

**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 frames  Create a lean to shelter, independently or with limited support | Create a tarpaulin shelter.  Work successfully as a group, having considered and evaluated each members’ contributions  Compare 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 area  Work successfully as a group, having considered and evaluated each members’ contributions  Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose | 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, 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’ contributions  Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose  Set up a tent |
| **Geographical Skills and Navigation** | Follow rules and boundaries  Promote 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 map  Recognise landmarks and human and physical features  Devise 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 map  Recognise landmarks and human and physical features  Devise a simple map and use basic symbols in a key | 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  Follow rules when completing a star orienteering activity | 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 | 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  Plan a short loop course for another pair to follow  Improve confidence in map reading and the transfer of information from map to ground  Plan 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 decisions  Learn to balance speed and accuracy  Set, read and follow a bearing  Practice and develop pacing skills  Be able to take a bearing from a map and use that bearing to find a control point  Combine map reading and compass skills  Measure 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 and  boundaries  Promotion of free exploration  Promotion of independent learning opportunities/skills  Plant bulbs and watch them grow  Autumn walk  Search for butterflies | Re-enforce rules and boundaries  Travel safely over the terrain in Forest School  Carry sticks safely  Work in a team to co-operate  and communicate clearly  Discover what’s in a pond  Hunt for insects  Roll down a hill  Make a daisy chain  Build a den | Re-enforce rules and boundaries of  forest schools  Move logs safely with support first  Build a bridge  Become a nature detective  Get soaking wet in the rain  Bird watching | Take part in outdoor challenges on  own and in a team  Climb a tree  Make something out of wood  Cook outdoors | Play woodland versions of  games  I can work in a team during wide games and scavenger hunts  Make a sculpture  Make up your own game and teach it to someone  Treasure 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 string  Use 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 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 use  tools will develop at different ages  Loppers (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 use  tools will develop at different ages |
|  |  |  |  | Peeler(1:1) | Peeler | Loppers  Secateurs  Knives for whittling |
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| **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 camp fire (roast food)  Make and tend a fire safely | Prepare and light a campfire with supervision |