

Forest School Activity Chart

Fire lighting	Introduction	Progressing	Advanced
Year R	Observe and talk about fire lighting procedures and safety with higher level of adult support	Begin to contribute by selecting sticks	Using a fire steel to make sparks with adult support
Year 1/2	Observe and talk about fire lighting procedures and following how to be safe around a fire	Contributing to the fire and starting to identify different size sticks that we use for fire lighting	Using a fire steel to make sparks and light a piece of cotton wool with support
Year 2/3	Observe and talk about fire lighting procedures and being able to demonstrate how to be safe around the fire	Starting to identify different sticks and fuel that is good for fire lighting and help to light the campfire. Introducing different fire lighting techniques	Using a fire steel to light cotton wool with limited assistance
Year 4/5	Observe and talk about different fire lighting methods and being able to demonstrate how to be safe around the fire	Able to identify and find fuel to make a fire and help to light the campfire. Exploring different fire lighting techniques	Using a fire steel to light cotton wool and maintain a small fire with small twigs
Year 6	Observe and talk about different fire lighting methods and being able to demonstrate how to be safe around the fire	Able to identify and find fuel to make a fire and help to light the campfire.	Using a fire steel to light cotton wool and maintain a small fire for a short duration of time

		Exploring different fire lighting techniques and try some	
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These charts provide an insight into Forest School activities based on age groups and how long they have been attending sessions.

The phases are dependent on groups and can be approached flexibly, taking longer on certain aspects if needed, or progressing further the group's interest and focus allows.

Campfire cooking	Introduction	Progressing	Advanced
Year R, 1 and 2	Learning about food hygiene, hand washing and clean surfaces. Talking through and demonstrating fire safety and how to put out a fire. Basic food prep with adult support	Revisiting food hygiene whenever we are campfire cooking Building confidence with preparing food	Helping prep a meal on the campfire and assisting in the stages with adult support
Year 3 and 4	Learning about food hygiene, hand washing and clean surfaces and cross contamination. Talking through and demonstrating fire safety and how to put out a fire. Helping to prepare ingredients with some adult support	Revisiting food hygiene whenever we are campfire cooking Building confidence and independence with preparing food	Being able to communicate good food hygiene. Helping prep a meal on the campfire and assisting in the stages with adult support
Year 5 and 6	Why does food hygiene matter, hand washing and clean surfaces, cross contamination and handle food more independently. Understanding fire safety and how to put out a fire. Helping to prepare ingredients with limited adult support.	Revisiting food hygiene whenever we are campfire cooking Trying new techniques and increasing experiences	Demonstrating good food hygiene. Helping prep a meal on the campfire, maintain a consistent fire for cooking with limited adult support (but still with high supervision due to campfire and knife use)

Examples	Apple cinnamon rolls Damper bread	Elderflowers fritters Campfire doughnuts Toasties	Stew Pizza Loaf of bread
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Options to cook on the campfire is limited by session duration.

Shelter building	Introduction	Progressing	Advanced
Year R	Introduction to basic shelter building with support. Mini den building for small animals	Use ropes with support to help create structures. Play with ropes and explore	Build shelters alongside adults
Year 1/2	Introduction to basic shelter building with support. Mini den building for small animals	Use ropes with support to help create structures. Play with ropes and explore. Demonstrate knots and have guides available	Build shelters with adult support when needed
Year 2/3	Introduction to basic shelter building with support. Introducing basic shelter structures and creating lean to shelters	Demonstrate and introduce knot tying with guides available and adult support	Build shelters with adult support when needed
Year 4/5	Introduction to shelter building with support. Introducing shelter structures and creating shelters with tarps or natural resources.	Explore the best knots to help create shelters. Trial and error learning with minimal adult support	Create shelters and work successfully as a group with limited adult support.
Year 6	Introduction to shelter building with support. Introducing shelter structures and creating	Work as a team, with knot tying guides to help to create a shelter with no adult support	Plan, build and review different types of shelter structures.

	shelters with tarps or natural resources.	(unless requested and needed)	Compare and evaluate the shelters in relation to their sturdiness, durability, and weatherproofing.
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Tool use	Introduction	Progressing	Advanced
Year R	Introduction to tools with high level of adult support. Example, using a trowel to dig	Using low risk tools with high level of adult support Example, using secateurs to cut small branches	Using different tools with adult support and supervision. Example, making wood cookies
Year 1/2	Introduction to tools with high level of adult support. Example, helping to drill a hole in a wood cookie	Using low risk tools with high level of adult support Example, sawing with one-to-one support	Using tools safely and effectively with adult support and supervision. Example, making elder beads
Year 2/3	Introduction to tools with high level of adult support. Example, sawing with one-to-one support	Using tools with adult support. Moving towards being able to use some tools independently with supervision. Example, using a hand drill with guidance	Using a range of tools safely and effectively with adult support and supervision. Example, making a bug house/hotel
Year 4/5	Introduction to tools with high level of adult supervision. Example, sawing with support	Using tools more independently with supervision. Example, creating simple woodwork projects	Using a range of tools safely and effectively with adult supervision. Example, making a wooden mallet

Year 6	Introduction to tools with high level of adult supervision. Example, sawing with support if needed	Using tools more independently with supervision. Example, working on more detailed woodwork projects	Using a range of tools safely and effectively with adult supervision. Example, designing and working on a whittling project
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Tools will only be used when the children are physically, mentally, and socially ready to do so. All tool work will always be supervised by an adult and stopped if required.

Free play and exploration	Introduction	Progressing	Advanced
Year R, 1 and 2	Introduction to FS rules and boundaries. Safe entry and exit to the fire pit area. Promotion of free play. Promotion of intrinsic learning opportunities.	Settling into the setting and building confidence. Taking part in a variety of play needs. Being able to stay safe with adult supervision. Natural environment supporting regulation.	Being able to voice their preferences and follow their interests. Keeping themselves and others safe in the environment
Year 3 and 4	Introduction to FS rules and boundaries. Safe entry and exit to the fire pit area. Promotion of free play. Promotion of intrinsic learning opportunities.	Settling into the setting and building confidence. Being able to stay safe and play alongside others and follow their own play needs with limited adult supervision. Natural environment increasing self-regulation strategies.	Outdoor challenges in all weather conditions. Self-directed learning and using their voice to help shape sessions. Managed risk taking and demonstrating active decision making and problem solving.

Year 5 and 6	Introduction to FS rules and boundaries. Safe entry and exit to the fire pit area. Promotion of free play. Promotion of intrinsic learning opportunities.	Settling into the setting and building confidence. Being able to stay safe and play alongside others and follow their own play needs with minimal adult supervision or guidance. Natural environment increasing self-regulation strategies.	Outdoor challenges in all weather conditions. Self-directed learning and using their voice to help shape sessions. Managed risk taking and demonstrating active decision making and problem solving. Opportunities to lead activities.
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Woodland craft	Introduction	Progressing	Advanced
All years	Craft materials available to explore and play with. Some examples can be given for inspiration.	Increasing experiences with different crafts. Exploring their creativity and interests. Some examples given but children allowed to explore and express themselves.	More complex crafts with guidance to help teach methods. Increased experience with different crafting opportunities and learning new skills.
Examples	Wool crafts and creations. Clay nature models. Mini animal dens. Nature paintbrushes and painting. Decorating wood cookies.	Nature mandalas. Hapa Zome. Making natural paints. Leaf prints. Acorn people.	Clay and plaster moulds. Paracord keyring. Making charcoal. Willow weaving

Nature exploration	Introduction	Progressing	Advanced
Year R, 1 and 2	Settling into sessions and sparking interest. Exploring nature hands on and increasing dialog about nature	Continuing to explore nature and supported in their discoveries	Increased nature connections. Experiencing and talking about nature first hand. Being able to talk about what they have experienced and learnt
Year 3 and 4	Settling into sessions and sparking interest. Building on their interests and connecting them to the environment	Increasing awareness of natural occurrences with hands on experience	Increased nature connections. Recognising common species and hands on learning
Year 5 and 6	Settling into sessions and sparking interest. Exploring and talking about nature to build discussion, connection and interest	Increased nature experiences and opening more discussions. Following interests and creating a wonder and respect for nature	Being able to take experiences from sessions back into the classroom. Recognising different species and natural occurrences.
Examples	Bug hunting, spotting, mushrooms, plants and birds. Enjoying being outdoors in nature.	Using identification guides. Noticing natural cycles and the seasons. Feeling connected to nature.	Being able to identify things in nature, such as trees, mushrooms, birds, insects, and plants. Exploring the seasons and natural occurrences.