

**Marriott Primary Progression of skills**

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| **Skills** | **Reception** | **Y1** | **Y2** | **Y3** | **Y4** | **Y5** | **Y6** |
| **Shelter /** **Den Building** | Introduction of basic shelter building with support (some indoor and outdoor equipment)Mini-den building for small animals | Supported construction of tripod structures (mini-den building)Erect a lean to shelter, with support | Independent use of tripod structures (animal den building)Introduction to lashing and frapping techniques to make framesCreate a lean to shelter, independently or with limited support | Create a tarpaulin shelter.Work successfully as a group, having considered and evaluated each members’ contributionsCompare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose | Design and build varying sized shelters using tarpaulin and materials found in FS areaWork successfully as a group, having considered and evaluated each members’ contributionsCompare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose | Create a tipi shelter with camouflageWork successfully as a group, having considered and evaluated each members’ contributionsCompare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose | 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 members’ contributionsCompare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purposeSet up a tent  |
| **Geographical Skills and Navigation** | Follow rules and boundariesPromote free exploration | 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 mapRecognise landmarks and human and physical featuresDevise a simple map and use basic symbols in a key | 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 mapRecognise landmarks and human and physical featuresDevise a simple map and use basic symbols in a key | Demonstrate understanding of the concept of a basic mapNavigate your way around a simple orienteering courseUnderstand the term ‘orientate or ‘setting’ a mapComplete a simple ‘star’ orienteering activity in pairs / groupsRecord information accurately and neatlyFollow rules when completing a star orienteering activity | Recognise features and symbols on the mapUnderstand how to orientate the mapDemonstrate understanding of a line orienteering course (short loop) and star orienteeringBuild trust with a partner and work together when orienteering | Use the eight points of a compass and four figure grid referencesDevelop expertise in the orienteering skills of orientating a map, following a course, and recognition of relevantmap symbolsDemonstrate an understanding of the relationship between pacing and distancePlan a short loop course for another pair to followImprove confidence in map reading and the transfer of information from map to groundPlan the most efficient route so that the course is completed in the quickest time | 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 decisionsLearn to balance speed and accuracySet, read and follow a bearingPractice and develop pacing skillsBe able to take a bearing from a map and use that bearing to find a control pointCombine map reading and compass skillsMeasure the distance between control points and, using the map scale, estimate the number of paces required to reach each control |

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| **Play** **/****Exploring** | Introduction to rules andboundariesPromotion of free explorationPromotion of independent learning opportunities/skillsPlant bulbs and watch them growAutumn walkSearch for butterflies | Re-enforce rules and boundariesTravel safely over the terrain in Forest SchoolCarry sticks safelyWork in a team to co-operateand communicate clearlyDiscover what’s in a pondHunt for insectsRoll down a hillMake a daisy chainBuild a den | Re-enforce rules and boundaries offorest schoolsMove logs safely with support firstBuild a bridgeBecome a nature detectiveGet soaking wet in the rainBird watching | Take part in outdoor challenges onown and in a teamClimb a treeMake something out of woodCook outdoors | Play woodland versions ofgamesI can work in a team during wide games and scavenger huntsMake a sculptureMake up your own game and teach it to someoneTreasure hunt | Orienteering with an OS map | Create a time capsule |
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| **Using Tools** | Introduction to tools (peelers for whittling, hammers, mallets, trowels and forks) | Continuation of the use of basic tools (cutting of string, peeler for whittling, bow saw to cut discs (1:1) | Continuation of the use of basic tools, larger ropes and independent cutting of stringUse of bow saw 1-1 to cut discs and peelers for whittling | 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. Children’s ability to use tools will develop at different ages | 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. Children’s ability to usetools will develop at different ages | In Key Stage 2 children will develop their skills when using a range of tools. Tools will only be used when the children arephysically, mentally and socially ready to do so. Children’s ability to usetools will develop at different agesLoppers (1-1)Secateurs (1-1)Knives for whittling(1-1) | 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. Children’s ability to usetools will develop at different ages |
|  |  |  |  | Peeler(1:1) | Peeler | LoppersSecateursKnives for whittling |
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| **Knots** | Tying shoe laces | Introduction to basic knots | More sophisticated use of knots for attaching to structures and treesExample - Overhand knot and half hitchLashing and frapping techniques to make frames | More sophisticated use of knots for attaching to structures and treesLashing and frapping frames and dual structuresExample - Cow hitch, | More sophisticated knots for attaching to structures and treesIndependent use of lashing and frapping techniques | Shelter hitches and knotsMore 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 fuelSafety procedures – fire safety | Be safe around a fireContribute to fire lighting by gathering fuel | Experience using fire strikers to spark a flameLight 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 camp fire (roast food)Make and tend a fire safely | Prepare and light a campfire with supervision |