

Skill	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Shelter building</b>	<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' contribution</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 tipi 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>

<b>Geographical Skills and Navigation</b>	Follow rules and boundaries	Use simple compass directions (North, South, East and West)	Use simple compass directions (North, South, East and West)	Demonstrate understanding of the concept of a basic map	Recognise features and symbols on the map	Use the eight points of a compass and four figure grid references	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey Maps)
	Promote free exploration	Use directional language (near and far; left and right)	Use directional language (near and far; left and right)	Navigate your way around a simple orienteering course	Understand how to orientate the map	Develop expertise in the orienteering skills of orientating a map, following a course, and recognition of relevant map symbols	Further develop navigational skills by planning ahead, identifying problems and making decisions
		Describe the location of features and routes on a map	Describe the location of features and routes on a map	Understand the term 'orientate' or 'setting' a map	Demonstrate understanding of a line orienteering course (short loop) and star orienteering	Demonstrate an understanding of the relationship between pacing and distance Plan a short loop course for another pair to follow	Learn to balance speed and accuracy Set, read and follow a bearing
		Recognise landmarks and human and physical features	Recognise landmarks and human and physical features	Complete a simple orienteering activity in pairs / groups	trust with a partner and work together when orienteering	Improve confidence in map reading and the transfer of information from map to ground	Practice and develop pacing skills Be able to take a bearing from a map and use that bearing to find a control point
		Devise a simple map and use basic symbols in a key	Devise a simple map and use basic symbols in a key	Record information accurately and neatly		Apply skills of orienteering including thumbing the map, route choice and symbol recognition	Combine map reading and compass skills
				Follow rules when completing an orienteering activity		Plan the most efficient route so that the course is completed in the quickest time	Measure the distance between control points and, using the map scale, estimate the number of paces required to reach each control
							Successfully undertake an orienteering competition

<b>Play / Exploring</b>	Introduction to rules and boundaries	Re-enforce rules and boundaries	Re-enforce rules and boundaries of forest schools	Take part in outdoor challenges on own and in a team	Play woodland versions of games	Orienteering with an OS map	Create a time capsule
	Promotion of free exploration	Travel safely over the terrain in Forest School	Move logs safely with support first	Climb a tree	I can work in a team during wide games and scavenger hunts		
	Promotion of independent learning opportunities/skills	Carry sticks safely	Build a bridge	Make something out of	Make a sculpture		
	Plant bulbs and watch them grow	Work in a team to co-operate and communicate clearly	Become a nature detective	Cook outdoors	Make up your own game and teach it to someone		
	Autumn walk		Get soaking wet in the rain				
	Search for butterflies	Discover what's in a pond	Bird watching		Treasure hunt		
		Hunt for insects					
		Roll down a hill					
		Make a daisy chain					
		Build a den					

<b>Using Tools</b>	Introduction to tools (peelers for whittling, hammers, mallets, trowels and forks)	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 ages  Peeler (1:1)	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 Secateurs 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
<b>Knots</b>	Tying shoe laces	Introduction to basic knots	More sophisticated use of knots for attaching to structures and trees  Example - Overhand knot and half hitch  Lashing and frapping	More sophisticated use of knots for attaching to structures and trees  Lashing and frapping frames and dual structures	More sophisticated knots for attaching to structures and trees  Independent use of lashing and frapping techniques	Shelter hitches and knots More complex knots and selecting the correct knot for a job	More complex knots and selecting the correct knot for a job

			techniques to make frames	Example - Cow hitch			
<b>Using fire for cooking</b>	<p>Observe and talk about fire lighting procedures, begin to contribute by selecting fuel</p> <p>Safety procedures – fire safety</p> <p>Toast food on a fire with support</p>	<p>Experience using fire strikers to spark a flame</p> <p>Be safe around a fire</p> <p>Contribute to fire lighting by gathering fuel</p> <p>Toast food on a fire with support</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>Toast food on a fire with support</p>	<p>Light a fairy fire and keep it going</p> <p>Toast food on a fire with support</p>	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