

| | Acorns (reception) | Year 1 | Year 2 | Year 3 | Year 4 |
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| Shelter Building | Introduction of basic shelter building with adult support. Mini-den building for small animals, bugs or our soft toys. Learn to erect a lean to shelter using sticks against a fence or surrounding a tree trunk with help from adults. | Supported construction of tripod structures. Independently building animal homes and bug hotel structures. Use of tables and crates to provide den stability and use of tarpaulin covers in the build. | Independent use of tripod structures and addition of tarpaulin's for sides and roofs. Introduction to lashing and frapping techniques to make frames more stable. | Create a tarpaulin shelter using trees as supports. Team work to achieve the goal, combining the ideas of all. Compare and evaluate the shelters in relation to sturdiness, durability, weatherproofing and whether it is fit for purpose. | Design and build a variety of types of shelter, using tarpaulins and building materials. Use of string or rope to stabilise structures. Working successfully in a team, sharing ideas and then evaluating the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose. Team games to construct a hammock shelter kit. |
| Tool skills | Introduction to tools: scissors to cut different textures and thicknesses, use of horseshoe potato peelers for whittling green sticks, wooden mallets and nails progressing to metal hammers & nails, trowels and forks, spades, use of table knives, apple spiraliser and wheelbarrows. | Continuation of the use of basic tools with additions of learning how to cut string, use of plastic-coated wire, continuation of potato peeler use with knife peelers for whittling green sticks, bow saw to cut discs (1:1) | Continuation of the use of basic tools and independent cutting of string Use of bow saw to cut discs (2:1), junior hack saws for softer materials and peelers for whittling (possible use of whittling knives for those that are ready to move on). Learning to use flint and steel to make a spark and light cotton wool. Introduction to palm drills. | Increased use of tools including learning to use secateurs, loppers, hand saws, whittling knives, screwdrivers and bradawls. More independent use of hand drills and introduction to other types of non-electric drill. Use of larger ropes and pulleys. Learning how to collect and sort the fuel needed for fires and how to add different sizes and keep fire going. | Continued practice and development in the use of tools: hand drills, bow saw, secateurs, whittling knives, use of short saws and clamps, use of froe, practice with matches to light fires and to keep group fires alight for as long as possible. |
| Use of fire | Learning to keep safe around the fire circle. Observe and talk about fires and safety. Learning to toast a marshmallow using a long | Reinforcing fire safety and rules of the fire circle. Continue to be safe around the fire circle when toasting a marshmallow. | Reminders of fire circle rules and fire safety. Continue to be safe around the fire circle when cooking | Continue to be safe around the fire circle when individual cooking marshmallows, flat breads, noodles | Continue to be safe when individually cooking a variety of food. |

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| | willow fire stick. 1:1 supervision at first, up to 3:1 as they gain experience. Begin collecting suitable wood and sticks to dry for fires. | | individually, with support as needed. | | |
| Geographical Skills and Navigation | Free exploration within rules and boundaries | Use simple compass to identify directions (North, South, East and West) Use directional language (near and far; left and right) Pacing distances in a direction Devise a simple map and use basic symbols in a key | Further practise on the activities from the yr1 sessions Talk about landmarks and features of maps such as Key symbols and colours, understand the importance of the key Designing simple maps on the ground with different landmarks and features Use of school orienteering course for simple team exercises Use of binoculars with guidance | Designing simple maps on the ground with different landmarks and features & transfer onto a simple map, record information accurately and neatly including key Introduction to a map reading compass explaining different features from simple compass Navigate around school orienteering course in pairs / groups Understand how to orientate a map to use it accurately Use of binoculars learning to focus independently | Reinforce compass use including additional directions Demonstrate understanding of the school orienteering course, build trust with a partner, collaborating together when orienteering Introduction to OS Maps & comparing different styles of maps, noticing differences in key symbols between map makers Independent use of binoculars Identify local landmarks on the map and in the local area |
| Knots | n/a | Introduction to basic knots: Tying a simple knot, tying a bow | Continuation of tying shoe laces, tying a simple knot on chairs/shoes/bean supports, tying a bow. Plaiting three chords. | More sophisticated use of knots for attaching to structures/trees, tying a tripod supported then unsupported, introduction to square lashing, braiding and friendship bracelets | Further independent use of lashing and frapping techniques, using knots independently when needed |
| Horticulture | Basic seed planting, what seeds need to grow | Basic gardening skills – planting, caring for, collecting seeds and/or fruit | Continuation of gardening skills – looking after plants | Introduction to site conservation & management including | Continuation of gardening skills – planting and caring for a variety of plants, |

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| | | | <p>throughout their life cycle. Growing food crops</p> | <p>coppicing and pruning, hedgerow/tree planting, continuation of gardening skills: planting bulbs, preparing flowerbeds, weeding.</p> | <p>harvesting and preparing seeds for the next season, continuation of site conservation & management including coppicing and pruning, hedgerow/tree planting</p> |
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