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| **Skills** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Shelter Building** | Supported construction of tripod structures (mini-den building)Erect a lean to shelter, with support | Independent use of tripod structures (animal den building)Introduction to lashing and frapping techniques to make frames Create a lean to shelter, independently or with limited support | Create a tarpaulin shelter in a woodlandWork successfully as a group, having considered and evaluated each members’ contributions Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose | Design and build varying sized shelters using tarpaulin and materials found in a woodlandWork successfully as a group, having considered and evaluated each members’ contributionsCompare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose | Create a tipi shelter with camouflage Work successfully as a group, having considered and evaluated each members’ contributions Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose | Shelter building challenge – working in teams the children plan, build and review their shelters (recap the different ways to build shelters)Work successfully as a group, having considered and evaluated each members’ contributions Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose |
| **Geographical Skills and Navigation Follow rules and boundaries Promote free exploration** | Use simple compass directions (North, South, East and West)Use directional language (near and far; left and right)Describe the location of features and routes on a map Recognise landmarks and human and physical features Devise a simple map and use basic symbols in a key | Use simple compass directions (North, South, East and West)Use directional language (near and far; left and right) Describe the location of features and routes on a map Recognise landmarks and human and physical features Devise a simple map and use basic symbols in a key | Demonstrate understanding of the concept of a basic mapNavigate your way around a simple orienteering course Understand the term ‘orientate or ‘setting’ a mapComplete a simple ‘star’ orienteering activity in pairs / groups Record information accurately and neatly Follow rules when completing a star orienteering activity | Recognise features and symbols on the mapUnderstand how to orientate the map Demonstrate understanding of a line orienteering course (short loop) and star orienteering Build trust with a partner and work together when orienteering | Use the eight points of a compass and four figure grid references Develop expertise in the orienteering skills of orientating a map, following a course, and recognition of relevant map symbols Demonstrate an understanding of the relationship between pacing and distance Plan a short loop course for another pair to follow Improve confidence in map reading and the transfer of information from map to ground Apply skills of orienteering including thumbing the map, route choice and symbol recognition Plan the most efficient route so that the course is completed in the quickest timeComplete the orienteering course in the fastest time possible competing against others | Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey Maps) Further develop navigational skills by planning ahead, identifying problems and making decisionsLearn to balance speed and accuracySet, read and follow a bearingPractice and develop pacing skillsBe able to take a bearing from a map and use that bearing to find a control point Combine map reading and compass skillsMeasure the distance between control points and, using the map scale, estimate the number of paces required to reach each control Demonstrate effective use of orientating a map, using a compass, setting, reading and following bearings, and scale to navigate around an orienteering course |
| **Play and Exploring** | Re-enforce rules and boundariesTravel safely over the terrain in Forest SchoolCarry sticks safelyWork in a team to co-operate and communicate clearly Discover what’s in a pond (MT)Hunt for insectsBuild a denTreasure huntMaking musicIdentify and name wild plants and trees | Re-enforce rules and boundaries of forest schoolsMove logs safely with support firstBuild a bridge Become a nature detectiveBird watchingTreasure huntMaking musicPlay team gamesIdentify and name wild plants and trees | Take part in outdoor challenges on own and in a teamClimb a treeMake something out of woodMaking musicPlay team gamesIdentify and name wild plants and trees | Play woodland versions of gamesI can work in a team during wide games and scavenger hunts Make a sculpture Make up your own game and teach it to someonePlay team gamesIdentify and name wild plants and trees | Orienteering with an OS mapPlay team gamesIdentify and name wild plants and trees | Create a time capsulePlay team gamesIdentify and name wild plants and trees |
| **Using Tools** | Continuation of the use of basic tools (cutting of string, peeler for whittling, bow saw to cut discs (1:1) | Continuation of the use of basic tools, larger ropes and independent cutting of string Use of bow saw 1-1 to cut discs and peelers for whittling | 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 agesAll 1:1PeelersLoppers  | 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.Loppers, secateur,bowsawand Knives for whittling | 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 | 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 |
| **Knots** | Introduction to basic knots | More sophisticated use of knots for attaching to structures and trees Example - Overhand knot and half hitch Lashing and frapping techniques to make frames | More sophisticated use of knots for attaching to structures and treesLashing and frapping frames and dual structures Example - Cow hitch, | More sophisticated knots for attaching to structures and trees Independent use of lashing and frapping techniques | Shelter hitches and knotsMore complex knots and selecting the correct knot for a job | More complex knots and selecting the correct knot for a job |
| **Using Fire for Cooking** | Be safe around a fire Contribute to fire lighting by gathering fuel | Experience using fire strikers to spark a flame Light a piece of cotton wool (fairy pillow)Fire safety and the fire triangle | Light a fairy fire and keep it going | Roast food on a fire with support | Cooking on a camp fire (roast food)Make and tend a fire safely | Prepare and light a campfire with supervision |