







Outdoor Learning Skill Progression – St Columb Minor Academy



Knowledge, understanding, attitude or skill.	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Tools</p> 	<p>Able to use simple garden hand tool safely and for appropriate tasks. Peelers</p>	<p>Safe use of appropriate hand tools with supervision including: Hand drill Peelers Saw</p>	<p>Safe use of appropriate hand tools with supervision including: Hand drill Peelers Saw</p>	<p>Selection of appropriate tools for a task. Confidence to use: Hand Drill independently Knives with supervision for whittling Bow saw in pairs Secateurs for gardening/stick collection.</p> <p>To learn the steps for safe practise by 'Tool talks'.</p>	<p>Selection of appropriate tools for a task. Confidence to use: Hand Drill independently Knives with supervision for whittling Bow saw in pairs Secateurs for gardening/stick collection.</p> <p>To learn the steps for safe practise by 'Tool talks'.</p>	<p>Confident selection and use of hand tools. Confidence using: Loppers for larger stick Bow Saw independently Knives with variety of supervision.</p> <p>To use the tool talks to check independent practise.</p>	<p>Confident selection and use of hand tools. Confidence using: Loppers for larger stick Bow Saw independently Knives with variety of supervision.</p> <p>To use the tool talks to check independent practise.</p>
<p>Fire and food</p>	<p>Understand how to stay safe around a fire. Say why fires can be both good and bad.</p>	<p>Understand the fire triangle. With support create a spark using a fire steel.</p>	<p>Understand the fire triangle. Independently create a spark using a fire steel.</p>	<p>Understand the stages of building, maintaining and dowsing a campfire safely.</p>	<p>Understand the stages of building, maintaining and dowsing a campfire safely.</p>	<p>Independently source materials and safely build, maintain and douse a campfire.</p>	<p>Independently source materials and safely build, maintain and douse a campfire.</p>


 <p>*links to Host Country</p>	<p>Understand the 1 metre rule for keeping a safe distance from the fire. Prepare and eat a campfire food cooked by an adult. Host country food: Bannock bread*</p>	<p>Learn what materials are needed to make a fire. Prepare and eat a campfire food cooked by an adult. Host country food: French Baguette*</p>	<p>With support Maintain a 5-minute fire by choosing appropriate materials. Prepare and eat a campfire food: Maatooke* (bananas) in tin foil Ugandan bread</p>	<p>Use a fire to safely cook: Pan frances bread *</p>	<p>Use a fire to safely cook: Damper bread*</p>	<p>Safely light a Kelly kettle and make a drink. Hot chocolate * Safely cook: Hot dogs*</p>	<p>Safely light a Kelly kettle and make a drink. Indian tea * Safely cook: Naan bread*</p>
<p>Managing Risks</p> 	<p>Safe use of nature – e.g. how to select an appropriate stick, how to carry it safely around others. Recognise and verbalise where the risks are and how to stay out of the way. Carry materials and tools safely.</p>	<p>Be taught recognise and name the layers of the woods (to help with identifying risks) canopy, bush, field, ground. Supported to and taught how to carry materials and tools safely.</p>	<p>Name the layers of the woods (to help with identifying risks) canopy, bush, field, ground. Carry materials independently and safely. Increased awareness of where risk comes from in different activities.</p>	<p>Identify risks before an activity and recognise how to avoid them. Be taught to select actions and tools to complete a task safely.</p>	<p>Identify risks before an activity and recognise how to avoid them. Independently select appropriate actions and tools to complete a task safely.</p>	<p>With support, plan an outdoor activity with considerations of risks involved and how to manage them</p>	<p>In groups, plan an outdoor activity with considerations of risks involved and how to manage them</p>

			Take steps to make sure everyone is safe in the activity selected. Able to verbalise what the risks are and how to prevent harm.				
<p>Bushcraft/ Survival Skills</p> 	<p>Understanding of basic outdoor hygiene (hand washing)</p> <p>Recognise plants that can help and harm – nettles and docks.</p> <p>Understand clothes and footwear need to be appropriate for weather.</p>	<p>Understand the potential dangers of being outside – eating berries.</p> <p>Make a shelter for a toy.</p> <p>Able to find and locate basic features on the school grounds.</p>	<p>Recognise the basic needs of survival – food, air, water, shelter.</p> <p>Be able to Identify a good place to survive.</p> <p>Understand basic directions and follow them.</p> <p>Basic understanding of a map of the school and how to navigate it.</p>	<p>Learn to tie knots and make simple dens.</p> <p>With support, use more complex directions and learn how to read a compass.</p> <p>With support, create a simple map of the school grounds and mark key features.</p>	<p>Learn to tie knots and make simple dens.</p> <p>Independently, read a compass and use more complex directions.</p> <p>Independently, create a simple map of the school grounds and mark key features.</p>	<p>Learn how to make better survival shelters. (Waterproof test)</p> <p>Learn how to survive in different scenarios and with different groups of people.</p> <p>With support, orientate around a course using a map and compass.</p> <p>Recognise features on a map of the</p>	<p>Independently build a secure, strong waterproof shelter.</p> <p>Demonstrate how to survive in different scenarios and with different groups of people.</p> <p>Independently orientate around a course using a map and compass.</p> <p>Recognise features on a map of the</p>

						school and local area use correct language to describe where things are in relation to one another.	school and local area use correct language to describe where things are in relation to one another.
<p>Natural Knowledge</p> 	<p>Identify different shapes and colours in nature.</p> <p>Name a tree on the school grounds from a leaf.</p> <p>Recognise and name 2 plants, animals and birds that can be found locally from pictures.</p>	<p>Recognise and name at least 3 more plants and insects/animals/birds on school grounds.</p> <p>Use appropriate language to describe habitats.</p> <p>Confident recognition of 2 trees on school grounds.</p> <p>Recognise at least 2 birds from their sounds. (Seagull and Blackbird).</p>	<p>Recognise and name at least 5 more plants and insects/animals/birds on school grounds.</p> <p>Use appropriate language to describe habitats.</p> <p>Confident recognition of 3 trees on school grounds.</p> <p>Recognise at least 2 birds from their sounds. (Seagull and Blackbird).</p>	<p>Know the requirements of life, the structure and functions of plants and plant life cycle</p> <p>Develop classification skills further.</p> <p>Confident use of appropriate names of plants and animals.</p> <p>Use of suitable equipment such as binoculars to aid observation.</p>	<p>Know the requirements of life, the structure and functions of plants and plant life cycle</p> <p>Develop classification skills further.</p> <p>Confident use of appropriate names of plants and animals.</p> <p>Use of suitable equipment such as binoculars to aid observation.</p>	<p>Describe the life cycles of common animals and the reproduction process of some plants and animals.</p> <p>More in-depth classification and learning how animals and plants are adapted to suit their environment in different ways.</p>	<p>Describe the life cycles of common animals and the reproduction process of some plants and animals.</p> <p>More in-depth classification and learning how animals and plants are adapted to suit their environment in different ways.</p>

<p>Conservation and sustainability</p>  <p>* Local community/ Beach conservation</p>	<p>Basic understanding of 'reduce, reuse, recycle'.</p> <p>Simple actions taken within school to support positive choices.</p> <p>Understand that there are other living things and that they need to be respected and cared for.</p>	<p>Learn that choices have consequences that can be positive and negative.</p> <p>Learn the ways in which we can help or harm nature.</p>	<p>Understand that choices have consequences that can be positive and negative.</p> <p>Identify ways in which we can help or harm nature.</p>	<p>Learn about the positive actions and choices have on the environment.</p> <p>Participate in school activities with encourage positive environmental action.</p> <p>Learn how to promote and demonstrate respect for all life on Earth.</p> <p>Teach Beach BBQ etiquette, leave it as you wish to find it.</p>	<p>Understanding and identify positive actions and choices for the environment.</p> <p>Suggest school activities with encourage positive environmental action.</p> <p>Identify the ways to promote and demonstrate respect for all life on Earth.</p> <p>Identify how to safely clear away a Beach BBQ.</p>	<p>Be able to think about the human impact on the natural world and how to act to reduce that on a personal level.</p> <p>Demonstrate empathy for wildlife and others through positive personal choices and participation in action for the environment.</p>	<p>Be able to think about the human impact on the natural world and how to act to reduce that on a personal level.</p> <p>Demonstrate empathy for wildlife and others through positive personal choices and participation in action for the environment.</p>
---	---	---	---	--	---	--	--

<p>Ecological awareness (benefits of nature)</p>  <p><i>Take only photographs, leave only footprints.</i></p>	<p>Early understanding of the importance of all living things.</p> <p>Recognise that nature provides us with things we need to live, like food, water and air.</p>	<p>Understand that natural processes support all life, including humans (including pollination, compost and climate)</p> <p>Recognise humans as part of the natural world.</p>	<p>Understand that natural processes support all life, including humans (including pollination, compost and climate)</p> <p>Recognise humans as part of the natural world.</p>	<p>Identify where humans have an influence on natural cycles (rock cycle, nutrients).</p>	<p>Identify where humans have an influence on natural cycles (Water cycle, deforestation, food webs).</p>	<p>Recognise that everything is in balance and that we suffer consequences when humans upset that balance.</p>	<p>Recognise that everything is in balance and that we suffer consequences when humans upset that balance.</p>
<p>Physical and mental wellbeing</p> 	<p>Express feelings related to being outside.</p> <p>Understand that all ages and all people of different physical and mental abilities can benefit from being outside.</p> <p>Enjoyment of being active outdoors in different</p>	<p>Being outside can make you feel happy and provide exercise and health benefits.</p> <p>Able to explore a range of habitats with confidence.</p>	<p>Identify why is good to be outside and active for everyone, including for people with additional physical needs.</p>	<p>Learn the 5 ways to wellbeing connect, take notice, keep learning, be active and give.</p> <p>Confidently participates in activities in a range of habitats.</p> <p>Able to identify how being outside and</p>	<p>Identify the 5 ways to wellbeing connect, take notice, keep learning, be active, give and give examples of how to achieve these.</p> <p>Confidently participates in activities in a range of habitats.</p>	<p>Make choices to regularly be outside and participating in physical activity.</p> <p>Understand and articulating emotions and physical benefits of outdoor activities.</p> <p>Develop a range of personal resources to</p>	<p>Make choices to regularly be outside and participating in physical activity.</p> <p>Understand and articulating emotions and physical benefits of outdoor activities.</p> <p>Develop a range of personal resources to</p>

	weather conditions.			active makes them feel.	Able to identify how being outside and active makes them feel.	utilise nature for wellbeing.	utilise nature for wellbeing.
<p>Teamwork and communication</p> 	<p>Able to share and cooperate.</p> <p>Learn how to work in pairs, giving each other turns.</p>	<p>Working in small groups, complete simple teamwork challenges.</p> <p>Play a part in a successful team role.</p>	<p>Working in small groups, complete simple teamwork challenges.</p> <p>Play a part in a successful team role.</p>	<p>Understand that different people can play different roles in a team</p> <p>Contributes to a successful team activity, recognising the role played.</p> <p>Start to reflect on outcomes.</p>	<p>Understand that different people can play different roles in a team</p> <p>Contributes to a successful team activity, recognising the role played.</p> <p>Start to reflect on outcomes.</p>	<p>Identify roles in a team select appropriate role for themselves.</p> <p>Communicate ideas clearly to complete a more complicated challenge.</p> <p>Able to reflect on successes and failures giving reasons and feedback.</p>	<p>Identify roles in a team select appropriate role for themselves.</p> <p>Communicate ideas clearly to complete a more complicated challenge.</p> <p>Able to reflect on successes and failures giving reasons and feedback.</p>