

Outline Progression for Outdoor Learning 2024

All years focus on safety and emotional well-being as core skills.

	Examples of Experiences	Possible Focus points	Remembering
	Concepts – Drivers – Activities-	Skills – (Safety, Building and Tools)	Knowledge
Foundation and Year 1	Sunflower diary. Measuring challenges. Seasons. Weather.	Physical development / healthy lifestyles: I know how to travel safely on rough ground. I can carry sticks safely. I can talk about how being outside makes me feel. I can work in a team to build a simple shelter. I can play team games. I can be safe around a fire. I can butter bread. I can contribute to making soup. I can use natural materials to create artwork that I can talk about. (mud painting) Tool work: I can whittle vegetable characters using a peeler.	I can identify and name a variety of wild and garden plants I can describe the plant structure (including trees). I can identify deciduous and evergreen trees. I can identify and name a variety of common animals from amphibians - mammals

Year 2/3	<p>Y2-Sunflower diary. Measuring challenges. Seasons. Weather.</p> <p>The Great Fire of London</p>	<p>I can make sparks with a fire steel. I can use a hammer safely</p> <p>Physical development / healthy lifestyles: I know how to move a log safely. I can describe the benefits to being outside</p> <p>I can build a safe tower out of sticks. I can communicate clearly in team games I can tie a simple knot. (overhand knot and half hitch) I can make a simple snack (muffins) I can create a natural picture frame and discuss the properties of the natural materials that I have used (flexible or non-flexible) I can weave using sticks and wool I can make a stick person I can saw wood with support. I can use a palm drill</p>	<p>I can observe and describe how seeds and bulbs grow. I know what I need to survive (water, food, air). I can name and identify some trees in our grounds by using a simple ID guide. I know simple compass directions. I can be safe around a fire and explain the fire triangle</p>
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Year 4	<p>Celtic Life styles Greeks connection to science and building. Use of maths to create structures.</p> <p>Bee friendly planting habitats. Woodlice habitats</p>	<p>I can whittle a marshmallow stick. I can light a mini fire with a fire steel. I can whittle a cooking stick. I can group natural objects. <u>I can create a 3D map using the forest floor.</u></p> <p>I take part in outdoor activities and challenges on my own and in a team. I can work in a team to construct a tri-pod shelter.</p> <p>I can begin to describe how my structures work. I can co-operate and communicate clearly in team games. I can use a reef knot and lash sticks together. I can make a miniature shelter using natural materials. I can prepare a simple salad using ingredients from the allotment. I can toast a marshmallow on a stick. I can lash sticks together to make a weaving frame.</p>	<p>I know that soils are made from rocks and organic matter. I can name animals in the environment and group them I am beginning to know the eight points on a compass. I can describe my flexibility, strength, control and balance when participating in outdoor activities.</p>
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Year 5	<p>Historical survival skills Allotments and Foraging</p> <p>PALs</p>	<p>I can build trust with my peers through games.</p> <p>I can make a shaduf using a tripod structure. I can chop and grate to help make vegetable soup. I can prepare damper bread and cook it on a stick. I can sketch trees and plants. I can choose shapes in nature and use them to inspire my artwork. I can create a tree character and describe them. I can light a fairy fire and keep it going. I can use a hammer safely. I can create or maintain a wildlife home (bug hotel/hedgehog house) I can match tracks and other signs to animals. I can read a map and follow a course. I can explain why wearing appropriate clothing is important. I can build a waterproof tarp shelter I can make constructions for different purposes: eg stick towers; sundials; water traps. I can lash sticks together. I can boil water. I can make soup using the ingredients from the allotment. I can roast potatoes on a fire pit. I can plan, make and create a decoration. I can make and tend a fire that I have lit. I can tie suitable knots for different purposes (shelter hitches and knots). I can split wood. I can whittle a tent peg using a stop cut. I can interpret features of a map. I can navigate using a map and compass (orienteeing?). I can follow and make trails.</p>	<p>I can name some common garden birds and talk about their features. I can name the common trees in our grounds (give a tree a character activity) I can talk about how to encourage wildlife into an area. I can carry out fieldwork – classifying and surveying animals. I can recognise pollution indicators in different habitats/biomes. I can research and test different ways to find north.</p>
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Year 6		<p>I can light a fire using tinders. I can make an art frame using knots and lashings. I can make a tool using taught techniques e.g. a porridge stirrer. Science / Nature / Environment: Physical development / healthy lifestyles: I know what I need to survive – shelter/fire/food I know about navigation using natural indicators e.g. moss on the north of a tree. I can take part in adventurous outdoor activities; challenging myself and behaving safely. I can survey an area and record statistics. I can work with others to research and obtain survival essentials. I can find and identify safe wild food e.g. fat hen. I understand the rules for safe foraging. I can collect, store and purify water. I can build a waterproof shelter using tarpaulins. I can use a range of simple knots and lashes. I can make hot chocolate by boiling water on a fire. I can cook on an open fire. I can use natural shapes and structures to inspire my artwork. I can print using natural materials</p>	<p>I can use and create a key to identify trees and animal tracking signs. I know how to age a tree. I can identify different animal groups and describe their habitats. I can explain what humans need to survive.</p>
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