

| <u>Skills</u>           | <u>EYFS</u>   | <u>Year 1</u>   | <u>Year 2</u>  | <u>Year 3</u>  | <u>Year 4</u>   | <u>Year 5</u>  | <u>Year 6</u>  |
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| <u>Shelter Building</u> | <p>Introduction of basic shelter building with support (some indoor and outdoor equipment).</p> <p>Mini-den building for small animals.</p> | <p>Supported construction of tripod structures (mini-den building).</p> <p>Erect a lean to shelter, with support.</p> | <p>Independent use of tripod structures (animal den building)</p> <p>Introduction to lashing and frapping techniques to make frames</p> <p>Create a lean to shelter, independently or with limited support</p> | <p>Create a tarpaulin shelter 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>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>Create a tepee 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>Shelter building challenge - working in teams the children plan, build and review their shelters (recap the different ways to build shelters)</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>Set up a tent in preparation for going on a residential visit</p> |

## Geographical Skills and Navigation

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| <p>Follow rules and boundaries Promote free exploration</p> | <p>Use simple compass directions (North, South, East and West)</p> <p>Use directional language (near and far; left and right)</p> <p>Describe the location of features and routes on a map Recognise landmarks and human and physical features</p> <p>Devise a simple map and use basic symbols in a key</p> | <p>Use simple compass directions (North, South, East and West)</p> <p>Use directional language (near and far; left and right)</p> <p>Describe the location of features and routes on a map Recognise landmarks and human and physical features</p> <p>Devise a simple map and use basic symbols in a key</p> | <p>Demonstrate understanding of the concept of a basic map</p> <p>Navigate your way around a simple orienteering course</p> <p>Understand the term 'orientate or 'setting' a map Complete a simple 'star' orienteering activity in pairs / groups Record information accurately and neatly</p> <p>Follow rules when completing a star orienteering activity</p> | <p>Recognise features and symbols on the map</p> <p>Understand how to orientate the map</p> <p>Demonstrate understanding of a line orienteering course (short loop) and star orienteering</p> <p>Build trust with a partner and work together when orienteering</p> | <p>Use the eight points of a compass and four figure grid references</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>Plan a short loop course for another pair to follow 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>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey Maps)</p> <p>Further develop navigational skills by planning ahead, identifying problems and making decisions</p> <p>Learn to balance speed and accuracy</p> <p>Set, read and follow a bearing</p> <p>Practice and develop pacing skills</p> <p>Be able to take a bearing from a map and use that bearing to find a control point</p> <p>Combine map reading and compass skills</p> <p>Measure the distance between control points and, using the map scale, estimate the number of paces required to reach each control</p> <p>Successfully undertake an orienteering competition</p> |
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| <p><u>Play / Exploring (linked to My Activity Passport)</u></p> | <p>Introduction to rules and boundaries</p> <p>Promotion of free exploration</p> <p>Promotion of independent learning opportunities/skills</p> <p>Plant bulbs and watch them grow</p> <p>Autumn walk</p> <p>Search for butterflies</p> | <p>Re-enforce rules and boundaries</p> <p>Travel safely over the terrain in Forest School</p> <p>Carry sticks safely</p> <p>Work in a team to co-operate and communicate clearly</p> <p>Discover what's in a pond</p> <p>Hunt for insects</p> <p>Roll down a hill</p> <p>Make a daisy chain</p> <p>Build a den</p> | <p>Re-enforce rules and boundaries of forest schools</p> <p>Move logs safely with support first</p> <p>Build a bridge</p> <p>Become a nature detective</p> <p>Get soaking wet in the rain</p> <p>Bird watching</p> | <p>Take part in outdoor challenges on own and in a team</p> <p>Climb a tree</p> <p>Make something out of wood</p> <p>Cook outdoors</p>   | <p>Play woodland versions of games</p> <p>I can work in a team during wide games and scavenger hunts</p> <p>Make a sculpture</p> <p>Make up your own game and teach it to someone</p> <p>Treasure hunt</p>  | <p>Orienteering with an OS map</p>   | <p>Create a time capsule</p>   |
| <p><u>Using Tools</u></p>                                       | <p>Introduction to tools (peelers for whittling, hammers, mallets, trowels and forks)</p>  | <p>Continuation of the use of basic tools (cutting of string, peeler for whittling, bow saw to cut discs (1:1))</p>  | <p>Continuation of the use of basic tools, larger ropes and independent cutting of string</p> <p>Use of bow saw 1-1 to cut discs and peelers for whittling</p>   | <p>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<br/>Peeler(1:1)</p> | <p>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<br/>Loppers Secateurs<br/>Knives for whittling</p> | <p>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</p> | <p>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</p> |
| <p><u>Knots</u></p>   | <p>Tying to tie shoelaces</p>  | <p>Introduction to basic knots</p>   | <p>More sophisticated use of knots for attaching to structures and trees<br/>Example - Overhand knot and half hitch<br/>Lashing and frapping techniques to make frames</p>   | <p>More sophisticated use of knots for attaching to structures and trees<br/>Lashing and frapping frames and dual structures<br/>Example - Cow hitch,</p>  | <p>More sophisticated knots for attaching to structures and trees</p> <p>Independent use of lashing and frapping techniques</p>   | <p>Shelter hitches and knots</p> <p>More complex knots and selecting the correct knot for a job</p>  | <p>More complex knots and selecting the correct knot for a job</p>   |

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| <b>Using Fire for<br/>Cooking</b> | <p>Observe and talk about fire lighting procedures, begin to contribute by selecting fuel</p> <p>Safety procedures - fire safety</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>Light a fairy fire and keep it going</p> | <p>Roast food on a fire with support</p> | <p>Cooking on a camp fire (roast food)</p> <p>Make and tend a fire safely</p> | <p>Prepare and light a campfire with supervision</p> |
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