



Outdoor Learning Progression Map

Respect

Compassion

Perseverance

Creation

Service

	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Children are given regular opportunities to learn outside every fortnight with the Outdoor Learning teacher, but also with their class teacher. There are also other resources available for incidental learning opportunities during break and lunch times.						
Safety Skills	Recognising what our Forest School rules are and why we need them	Able to identify hazards and discuss how the rules keep us safe	Recognise what the impact of not following the rules may be	Can assess hazards and mitigate how to reduce risk	Able to show how to follow the rules to others.	Able to teach the rules and the reason for them to others
Fire skills	Observe and talk about fire lighting procedures, begin to contribute by selecting fuel Be safe around a fire	Safety procedures – fire safety Contribute to fire lighting by gathering fuel	Fire safety and the fire triangle Roast food on a fire with support	Cooking on a camp fire (roast food) Experience using fire strikers to spark a flame Light a piece of cotton wool (fairy pillow)	Light a fairy fire and keep it going Make and tend a fire safely	Prepare and light a campfire with supervision
Tool skills Peelers Scissors Trowels Drills Hammers Bowsaw Loppers Hatchet	Introduction of the use of basic tools including hammers; peelers for whittling; bow saw to cut discs 1:1 (Christmas Craft)	Continuation of the use of basic tools. Use of bow saw 1:1 to cut discs. Begin using hand drills and palm drills (Christmas craft)	Use loppers 1:1 (Christmas Craft) Use of bow saw 1:2 to cut discs Use palm and hand drills (Egyptian hieroglyphs). Begin to introduce knots including overhand and reef knot	Use of bow saw 1:6 Use hatchet 1:1 (Christmas craft) Use of loppers 1:4 se other tools independently Introduce timber hitch knot and two half hitches	Use of bow saw 1:6 Use of loppers 1:4 Use hatchet 1:2 Use other tools independently Introduce figure of eight knot and shear lashing	Use tools independently and with increasing confidence Introduce clove hitch and square lashing

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<p>Personal & Social Development (taken from RHE progression map)</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 co-operatively</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 understand what improves and harms their local, natural and built environments and about some of the ways people look after them</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 of responsibilities, rights and duties at home, school, in the community and towards the environment</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 affect individuals communities and the sustainability of the environment</p>
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Identification	Can identify things which are alive in our environment	Can recognise common invertebrates, trees and plants found in our locality	Can recognise some common land and water animals, birds, common trees and plants	Can recognise a variety of land and water animals, birds, plants and trees. Beginning to use identification keys to help with identification	Can use an identification key to identify local flora and fauna	Can identify with confidence a wider variety of local flora and fauna Able to use an identification key confidently
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
Trips, Visits and Visitors	Regular sessions in Outdoor Learning at Willaston Meadow and Jackson's pond RSPB Burton mere Thurstaston Area walks (including Wirral Way) Y2-Y6 Residential					

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