

# Outdoor Learning progression of Knowledge and Skills

	EYFS	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Shelter Building	<ul style="list-style-type: none"> <li>• Introduction of basic shelter building with support (some indoor and outdoor equipment)</li> <li>• Mini-den building for small animals</li> </ul>	<ul style="list-style-type: none"> <li>• Supported construction of tripod structures (mini-den building)</li> <li>• Erect a lean to shelter, with support</li> </ul>	<ul style="list-style-type: none"> <li>• Independent use of tripod structures (animal den building)</li> <li>• Introduction to lashing and frapping techniques to make frames</li> <li>• Create a lean to shelter, independently or with limited support</li> </ul>	<ul style="list-style-type: none"> <li>• Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose</li> <li>• Create a tarpaulin shelter in a woodland</li> <li>• Work successfully as a group, having considered and evaluated each members' contributions</li> </ul>	<ul style="list-style-type: none"> <li>• Work successfully as a group, having considered and evaluated each members' contributions</li> <li>• Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose</li> <li>• Design and build varying sized shelters using tarpaulin and materials found in a woodland</li> </ul>	<ul style="list-style-type: none"> <li>• Work successfully as a group, having considered and evaluated each members' contributions</li> <li>• Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose</li> <li>• Create a tipi shelter with camouflage</li> </ul>	<ul style="list-style-type: none"> <li>• Work successfully as a group, having considered and evaluated each members' contributions</li> <li>• Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose</li> <li>• Shelter building challenge – working in teams the children plan, build and review their shelters (recap the different ways to build shelters)</li> </ul>
Geographical Skills and Navigation	<ul style="list-style-type: none"> <li>• Follow rules and boundaries</li> <li>• Promote free exploration</li> </ul>	<ul style="list-style-type: none"> <li>• Use directional language (near and far; left and right)</li> <li>• Describe the location of features and routes on a map</li> <li>• Recognise landmarks and human and physical features</li> <li>• Devise a simple map and use basic symbols in a key</li> <li>• Use simple compass directions (North, South, East and West)</li> </ul>	<ul style="list-style-type: none"> <li>• Use directional language (near and far; left and right)</li> <li>• Describe the location of features and routes on a map</li> <li>• Recognise landmarks and human and physical features</li> <li>• Devise a simple map and use basic symbols in a key</li> <li>• Use simple compass directions (North, South, East and West)</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of the concept of a basic map</li> <li>• Understand the term 'orientate' or 'setting' a map</li> <li>• Complete a simple 'star' orienteering activity in pairs / groups</li> <li>• Record information accurately and neatly</li> <li>• Follow rules when completing a star orienteering activity</li> <li>• Navigate your way around a simple orienteering course</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise features and symbols on the map</li> <li>• Understand how to orientate the map</li> <li>• Demonstrate understanding of a line orienteering course (short loop) and star orienteering</li> <li>• Build trust with a partner and work together when orienteering</li> </ul>	<ul style="list-style-type: none"> <li>• Use the eight points of a compass and four figure grid references</li> <li>• Plan a short loop course for another pair to follow</li> <li>• Develop expertise in the orienteering skills of orientating a map, following a course, and recognition of relevant map symbols</li> <li>• Demonstrate an understanding of the relationship between pacing and distance</li> <li>• Improve confidence in map reading and the transfer of</li> </ul>	<ul style="list-style-type: none"> <li>• Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey Maps)</li> <li>• Measure the distance between control points and, using the map scale, estimate the number of paces required to reach each control</li> <li>• Further develop navigational skills by planning ahead, identifying problems and making decisions</li> <li>• Set, read and follow a bearing</li> <li>• Practice and develop pacing skills</li> </ul>

						<p>information from map to ground</p> <ul style="list-style-type: none"> <li>Apply skills of orienteering including thumbing the map, route choice and symbol recognition</li> <li>Plan the most efficient route so that the course is completed in the quickest time</li> </ul>	<ul style="list-style-type: none"> <li>Be able to take a bearing from a map and use that bearing to find a control point</li> <li>Combine map reading and compass skills</li> </ul>
Play/ Exploring	<ul style="list-style-type: none"> <li>Introduction to rules and boundaries</li> <li>Promotion of free exploration</li> <li>Promotion of independent learning opportunities/skills</li> </ul>	<ul style="list-style-type: none"> <li>Re-enforce rules and boundaries</li> <li>Travel safely over the terrain in Forest School</li> <li>Carry sticks safely</li> <li>Work in a team to co-operate and communicate clearly.</li> </ul>	<ul style="list-style-type: none"> <li>Re-enforce rules and boundaries of forest schools</li> <li>Move logs safely with support first</li> </ul>	<ul style="list-style-type: none"> <li>Take part in outdoor challenges on own and in a team</li> </ul>	<ul style="list-style-type: none"> <li>Play woodland versions of games.</li> <li>Work in a team during wide games and scavenger hunts</li> </ul>	<ul style="list-style-type: none"> <li>Orienteering with an OS map</li> </ul>	<ul style="list-style-type: none"> <li>Create a time capsule</li> </ul>
Using Tools	<ul style="list-style-type: none"> <li>Introduction to tools (peelers for whittling, hammers, mallets, trowels and forks)</li> </ul>	<ul style="list-style-type: none"> <li>Continuation of the use of basic tools (cutting of string, peeler for whittling, bow saw to cut discs (1:1))</li> </ul>	<ul style="list-style-type: none"> <li>Continuation of the use of basic tools, larger ropes and independent cutting of string</li> <li>Use of bow saw 1-1 to cut discs and peelers for whittling</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Loppers Secateurs Knives for whittling</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>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</li> </ul>
Knots	<ul style="list-style-type: none"> <li>Tying shoe laces</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to basic knots</li> <li>Clove hitch</li> <li>Reef Knot</li> </ul>	<ul style="list-style-type: none"> <li>More sophisticated use of knots for attaching to structures and trees</li> <li>Example - Overhand knot and half hitch Lashing and frapping techniques to make frames</li> </ul>	<ul style="list-style-type: none"> <li>More sophisticated use of knots for attaching to structures and trees</li> <li>Lashing and frapping frames and dual structures</li> <li>Example - Cow hitch</li> </ul>	<ul style="list-style-type: none"> <li>More sophisticated knots for attaching to structures and trees</li> <li>Independent use of lashing and frapping techniques</li> </ul>	<ul style="list-style-type: none"> <li>Shelter hitches and knots</li> <li>More complex knots and selecting the correct knot for a job</li> </ul>	<ul style="list-style-type: none"> <li>More complex knots and selecting the correct knot for a job</li> </ul>

Using Fire and Cooking	<ul style="list-style-type: none"><li>• Observe and talk about fire lighting procedures, begin to contribute by selecting fuel Safety procedures</li></ul>	<ul style="list-style-type: none"><li>• Be safe around a fire Contribute to fire lighting by gathering fuel</li></ul>	<ul style="list-style-type: none"><li>• Experience using fire strikers to spark a flame</li><li>• Fire safety and the fire triangle</li><li>• Light a piece of cotton wool (fairy pillow)</li></ul>	<ul style="list-style-type: none"><li>• Light a fairy fire and keep it going</li></ul>	<ul style="list-style-type: none"><li>• Roast food on a fire with support</li></ul>	<ul style="list-style-type: none"><li>• Cooking on a camp fire (roast food)</li><li>• Make and tend a fire safely</li></ul>	<ul style="list-style-type: none"><li>• Prepare and light a campfire with supervision</li></ul>
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