

Primary Outdoor Learning Curriculum Progression

Area	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Core skills	Introduction to Rules/boundaries/format of sessions. To dress independently and appropriately for the weather.	Reinforcement and practice of rules/boundaries. To dress independently and appropriately for the weather	Shared reinforcement of rules/boundaries and risk management control actions. To dress independently and appropriately for the weather.	Reinforcement of rules/boundaries and shared risk management control actions developed. To dress independently and appropriately for the weather.	Reinforcement of rules/boundaries and shared risk management control actions developed. To dress independently and appropriately for the weather.	Personal management of rules/boundaries and risk assessment control actions. To dress independently and appropriately for the weather.	Personal management of rules/boundaries and risk assessment control actions. To dress independently and appropriately for the weather.
Use 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	Introduction of basic tools and how to be safe around them – Peelers, hammers, mallets, trowels, forks, hand drills, palm drills, loppers (with an adult 1:1).	Continuation of the use of YR tools and introducing loppers and bow saw (with an adult 1:1). Cutting, whittling, sawing	Continuation of the use of tools as before, introducing folding saw (with an adult 1:1)	Continuation of the use of tools, larger ropes and independent cutting of string. Further practice with more advanced tools – saw, loppers, secateurs, (1-1 support).	Continuation of the use of tools, larger ropes and independent cutting of string Continue to build skillful use of more advanced tools – saw, loppers, secateurs.	Introduce knife skills/green wood whittling. (3:1 ratio) Independent use of tools –hammers, saw, loppers, secateurs - with adult permission/tool procedure followed.	Further practice of knife skills/green wood whittling. (3:1 ratio) Independent use of tools –hammers, saw, loppers, secateurs - with adult permission/tool procedure followed.
Shelter Building	Introduction of basic shelter building with support (indoors and out). Mini-den building for small animals. To know and follow safety procedures.	Practice shelter building, lean to and supported construction of tripod (with support, where necessary).	Independent use of tripod structures (animal den building) Create a lean to shelter, independently or with limited support	Create a tarpaulin shelter in a woodland Work successfully as a group, having considered and evaluated each members' contributions Compare and evaluate the shelters in relation	Design and build varying sized shelters using tarpaulin and materials found in a woodland Work successfully as a group, having considered and evaluated each members' contributions	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,	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

				to their sturdiness, durability, weatherproofing and whether it is fit for purpose	Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose	durability, weatherproofing and whether it is fit for purpose	members' contributions Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose. Set up a tent in preparation for going on a residential visit
Knots and tying	Tying shoe laces. To join together sticks using masking tape, pipe cleaners or string.	Introduce larger ropes and develop independent cutting of string and tape. Introduction to basic knots (reef knot). Introduction of fire safety.	Practice of knots for attaching (reef knot, timber hitch, overhand knot and half hitch). Independent use of knots to create den structures with tension/ <i>waterproof</i> design. Introduction of lashing techniques to attach/join sticks (square lashing).	More sophisticated use of knots for attaching to structures, trees etc (e.g - timber hitch, half-hitch). Continuation of lashing techniques to make frames, ladders, structures. Lashing and frapping frames and dual structures	More sophisticated use of knots for attaching to structures, trees etc (e.g - timber hitch, half-hitch). Continuation of lashing techniques to make frames, ladders, structures. Independent use of lashing and frapping techniques	More sophisticated knots for attaching to structures and trees and selecting the correct knot for a job. Independent lashing techniques to attach/join sticks.	More complex knots and lashings and selecting the correct knot for a job independently.

<p>Fire management</p>	<p>Introduction of fire safety. Observe and talk about fire lighting procedures.</p> <p>Observe toasting technique.</p> <p>Collect firewood.</p>	<p>Be safe around a fire</p> <p>Use fire strikes to practice making a spark.</p> <p>Collect firewood. Help build the fire. Chopping/preparing fruit to make jam on the fire in a pan.</p> <p>Simple toasting.</p>	<p>Continuation of fire safety.</p> <p>Use fire strikes to practice making a spark -and light cotton wool.</p> <p>Fire triangle.</p> <p>Collect firewood. Help build the fire. Use kettle/pan on the fire grill (e.g pancakes).</p>	<p>Continuation of fire safety.</p> <p>Fire triangle.</p> <p>Collect dry tinder and use fire strikes to practice making a spark.</p> <p>Light a fairy fire and keep it going</p> <p>Roast food on a fire.</p>	<p>Continuation of fire safety.</p> <p>Fire triangle.</p> <p>Collect dry tinder and use fire strikes to practice making a spark -and light cotton wool/tinder (fairy fires).</p> <p>Continuation of fire lighting and cooking over a campfire.</p>	<p>Continuation of fire safety.</p> <p>Supported fire lighting - fairy fires (with supervision). Make and tend a fire safely</p> <p>Using the campfire for cooking with support. Extinguishing the fire.</p>	<p>Further knowledge about fire safety and fire lighting.</p> <p>Use of fire gloves.</p> <p>Independent small fire lighting (with supervision)</p> <p>Using the camp-fire for cooking. (with supervision)</p> <p>Extinguishing the fire</p>
<p>Personal & Social Development</p>		<p>To learn about good and not good feelings</p> <p>To recognise and celebrate their strengths and set simple and challenging goals</p> <p>To learn about people who look after them and who to go to if they are worried</p> <p>To listen to other people and play and work cooperatively</p> <p>To understand that people and other living things have needs and that they have responsibilities to meet them</p>	<p>To understand the rules for and ways of keeping physically and emotionally safe including safety in the environment, water and fire safety</p> <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say 'yes', 'no', 'I'll ask' and 'I'll tell'</p> <p>To understand that people's bodies and feelings can be hurt including what makes them feel comfortable/uncomfortable</p>	<p>To reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</p> <p>To recognise what constitutes positive, healthy relationships and develop the skills to form and maintain these</p> <p>To understand why and how rules that protect themselves and others are made and enforced, why different rules are needed in different situations</p>	<p>To differentiate between 'risk', 'danger' and 'hazard'</p> <p>To deepen their understanding by recognising, predicting and assessing risks and deciding how to manage them</p> <p>To recognise their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>To know that their actions affect themselves and others</p> <p>To know that there are different kinds</p>	<p>To understand that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources</p> <p>To know school rules about health and safety, basic emergency aid procedures, where and how to get help</p> <p>To work collaboratively towards shared goals</p> <p>To recognise the role of voluntary, community and pressure groups, especially in relation to health and well being</p>	<p>To know strategies for keeping physically and emotionally safe including road safety, safety in the environment – including rail, water, fire safety</p> <p>To know there are people responsible for helping them stay healthy and safe and ways they can help these people</p> <p>To recognise and manage dares</p> <p>To know that resources can be allocated in different ways and that these economic choices</p>

			To understand what improves and harms their local, natural and built environments and about some of the ways people look after them		of responsibilities, rights and duties at home, school, in the community and towards the environment		affect individuals communities and the sustainability of the environment
Curriculum links		Maths games Science – seasons; materials; animal groups History – transport Art – making artwork using media from the environment	Maths games Science – seasons; Habitats; materials History – Great Fire of London Art – making artwork using media from the environment	Maths games Science – Plants; Rocks & soils; History – Stone Age-Iron Age; Egyptians Art – making artwork using choice of media from the environment	Maths games Science – States of matter History – WW2; Bonfire night Geography – cities of the UK; Compass directions Art – making artwork using choices of media from the environment	Maths games Science – Forces; Materials; Earth & Space Geography – Biomes Art – making artwork using choices of media from the environment	Maths games History – Bonfire night Art – making artwork using choices of media from the environment