



Marriott Primary Progression of skills

Skills	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Shelter / Den 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.</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 FS area</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</p>

Geographical Skills and Navigation	Follow rules and boundaries	Use simple compass directions (North, South, East and West)	Use simple compass directions (North, South, East and West)	Demonstrate understanding of the concept of a basic map	Recognise features and symbols on the map	Use the eight points of a compass and four figure grid references	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey Maps)
	Promote free exploration	Use directional language (near and far; left and right)	Use directional language (near and far; left and right)	Navigate your way around a simple orienteering course	Understand how to orientate the map	Develop expertise in the orienteering skills of orientating a map, following a course, and recognition of relevant map symbols	Further develop navigational skills by planning ahead, identifying problems and making decisions
		Describe the location of features and routes on a map	Describe the location of features and routes on a map	Understand the term 'orientate or 'setting' a map	Demonstrate understanding of a line orienteering course (short loop) and star orienteering	Demonstrate an understanding of the relationship between pacing and distance	Learn to balance speed and accuracy
		Recognise landmarks and human and physical features	Recognise landmarks and human and physical features	Complete a simple 'star' orienteering activity in pairs / groups	Build trust with a partner and work together when orienteering	Plan a short loop course for another pair to follow	Set, read and follow a bearing
		Devise a simple map and use basic symbols in a key	Devise a simple map and use basic symbols in a key	Record information accurately and neatly		Improve confidence in map reading and the transfer of information from map to ground	Practice and develop pacing skills
				Follow rules when completing a star orienteering activity		Plan the most efficient route so that the course is completed in the quickest time	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

<p>Play / Exploring</p>	<p>Introduction to rules and boundaries Promotion of free exploration</p> <p>Promotion of independent learning opportunities/skills</p> <p>Plant bulbs and watch them grow Autumn walk Search for butterflies</p>	<p>Re-enforce rules and boundaries Travel safely over the terrain in Forest School</p> <p>Carry sticks safely Work in a team to co-operate and communicate clearly</p> <p>Discover what's in a pond Hunt for insects Roll down a hill Make a daisy chain Build a den</p>	<p>Re-enforce rules and boundaries of forest schools</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 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 Cook outdoors</p>	<p>Play woodland versions of games</p> <p>I can work in a team during wide games and scavenger hunts 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.</p> <p>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.</p> <p>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</p>	<p>In Key Stage 2 children will develop their skills when using a range of tools.</p> <p>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 (1-1) Secateurs (1-1) Knives for whittling (1-1)</p>	<p>In Key Stage 2 children will develop their skills when using a range of tools.</p> <p>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 Knives for whittling</p>
<p>Knots</p>	<p>Tying shoe laces</p>	<p>Introduction to basic knots</p>	<p>More sophisticated use of knots for attaching to structures and trees</p> <p>Example - Overhand knot and half hitch</p>	<p>More sophisticated use of knots for attaching to structures and trees</p> <p>Lashing and frapping frames and dual structures</p>	<p>More sophisticated knots for attaching to structures and trees</p> <p>Independent use of lashing and frapping techniques</p>	<p>Shelter hitches and knots</p> <p>More complex knots and selecting the correct knot for a job</p>	<p>More complex knots and selecting the correct knot for a job</p>

			Lashing and frapping techniques to make frames	Example - Cow hitch,			
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

