

SMFA Outdoor Adventures Progression of Skills

Red= OAA (specific PE coverage)

Skills	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Shelter Building	<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' contributions</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>
Communication	<p>Listen to instructions given.</p>	<p>Listen to instructions given and share ideas as part of a whole class.</p>	<p>Listen to instructions given and share ideas in smaller groups.</p>	<p>Communicate clearly with others in varying situations.</p>	<p>Communicate clearly with others in varying situations.</p>	<p>Communicate clearly and effectively with others.</p>	<p>Communicate clearly and effectively with others when under pressure.</p>

					<p>Work as part of a team. Begin to use a map to complete an orienteering course.</p>	<p>Work effectively as part of a team. Successfully use a map to complete an orienteering course. Begin to use a compass for navigation and share direction.</p>	<p>Work effectively as part of a team, demonstrating leadership skills when necessary. Successfully use a map to complete an orienteering course. Use a compass for navigation and share direction. Organise an event for others.</p>
<p>Geography Skills & Navigation</p>	<p>Follow rules and boundaries Promote free exploration</p>	<p>Use directional language (near and far; left and right) Describe the location of features and routes on a map Recognise human and physical features Devise a simple map and use basic symbols in a key</p>	<p>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</p>	<p>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</p>	<p>Recognise features and symbols on the map Understand how to orientate the map Demonstrate understanding of a line orienteering course (short loop) and star orienteering Build trust with a partner and work together when orienteering Orientate themselves with accuracy around a short trail.</p>	<p>Use navigation equipment to orientate around a trail. 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</p>	<p>Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey Maps) Further develop navigational skills by planning ahead, identifying problems and making decisions Learn to balance speed and accuracy Set, read and follow a bearing</p>

				<p>Follow rules when completing a star orienteering activity</p> <p>Oriente themselves with increasing confidence and accuracy around a short trail.</p>	<p>Create a short trail for others with a physical challenge.</p> <p>Start to recognise features of an orienteering course.</p>	<p>Plan a short loop course for another pair to follow</p> <p>Improve confidence in map reading and the transfer of information from map to ground</p> <p>Apply skills of orienteering including thumbing the map, route choice and symbol recognition</p> <p>Plan the most efficient route so that the course is completed in the quickest time</p> <p>Complete the orienteering course in the fastest time possible competing against others</p>	<p>Practise and develop pacing skills</p> <p>Be able to take a bearing from a map and use that bearing to find a control point</p> <p>Combine map reading and compass skills</p> <p>Measure the distance between control points and, using the map scale, estimate the number of paces required to reach each control</p> <p>Successfully undertake an orienteering competition using an unfamiliar map in a new location</p> <p>Demonstrate effective use of orientating a map, using a compass, setting, reading and following bearings, and scale to navigate around a score (scatter) orienteering course</p>
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<p>Science & Wellbeing</p>	<p>Discuss with support how it feels to be outside.</p> <p>To be able to name sounds that we can hear.</p> <p>To name common items found outside e.g. tree, stick, flower (stem, leaf).</p>	<p>Discuss in small groups how it feels to be outside.</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Observe changes across the 4 seasons</p> <p>Observe and describe weather associated with the seasons and how day length varies</p>	<p>Discuss independently how it feels to be outside.</p> <p>Identify and name a variety of plants and animals in their habitats, including microhabitats</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p>	<p>Discuss how it feels to be outside.</p> <p>With support, discuss the benefits of being outside.</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant</p> <p>Recognise that soils are made from rocks and organic matter</p>	<p>In groups, discuss the benefits of being outside.</p> <p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p>Understand the benefits of being outside on wellbeing.</p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals</p>	<p>Understand the benefits of being outside on wellbeing.</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals</p> <p>Give reasons for classifying plants and animals based on specific characteristics</p>
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<p>Play/ Exploring</p>	<p>Introduction to rules and boundaries</p> <p>Promotion of free exploration</p> <p>Promotion of independent learning opportunities/skills</p> <p>Plant bulbs and watch them grow</p> <p>Autumn walk</p> <p>Search for butterflies</p>	<p>Re-enforce rules and boundaries</p> <p>Travel safely over the terrain in woodland area.</p> <p>Carry sticks safely</p> <p>Work in a team to co-operate and communicate clearly</p> <p>Discover what's in a pond</p> <p>Hunt for insects</p> <p>Roll down a hill</p> <p>Make a daisy chain</p> <p>Build a den</p>	<p>Re-enforce rules and boundaries of Outdoor Adventures</p> <p>Move logs safely with support first</p> <p>Build a bridge</p> <p>Become a nature detective</p> <p>Get soaking wet in the rain</p> <p>Bird watching</p>	<p>Take part in outdoor challenges on own and in a team</p> <p>Climb a tree</p> <p>Make something out of wood</p> <p>Cook outdoors</p>	<p>Play woodland versions of games</p> <p>Work in a team during wide games and scavenger hunts</p> <p>Make a sculpture</p> <p>Make up your own game and teach it to someone</p> <p>Treasure hunt</p>	<p>Orienteering with an OS map</p>	<p>Create a time capsule</p>
<p>Using Tools</p>	<p>Introduction to tools (peelers for whittling, hammers, mallets, trowels and forks)</p>	<p>Continuation of the use of basic tools (cutting of string, peeler for whittling, bow saw to cut discs (1:1))</p>	<p>Continuation of the use of basic tools, larger ropes and independent cutting of string</p> <p>Use of bow saw 1-1 to cut discs and peelers for whittling</p>	<p>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.</p> <p>Children's ability to use tools will develop at different ages</p> <p>Peeler(1:1)</p>	<p>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.</p> <p>Children's ability to use tools will develop at different ages</p> <p>Loppers Secateurs</p>	<p>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.</p> <p>Children's ability to use tools will develop at different ages</p>	<p>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.</p> <p>Children's ability to use tools will develop at different ages</p>

					Knives for whittling		
Knots	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 techniques to make frames	More sophisticated use of knots for attaching to structures and trees Lashing and frapping frames and dual structures Example - Cow hitch	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
Using Fire for Cooking	Observe and talk about fire lighting procedures, begin to contribute by selecting fuel Safety procedures – fire safety	Be safe around a fire Contribute to fire lighting by gathering fuel	Experience using fire strikers to spark a flame Light a piece of cotton wool (fairy pillow) Fire safety and the fire triangle	Light a fairy fire and keep it going	Roast food on a fire with support	Cooking on a campfire (roast food) Make and tend a fire safely	Prepare and light a campfire with supervision