. Ready, Teddy, Go!	Orientate themselves with increasing confidence and accuracy around a short trail orienteering course
Using Tools Loppers, secateurs, palm drill, bit and brace drill, bow saw, sawhorse	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 Gardening area Loppers Secateurs Knives for whittling					
Using Fire for Cooking Flint and Steel, tinder, kindling, Firewood, Fire triangle, fire circle	Experience using fire strikers to spark a flame.	Light a piece of cotton wool (fairy pillow) Fire safety and the fire triangle	Light a piece of cotton wool (fairy pillow) Fire safety and the fire triangle	Cooking- small group Fire safety and the fire triangle	Light a fairy fire and keep it going	Light a fairy fire and keep it going
Science & Wellbeing Types of soil; Sandy, Loam, Clay, Chalk, Silty and Peat. Shadow, Flint. Flower, stem, bud, leaf, root, soil, rock	compare and group together different kinds of rocks based on their appearance and simple physical properties. rock finding	describe in simple terms how fossils are formed when things that have lived are trapped within rock. fossil formation	recognise that shadows are formed when the light from a light source is blocked by a solid object. shadow formation.	find patterns in the way that the size of shadows changes. Making a sun dial	explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Explore and build. Leather, ropes, paracord, tarp, ground sheet, palm drill, den, shelter	Supported Build (outdoor equipment only) Topic Saxons' – Leather drawstring pouch	Supported Build (outdoor equipment only) Work successfully as a group, having considered and evaluated each members' Contributions. Naturally Creative Outdoors	Supported Build (outdoor equipment only) Topic	Supported Build (outdoor equipment only) Work successfully as a group, having considered and evaluated each members' contributions. School Grounds Sculpture Trail	Supported Build (outdoor equipment only) Topic	Supported Build (outdoor equipment only) Work successfully as a group, having considered and evaluated each members' contributions. Making a Water Wall
Knots Timber hitch, Highway man's hitch, lashing, frapping	Timber Hitch Practise lashing & frapping techniques.		Bowline Erect a lean to shelter independently		Highway man's hitch Create a tarpaulin shelter in a woodland	
Geography Skills & Navigation Orienteering Archaeologist	Recognise features and symbols on the map. Understand how to orientate the map. Travel timeline	Demonstrate understanding of a line orienteering course (short loop) and star orienteering. Arc dig	Recognise features and symbols on the map. Understand how to orientate the map. Easter egg hunt 4	Recognise features and symbols on the map. Understand how to orientate the map. Treasure hunt 4	Build trust with a partner and work together when orienteering. Orientate themselves with accuracy around a short trail. Ready, Teddy, Go!	Create a short trail for others with a physical challenge. Start to recognise features of an orienteering course. orienteering course
Using Tools Loppers, secateurs, Garden spades/fork, hand trowel/fork, butterknife	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, supported by an adult. Gardening Loppers Secateurs Knives for whittling					
Using Fire for Cooking Fire pit, fire circle, tinder, kindling, firewood, roast, boil, fry,	Be safe around a fire.	Independently collect fire for gathering fuel	Light a piece of cotton wool (fairy pillow)	Light a fairy fire and keep it going.	Roast food on a fire with support.	Roast food on a fire with support and independently decide when something is cooked.
Science & Wellbeing Sustainability, biodiversity, species, habitat, human impact, environment, litter, deforestation, population increase, nature reserves,	Recognise that environments can change and that this can sometimes pose dangers to living things. Crime scene investigation- How rubbish impacts our immediate environment and community.	Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) Melting and Freezing water	Recognise that living things can be grouped in a variety of ways. similarities and differences between animals and plants	Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Grouping plants	Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Animal grouping	Construct and interpret a variety of food chains, identifying producers, predators and prey. Wild food plate

Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Explore and build. Tarp, ground sheet, rope, paracord, mallet, ground pegs, poles</p>	<p>Explore and build challenge – working independently (with support) the children plan, build and review their shelters (recap the different ways to build)</p> <p>Topic Boat building</p>	<p>Explore and build challenge – working in groups (with support) the children plan, build and review their shelters (recap the different ways to build)</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, weatherproofing and whether it is fit for purpose.</p> <p>Bug hotel</p>	<p>Explore and build challenge – working independently (with support) the children plan, build and review their shelters (recap the different ways to build)</p> <p>Topic</p>	<p>Explore and build challenge – working in teams (with support) the children plan, build and review their shelters (recap the different ways to build)</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, weatherproofing and whether it is fit for purpose.</p> <p>Animal den</p>	<p>Explore and build challenge – working independently (with support) the children plan, build and review their shelters (recap the different ways to build)</p> <p>Topic</p>	<p>Explore and build challenge – working in teams (with support) the children plan, build and review their shelters (recap the different ways to build)</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, weatherproofing and whether it is fit for purpose.</p> <p>Garden area</p>
<p>Knots Highway man's hitch, round turn and two half hitches, frapping and lashing, compare and evaluate.</p>	<p>Revision of previous year's knots</p> <p>Use a tripod structure independently.</p> <p>Create a lean shelter independently.</p> <p>Practise frapping & lashing techniques</p>	<p>Highway man's hitch</p> <p>Design and build varying sized shelters using tarpaulin and materials found 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, weatherproofing and whether it is fit for purpose.</p> <p>Practise frapping & lashing techniques</p>		<p>Round Turn & Two Half Hitches</p> <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, weatherproofing and whether it is fit for purpose.</p> <p>Practise frapping & lashing techniques</p>		
<p>Geography Skills & Navigation Orienteering, navigate, compass, solar system planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Neptune, Uranus, Sun, Moon, stars,</p>	<p>Use navigation equipment to orientate around a trail.</p> <p>Use the eight points of a compass and four figure grid references.</p> <p>Travel timeline</p>	<p>Use navigation equipment to orientate around a trail.</p> <p>Use the eight points of a compass and four figure grid references.</p> <p>Arc dig</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>Improve confidence in map reading and the transfer of information from map to ground.</p> <p>Apply skills of orienteering including thumbing the map, route choice and symbol recognition</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>Describe the movement of the Earth, and other planets,</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>Describe the movement of the Earth, and other planets,</p>

Year 6	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Explore and build. Tarp, paracord, rope, poles, mallet, ground pegs	Explore and build challenge – working independently (with support) the children plan, build and review their shelters (recap the different ways to build shelters) Topic Stretcher	Explore and build challenge – working independently/ groups the children follow someone else’s plan, build and review their instructions. Building Bridges	Explore and build challenge – working independently (with support) the children plan, build and review their shelters (recap the different ways to build shelters) Topic	Explore and build challenge – working independently/ groups the children follow someone else’s plan, build and review their instructions. Ball Run Bonanza	Explore and build challenge – working independently (with support) the children plan, build and review their shelters (recap the different ways to build shelters) Topic	Explore and build challenge – working independently/ groups the children follow someone else’s plan, build and review their instructions. Fence painting
Knots Overhand knot, clove hitch, reef knot, half hitch, two half hitches, round turn and two half hitches	Revision of all knot types Design and build varying sized shelters using tarpaulin and materials found in a woodland. Work successfully as a group, having considered and evaluated each members’ contributions. Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose		Revision of all knot types Create a tipi shelter with camouflage. Work successfully as a group, having considered and evaluated each members contributions. Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose.		Revision of all knot types Explore and build challenge – working in teams the children plan, build and review their shelters (recap the different ways to build shelters) Work successfully as a group, having considered and evaluated each member’s contributions. Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose.	
Geography Skills & Navigation Compass, North, South, East, West, North East, North West, South East, South West, key, orienteering.	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey Maps) Travel timeline	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey Maps) Arc dig	Further develop navigational skills by planning ahead, identifying problems and making decisions Learn to balance speed and accuracy. Make an easter egg hunt for younger children to follow	Set, read and follow a bearing. Practise and develop pacing skills. Be able to take a bearing from a map and use that bearing to find a control point. Make a Treasure hunt for younger children to follow	Combine map reading and compass skills. Measure the distance between control points and, using the map scale, estimate the number of paces required to reach each control. Ready! Steady! Go! Design for younger children.	Successfully undertake an orienteering competition using an unfamiliar map in a new location Demonstrate effective use of orientating a map, using a compass, setting, reading and following bearings, and scale to navigate around a score (scatter) orienteering course
Using Tools Bow saw, secateurs, loppers, palm drill, bit and brace drill	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. Gardening Loppers Secateurs Knives for whittling					
Using Fire for Cooking Fire triangle, fire circle, flint and steel, tinder, kindling, firewood.	Prepare and light a campfire with supervision.	Prepare and light a campfire with supervision.	Prepare and light a campfire with supervision.	Prepare and light a campfire with supervision.	Prepare and light a campfire with supervision. With a partner, explain how to create a campfire.	Prepare and light a campfire with supervision. Independently explain how to create a campfire.
Science & Wellbeing	Weather Predictions	Measuring Microclimates	Climate Change Dodgeball	The Greenhouse Effect	Solar Kettle	Reusable Bottles Garden

Progression of Skills and Knowledge



Sir Martin Frobisher Academy

Forest School Progression of Knowledge, Skills and Vocabulary

Progression - Knowledge and Skills

Subject Content	Knowledge and Skills						
	EYFS Knowledge and Skills	Year 1 Knowledge & Skills	Year 2 Knowledge & Skills	Year 3 Knowledge & Skills	Year 4 Knowledge & Skills	Year 5 Knowledge & Skills	Year 6 Knowledge & Skills
Metacognitive development & child-led enquiry	Promotion of free exploration Promotion of independent learning opportunities/skills	Follow rules and boundaries. Promote free exploration.	Describe the location of features and routes on a map. Follow a basic route on a map devised by an adult.	I can make my own choices with growing independence and reflect on my learning.	I can initiate and pursue my own interests/activities independently. I can reflect on my progress and make adaptations.	I can plan how to approach a given task and evaluate my progress towards its completion.	I can apply the skills and understanding I have learnt to solve problems and can transfer skills to new areas of learning.
Confidence & Self-esteem	Listen to instructions given.	I can listen to instructions given and share ideas as part of a whole class.	Listen to instructions given and share ideas in smaller groups.	I can take increasing responsibility for myself and develop awareness for others.	I can manage my emotions using the coloured Zones of Regulation system, be more resilient and develop empathy.	I can talk about my own feelings and emotions in a familiar group.	I can share and communicate ideas confidently and offer support to others.
Teamwork				I can share my skills and knowledge and show respect for others' point of view.	I can treat conflict as an opportunity to hear about new ideas and opinions and work to resolve problems.	I can plan and negotiate with others appropriately and work effectively to solve problems.	I can collaborate and use my skills and experience to contribute to and reflect on the success of a shared goal.
Risk Management	Promotion of free exploration Promotion of independent learning opportunities/skills	Re-enforce rules and boundaries. Travel safely over the terrain in woodland area. Carry sticks safely. Work in a team to co-operate and communicate clearly. Discover what's in a pond. Hunt for insects. Roll down a hill. Make a daisy chain.	Re-enforce rules and boundaries of Outdoor Adventures Move logs safely with support first. Build a bridge.	I can show understanding of health and safety issues. I can follow and practice safety rules and routines.	I can show increasing awareness for my own and others' safety.	I can carry out my own dynamic risk assessments for activities and using specific tools.	I can give safety briefings to new group members, younger children and visitors.
Tool Use & Green Woodworking	Introduction to tools (peelers for whittling, hammers, mallets, trowels and forks)	Continuation of the use of basic tools (cutting of string, peeler for whittling, bow saw to cut discs (1:1))	Continuation of the use of basic tools, larger ropes and independent cutting of string Use of bow saw 1-1 to cut discs and peelers for whittling	I can use basic tools to construct simple items from wood. Bow saw (1:1 with an adult), palm drill and scissors to make a name disc necklace. Peeler for whittling a cooking stick. Mallets for tent pegs & Hapa Zome.	I can continue to use basic tools to construct items. Secateurs, loppers, bit and brace drill, peelers, palm drills, bow saw and tent pegs. Secateurs for cutting Elder beads. Loppers and tent pegs for making charcoal pencils.	I can begin to use a range of tools appropriately for wider purposes when I am physically, mentally and socially ready to do so including knives for whittling. Knives to whittle a spear. Loppers and secateurs to cut and trim willow.	I can continue to use an increasing range of tools appropriately for wider purposes to cut, split, and whittle green wood to create a range of items. Making a wooden mallet, sawing and splitting firewood, making creative items from own ideas.
Shelter building and knots	Introduction of basic shelter building with support (some indoor and outdoor equipment) Mini-den building for small animals	I can with support construction of tripod structures (mini-den building) I can erect a lean to shelter, with support. I can produce basic knots with support.	I can independently use tripod structures (animal den building) Introduction to lashing and frapping techniques to make frames. Create a lean to shelter, independently or with limited support	I can tie a granny knot. I can help to put up a Tarpaulin shelter in wet weather with adult support.	I can tie a reef knot. I can construct a tripod structure, using sticks and a tarp sheet without adult support.	I can tie a reef knot and a timber hitch. I can help to put up a Tarpaulin shelter in wet weather without adult support.	I can tie a reef knot and a timber hitch. I can help to put up a Tarpaulin shelter in wet weather without adult support.

Subject Content	Knowledge and Skills						
	EYFS Knowledge and Skills	Year 1 Knowledge and Skills	Year 2 Knowledge and Skills	Year 3 Knowledge & Skills	Year 4 Knowledge & Skills	Year 5 Knowledge & Skills	Year 6 Knowledge & Skills
Fire craft	<p>Observe and talk about fire lighting procedures, begin to contribute by selecting fuel</p> <p>Safety procedures – fire safety</p> <p>One pot cooking</p>	<p>Be safe around a fire.</p> <p>Contribute to fire lighting by gathering fuel.</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>	<p>I can demonstrate that I am familiar with the 4 fire safety rules.</p> <p>I can build a communal tipi fire with support.</p> <p>I can light a piece of charcloth using a flint and steel.</p> <p>I can toast bread and a marshmallow over the fire, with support, using a cooking stick.</p>	<p>I understand the basic principles of the fire triangle.</p> <p>I can recall and apply the 4 fire safety rules.</p> <p>I can lay and light a communal upside down fire.</p> <p>I can prepare food to cook over the fire with support.</p>	<p>I can build and tend a small fire safely and boil water using a Kelly Kettle to make a hot chocolate.</p> <p>I can explain the fire triangle and how the elements work together to keep a fire going and how to use this knowledge to extinguish a fire.</p> <p>I can prepare and cook food on a fire with support.</p>	<p>I can build and light a campfire safely with supervision.</p> <p>I can experiment with natural tinder and explain which are most effective and why.</p> <p>I know how to increase the fuel and oxygen supply to a fire to keep it going, how to keep a fire under control and how to extinguish it when it is no longer needed.</p>
Environmental Awareness	<p>To be able to name sounds that we can hear.</p> <p>To name common items found outside e.g. tree, stick, flower (stem, leaf).</p> <p>Introduction to rules and boundaries</p> <p>Plant bulbs and watch them grow.</p> <p>Autumn walk</p> <p>Search for butterflies</p>	<p>Follow rules and boundaries. Promote free exploration.</p> <p>I can use directional language (near and far; left and right)</p> <p>Follow a route using a story (going on a bear hunt)</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Observe changes across the 4 seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies</p>	<p>Describe the location of features and routes on a map.</p> <p>Use simple compass directions (North, South, East and West)</p> <p>Recognise human and physical features.</p> <p>Follow a basic route on a map devised by an adult.</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Become a nature detective.</p> <p>Get soaking wet in the rain.</p> <p>Bird watching.</p>	<p>I can observe and know how to appreciate the natural world and the changing seasons.</p> <p>I can search for mini beasts and pond life and know how to treat them with respect.</p>	<p>I can understand what improves and harms the natural environment and identify ways people can look after it.</p> <p>I can compare life in a pond with life on the land and understand ecosystems and food chains.</p>	<p>I can learn about an important naturalist – John Muir and take part in the John Muir Discovery Award.</p> <p>I will learn, connect, explore and participate in conservation locally and share what I have learnt with the school community.</p>	<p>I can contribute to looking after the local flora and fauna by taking part in Citizen science – surveying plant and animal species, litter picking and tree planting.</p> <p>I can monitor animal species through pond dipping and bug hunting.</p>

Vocabulary

Progression - Vocabulary

Subject Content	Vocabulary				
	EYFS and KS1	Year 3	Year 4	Year 5	Year 6
Science	Bird – coot, mute swan, widgeon, shoveller, herring gull, heron, cormorant, tufted duck, Canada Geese, grebe, reed bunting, reed warbler, starling, swift, swallow, house martin, hirundine, murmuration Trees – Elder, Hawthorn, Ash, Pine, Sycamore, Willow, saplings, mulching, seed dispersal Water insects – water beetles, freshwater shrimp, pond skaters, leech, water snail, water scorpion, water boatman, nymphs, whirligig beetles, Insects – dragonfly, damselfly, money spider, woodlice, millipedes, centipedes, harvestman, earthworm, aphids, slugs, ladybird, honeybee, wasp, bumble bee, butterfly, Environment – boundary, lake, dyke, marsh, wetland, reed, sedge, rushes, horizon, The South Downs, foraging prevailing wind, Beaufort Scale Science - Mammal, invertebrate, herbivore, carnivore, omnivore, predator, insect, prey, reptiles, amphibians, arachnids, habitats, life cycle, food chain, pollination, seed dispersal				
		Year 3	Year 4	Year 5	Year 6
Forest School	Tools – bow saw, splitter, froe, Mora Knife, loppers secateurs, mallet, bit & brace drill, palm frill, tarp, Dutch oven Fire – fire steels, fire bowl, Kelly Kettle, kindling, tinder, firewood, charcloth, tepee fire, upside down fire, grade (the wood) Greenwood working – whittle, saw, saw log, spit, palm drill, bit & brace Wellbeing – mindfulness, resilience, perseverance, gratitude				
		Year 3	Year 4	Year 5	Year 6