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**PROGRESSION OF KNOWLEDGE AND SKILLS**

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| **Knowledge and Skills Progress Statements** | | | | | |
| **Metacognitive development & child-lead enquiry** | I am beginning to explore making my own choices independently. I am beginning to reflect on the steps in my learning. | 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 adaptions. | 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** | I am beginning to take responsibility for myself and develop awareness of others | I can take increasing responsibility for myself and develop awareness for others. | I can manage my emotions, be more resilient and develop empathy. | I can talk about my own feelings and emotions in a familiar group / 1:1. | I can share and communicate my ideas confidently and support others. |
| **Teamwork** | I am beginning to share my skills and knowledge and show respect for others’ point of view. | 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 contribute to a group outcome and notice the part I played in its outcome. | I can plan and negotiate with others and work effectively to solve problems. I can notice the outcomes of the group and myself. | I can collaborate and use my skills and experience to contribute to and reflect on the success / outcomes of a shared goal.  I can celebrate the success of a group, of others and of myself. |
| **Risk Management** | I am beginning to be aware of health and safety issues.  On occasion I can follow and practice safety rules and routines. | I can show understanding of health and safety issues.  I can follow and practice safety rules and routines independently. . | 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. |

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| **Tool Use & Green Woodworking** | I know that in Forest School there are tools that can be used for a variety of tasks. | I can use basic tools to construct simple items from wood. Bow saw (1:1 with an adult), palm drill and scissors to make ie: a name disc necklace. Peeler for ie: whittling a cooking stick. Mallets for ie: tent pegs & Hapa Zome. | I can continue to use basic tools to construct items and develop my skills. Peelers, palm drills, hand drills, bow saw and tent pegs in supported contexts. | 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. | 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. Ie: Making a wooden mallet, sawing and splitting firewood, making creative items from own ideas. |
| **Shelter building and knots** | I can experiment with string and rope to tie items in my own way.  I can make creative shelters using loose parts. | I can tie a granny knot.  I can help to put up a Tarpaulin shelter 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 range of knots.  I can use a range of materials, including tarps, to create an effective shelter. |
| **Fire craft** | I can gather the resources to make a fire.  I can watch whilst the FSL builds and lights a fire.  I can be relaxed near the fire.  I know the safety rules. | I can demonstrate that I am familiar with the fire safety rules.  I can build a communal fire with support.  I can light a piece of char cloth / cotton wool, using a flint and steel.  I can toast food over the fire, with support, using a cooking stick. | I understand the basic principles of the fire triangle.  I can recall and apply the fire safety rules.  I can lay and light a communal fire.  I can tend to a fire to keep it alight.  I can prepare food to cook over the fire with support.  I know how a fire is extinguished. | I can build and tend a small fire safely.  I can boil water using a Kelly Kettle to make hot chocolate.  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.  I can prepare and cook food on a fire with support. | I can build and light a campfire safely with supervision.  I can experiment with natural tinder and explain which are most effective and why.  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. |
| **Environmental Awareness and responsibility** |  | I can observe and know how to appreciate the natural world and the changing seasons.  I can search for minibeasts and plants and know how to treat them with respect. | I can understand what improves and harms the natural environment and identify ways people can look after it.  I can observe the Forest School natural environment.  I am comfortable to play in a natural environment. | I am confident to be in a natural environment. I know the features of our Forest School and how I can impact them.  I am building my empathy for living things and developing my connection. | 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. I can monitor animal species of flora and fauna.  I have strong empathy with living things.  I feel strongly connected to the natural world and am comfortable in that environment. |