

Skills	● Reception	Year 1	Year 3	Year 5
Shelter Building	<ul style="list-style-type: none"> • Introduction of basic shelter building with adult support (some indoor and outdoor equipment) • Mini-den building for small animals and for play (Imagination – Fairy and Goblin Villages?) 	<ul style="list-style-type: none"> • Introduction of basic shelter building with adult support (some indoor and outdoor equipment) • Mini-den building for small animals and for play (Imagination – Fairy and Goblin Villages) • Supported construction of tripod structures (mini-den building) • Erect a lean to shelter, with support – natural resources and tarpaulin / rope • 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 or no support 	<ul style="list-style-type: none"> • Create a tarpaulin shelter. • Work successfully in a group, having considered and evaluated each members' contributions and opinions. • 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/rope and materials found in a woodland 	<ul style="list-style-type: none"> • Create a tipi shelter with camouflage • Work successfully as a group, having considered and evaluated each members' contributions and opinions. • 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)
Tools	<ul style="list-style-type: none"> • Introduction to tools (peelers for whittling, hammers, mallets, trowels and forks) – Peelers introduced with fruit and vegetables only no wood. • Butter Knives – Learn how to butter bread 	<ul style="list-style-type: none"> • Introduction to tools (peelers for whittling, hammers, mallets, trowels and forks) – Peelers introduced with fruit and vegetables only no wood. • Continuing with the use of basic tools (cutting of string, peeler for whittling (Fruit and Veg Only), 	<ul style="list-style-type: none"> • Continuation of the use of basic tools (peelers, hammers, mallets, trowels, forks, larger ropes and independent cutting of string • Use of bow saw (1-1) to cut discs and peelers for whittling (Fruit and Veg Only – No wood to be whittled with peelers) 	<ul style="list-style-type: none"> • 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. Knives can be introduced

		<p>bow saw to cut discs – (medals?) (1:1)</p> <ul style="list-style-type: none"> • Can the children help prepare a soup – can they cut safely and prepare the vegetables for vegetable soup? 	<ul style="list-style-type: none"> • Introduction to palm drills – drill holes in discs – create medals • Key Stage 2 - Children will develop their skills further when using a range of different 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 The following tools can be introduced on a 1:1 basis only - Loppers Secateurs Knives for whittling (Fruit and Veg only – Peelers MUST not be used to whittle sticks. • Can the children help prepare a soup – can they cut safely and prepare the vegetables for a vegetable soup? 	<p>for basic whittling however MUST be on a 1:1 basis and only when the children are ready.</p>
Knots	<ul style="list-style-type: none"> • Learn how to tie shoelaces 	<ul style="list-style-type: none"> • Learn how to tie shoelaces • Learn basic knots (Reef Knot, Bowline and Clove Hitch) • Learn how to hank cord 	<ul style="list-style-type: none"> • Learn more sophisticated knots • Learn knots for attaching objects to structures and trees Example - Overhand knot and half hitch • Learn Lashing and frapping techniques to make frames 	<ul style="list-style-type: none"> • Independent use of lashing and frapping techniques • Shelter hitches and knots • More complex knots and selecting the correct knot for a job.
Campfire & Cooking	<ul style="list-style-type: none"> • Discuss the dangers of fire 	<ul style="list-style-type: none"> • Be safe around the fire 	<ul style="list-style-type: none"> • Introduce fire strikers, experience 	<ul style="list-style-type: none"> • Roast food on fire with 1:1 support – (Using Skewers)

	<ul style="list-style-type: none"> • Discuss the use of fire and the benefits – e.g. – for warmth, food, social • Children to butter bread 	<ul style="list-style-type: none"> • Observe and talk about fire lighting procedures, begin to contribute by selecting the correct fuel • Safety procedures – fire safety • Children to butter bread and use grater to grate vegetables 	<ul style="list-style-type: none"> • fire strikers to spark a flame • Light a piece of cotton wool (fairly pillow)/ or tinder card (oyster shell can be used) • Fire safety and the fire triangle • Contribute with making soup – cutting up of vegetables and peeling, graters can also be used. 	<ul style="list-style-type: none"> • Cooking on a camp fire (roast food) • Make and tend a fire safely • If children are ready Socially, Mentally and Physically can move on to preparing and lighting a campfire with supervision. • If children ready introduction to Kelly Kettles – Children then to use independently with 1:1 support only.
<p>Geography Skills (COVERED BY GEOGRAPHY LESSONS WITHIN THE SCHOOL CURRICULUM)</p>	<ul style="list-style-type: none"> • Follow rules and Boundaries • Free Exploration 	<ul style="list-style-type: none"> • 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 • Recognise animal tracks and habitats. 	<ul style="list-style-type: none"> • Demonstrate understanding of the concept of a basic map • Navigate your way around a simple orienteering course • Understand the term 'orientate or 'setting' a map Complete 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 map • Understand how to orientate the map • Demonstrate understanding of a line orienteering 	<ul style="list-style-type: none"> • 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

			<ul style="list-style-type: none"> course (short loop) and star orienteering Build trust with a partner and work together when orienteering 	<ul style="list-style-type: none"> choice and symbol recognition Plan the most efficient route so that the course is completed in the quickest time
Play and Exploration	<ul style="list-style-type: none"> Introduction to rules and boundaries Promotion of free exploration Promotion of independent learning opportunities/skills Plant bulbs/ seeds and help/watch them grow – discuss what plants need. Can we identify the parts of plants? Season walks Search for butterflies, ladybirds, birds, worms, etc and evidence of animals 	<ul style="list-style-type: none"> Re-enforce rules and boundaries Travel safely over the terrain in Forest School Carry sticks safely Work in a team to co-operate and communicate clearly Discover what's in a pond – Pond Dipping Hunt for insects Make a daisy chain Build a den Build a bridge Become a nature detective – find some animal trails Get soaking wet in the rain Bird watching – what birds can we identify? Plant bulbs and Seeds, watch them grow – Can the children describe the process of plant growth? Can we identify the parts of a plant? Bug Hunts – Identify a variety of animals and their habitats. 	<ul style="list-style-type: none"> Take part in outdoor challenges independently and in a team. Climb a tree Make something out of wood Cook outdoors as a group – marshmallows, bread Play woodland versions of games – Forest School Games (On SharePoint) Work as a team? Scavenger hunts Make a sculpture Children to make up their own game and teach it to another group. Treasure hunt Assault Course – Can the children create their own? Be able to name and identify some trees within the school grounds. 	<ul style="list-style-type: none"> Orienteering with an OS map Create a time capsule and bury it
Art and Design	<ul style="list-style-type: none"> Create a Nature Collage Mud Painting Create a decoration 	<ul style="list-style-type: none"> Create a Nature Collage Mud Painting 	<ul style="list-style-type: none"> Create a vegetable character – using peeler 	<ul style="list-style-type: none"> Children can create a natural photo frame

		<ul style="list-style-type: none"> • Can the children make their own paintbrushes and paints? – Using plants string and berries (SUPERVISION) • Can the children create clay tree faces? • Play and Create a decoration. 	<ul style="list-style-type: none"> • Create a wooden animal • Can the children create a raft / boat from natural resources – then test to see if it floats in the pond safely? • Introduce weaving techniques • Can the children create a stick man using string and twigs / natural resources they find? 	<ul style="list-style-type: none"> • Children to be able to weave and create willow platters. • Sketch birds and animals known to the woodland environment. • Create a bird's nest • Create a habitat – what do specific animals like? • Design and Make a birdbox – Planning and evaluating. • Create a fairy table – if confident with palm drill and bow saw.
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