



Long Term Forest School Plan

	Year 1	Year 2	Year 3
	<u>Exploration & Awareness</u>	<u>Confidence & Independence</u>	<u>Problem solving & creativity</u>
Term	Term 1	Term 4	Term 3
Cross Curricular Links	Linked to Science 'seasonal change' also supports transition from EYFS.	Linked to Science 'micro habitats'.	Linked to DT – structures, & Science – making connections / problems solving.
Skills	Basic tool handling (peeling sticks with peelers), tying simple knots, den building (basic shelters), and nature-based crafts.	Developing fine motor skills (whittling softwood, weaving), fire lighting with supervision, simple cooking (toasting marshmallows), and enhanced shelter-building techniques.	Using tools with more independence (hammers, loppers), creating more advanced shelters, fire lighting with fire strikers, and safe outdoor cooking (eg, damper bread).
Knowledge	Identifying key trees, plants, and wildlife; understanding seasonal changes.	Identifying safe/unsafe plants, learning about habitats, and beginning to understand conservation.	Recognising animal tracks and signs, basic foraging knowledge, and understanding weather patterns.
Behaviours	Encouraging curiosity, sensory engagement, and basic safety awareness.	Building resilience, teamwork, and early risk assessment skills.	Encouraging problem-solving, leadership in small tasks, and deeper engagement with nature.
	Year 4	Year 5	Year 6
	<u>Survival & Sustainability</u>	<u>Resilience & Bushcraft</u>	<u>Mastery & Leadership</u>
Term	Term 5	Term 2	Term 6
Cross Curricular Links	Linked to DT – structures.	Linked to DT – structures, & Science – properties of materials, changes	Linked to transition to secondary school.
Skills	More advanced tool use (bow saw, drill), making natural cordage, knot-tying for different uses, and cooking more complex recipes (eg, stew, flatbread).	Carving with knives under supervision, constructing semi-permanent structures, creating natural dyes, and tracking skills.	Using knives independently (safe carving), leading fire lighting and cooking, designing complex shelters, and mastering knots/lashings for bushcraft projects.
Knowledge	Understanding ecosystems, biodiversity, and sustainability principles.	Understanding fire safety in depth, recognising edible vs. non-edible plants, and learning about woodland management.	Advanced ecological awareness, conservation projects, and preparing for independent outdoor adventures.
Behaviours	Developing independence, teamwork, and responsibility for the natural world.	Deepening leadership, resilience, and self-reliance.	Preparing for transition to secondary school, fostering leadership and mentoring younger children