



ST MARY'S CATHOLIC
PRIMARY SCHOOL

PROGRESSION IN
KNOWLEDGE AND SKILLS

LEARNING IN,
FROM AND
ABOUT THE
OUTDOORS

Area of Learning	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Shelter 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 in a woodland</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>Build a mock settlement</p>	<p>Design and build varying sized shelters using tarpaulin and materials found in a woodland</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</p>

				Using cardboard bricks ? and tarpaulin	<u>Autumn Term 1</u> Roman Camp Week 4 – 27.09.21		relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose Set up a tent in preparation for going on a residential visit
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	Use simple compass directions (North, South, East and West) Use directional language (near and far; left and right) Describe the location	Demonstrate understanding of the concept of a basic map Navigate your way around a simple orienteering course Link to mock event	Recognise features and symbols on the map Understand how to orientate the map Demonstrate understanding of a line orienteering course (short	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	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

		<p>routes on a map</p> <p>Recognise landmarks and human and physical features</p> <p>Devise a simple map and use basic symbols in a key</p>	<p>of features and routes on a map</p> <p>Recognise landmarks and human and physical features</p> <p>Devise a simple map and use basic symbols in a key</p>	<p>Understand the term 'orientate' or 'setting' a map</p> <p>Link to light and dark. Use a google earth map to do a treasure hunt linking to key words to introduce a topic.</p> <p>Complete a simple 'star' orienteering activity in pairs / groups</p> <p>Record information accurately and neatly</p> <p>Set up a glossary of technical words</p>	<p>loop) and star orienteering</p> <p>Build trust with a partner and work together when orienteering</p> <p><u>Autumn Term 1</u> Roman road locations Week 5 – 04.10.21</p> <p><u>Autumn Term 2</u> Treasure hunt Artefact hunt Week 11 – 15.11.21</p>	<p>map symbols</p> <p>Demonstrate an understanding of the relationship between pacing and distance</p> <p>Plan a short loop course for another pair to follow</p> <p>Improve confidence in map reading and the transfer of information from map to ground</p> <p>Apply skills of orienteering including</p>	<p>ahead, identifying problems and making decisions</p> <p>Learn to balance speed and accuracy</p> <p>Set, read and follow a bearing</p> <p>Practice and develop pacing skills</p> <p>Be able to take a bearing from a map and use that bearing to find a control point</p> <p>Combine map reading and compass skills</p>
--	--	---------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

				<p>Follow rules when completing a star orienteering activity</p>		<p>thumbing the map, route choice and symbol recognition</p> <p>Plan the most efficient routes so that the course is completed in the quickest time</p> <p>Complete the orienteering course in the fastest time possible competing against others</p> <p>Complete the orienteering course in the fastest time possible competing against others</p>	<p>Measure the distance between control points and, using the map scale, estimate the number of paces required to reach each control</p> <p>Successfully undertake an orienteering competition using an unfamiliar map in a new location</p> <p>Demonstrate effective use of orientating a map, using a compass, setting, reading and</p>
--	--	--	--	------------------------------------------------------------------	--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

							following bearings, and scale to navigate around a score (scatter) orienteering course
Weather	Identify the weather daily and record for a week during the different seasons	Re- enforce weather conditions and record for a week during different seasons	Identify the weather in different parts of the school grounds. Does it differ in open spaces as opposed to sheltered areas	Make a rain gauge and record information during different times of the year. Link to maths and scales Observe daily for a week and then record Use the water to water a plant.	Make rain gauges and place different ones in different parts of the school grounds.	Observe and record the temperature for a week during the four seasons. Name three different cloud formations.	Observe and record the temperature for a week during the four seasons in different areas of the school grounds. Name three different cloud formations and predict the type of weather you might experience.

						Observe where the sun rises and the sun sets.	Observe how your shadow length changes during the day. Measure the height of a tree/ telegraph pole.
Exploring	<p>Introduction to rules and boundaries</p> <p>Promotion of free exploration</p> <p>Promotion of independent learning opportunities/skills</p> <p><i>Plant bulbs and watch</i></p>	<p>Re-enforce rules and boundaries</p> <p>Travel safely over the terrain during nature walks</p> <p>Carry sticks safely</p> <p>Work in a team to cooperate and communicate clearly</p>	<p>Re-enforce rules and boundaries of nature walks</p> <p>Move logs safely with support first</p> <p><i>Build a bridge</i></p> <p><i>Become a nature detective Get soaking wet in the rain.</i></p> <p><i>Bird watching</i></p>	<p>Take part in outdoor challenges on own and in a team</p> <p><i>Climb a tree</i></p> <p><i>Make something out of wood.</i></p> <p><i>Cook outdoors</i></p> <p><i>Plant seeds in the garden vegetable and flowers.</i></p>	<p>Play woodland versions of games</p> <p>I can work in a team during wide games and scavenger hunts</p> <p><i>Make a sculpture from natural materials</i></p> <p><i>Make up your</i></p>	<p><i>Orienteering with an OS map</i></p> <p><i>Use recycled materials as props for games e.g newspaper football, recycled bottles filled with water, running barefoot in a race</i></p> <p><i>Use the equipment to make up a team game. Consider</i></p>	<p><i>Create a time capsule</i></p> <p><i>Plant bulbs, shrubs, lavender to create a scented garden</i></p> <p>Create a bird feeder and identify visiting birds.</p>

	<p><i>themgrow</i></p> <p><i>Autumn walk</i></p> <p><i>Search for butterflies</i></p>	<p>Discover what's in a pond</p> <p>Hunt for insects</p> <p>Roll down a hill</p> <p>Make a daisy chain</p> <p>Build a den</p>		<p><i>Harvest the fruit and veg and make different dishes with them</i></p> <p><i>Vegetable soup</i></p> <p><i>Links to healthy eating topic.</i></p>	<p><i>own game and teach it to someone</i></p> <p><i>Treasure hunt</i></p> <p><u>Autumn Term 2</u></p> <p>Treasure hunt</p> <p>Artefact hunt</p> <p>Week 11 – 15.11.21</p>	<p><i>how the scoring is executed.</i></p>	
Nature walk	<p>Weekly nature walk.</p> <p>Go on a sound walk</p>	<p>Weekly nature walk</p> <p>Go on a sensory walk</p> <p>Build a bird's nest using natural materials</p> <p>Hedgehog cam Fits in with habitats .</p> <p>Visits to class from Katherine Jones</p> <p>Make hedgehog</p>	<p>Weekly nature walk</p> <p>Identify three trees</p> <p>Go on a sensory walk</p> <p>Build a bird's nest using tweezers to imitate a bird's beak.</p>	<p>Weekly nature walk</p> <p>Identify four more trees</p> <p>Weekly Hug a tree Link to PSHE for the first 10 mins of the lesson</p> <p>What can you find under a tree?</p> <p>Identify animal tracks and use plaster of paris to make an</p>	<p>Weekly nature walk</p> <p>Identify three wild flowers</p> <p>Plant some wildflower seeds</p> <p>Identify three garden birds</p> <p>Explore a forest</p> <p>Identify the age of a tree by measuring its girth</p>	<p>Weekly nature walk</p> <p>Identify six wild flowers</p> <p>Plant some wildflower seeds</p> <p>Identify six garden birds</p> <p>Identify some common grasses and weeds</p> <p>Make a bird box</p>	<p>Weekly nature walk</p> <p>Identify as many wild flowers as you can. Make a diary with drawings.</p> <p>Identify as many garden birds as you can</p> <p>Make a diary with drawings.</p> <p>Identify some common grasses and weeds</p>

		Mammal footprint		<p>imprint Link to Cave paintings and mock settlement Identify different imprints as if an animal had been through. Eg bison, deer Use an identification kit</p> <p>Walk to church. Identify any flowers, birds, trees or insects along the way.</p> <p>Link to RE and a visit to the church Hedgehog cam Fits in with habitats . Visits to class from Katherine</p>	<p><u>Autumn Term 1</u> Measurement – measuring the age of a tree Week 6 – 11.10.21</p>		<i>Make a diary with drawings</i>
--	--	------------------	--	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------	--	-----------------------------------

				Jones Make hedgehog Mammal footprint tunnels .			
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)	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 This is covered	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 Secateurs Knives 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

				<p>when gardening, building shelters</p> <p>Maintenance of garden (trowels and forks)</p> <p>Also wildlife clearance (secateurs, loppers, rakes)</p>			
Knots	Tying shoe laces	Introduction to basic knots	<p>More sophisticated use of knots for attaching to structures and trees</p> <p>Example - Overhand knot and half hitch</p> <p>Lashing and frapping techniques to make frames</p>	<p>More sophisticated use of knots for attaching to structures and trees</p> <p>Lashing and frapping frames and dual structures</p> <p>Example - Cow hitch,</p>	<p>More sophisticated knots for attaching to structures and trees</p> <p>Independent use of lashing and frapping techniques</p> <p><u>Autumn Term 2</u> Building a Roman catapult</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>

				Link to Structures and shelter building	Week 10 – 08.11.21 Week 11 – 15.11.21		
Cooking with fire	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 Harvest vegetables, prepare and cook on an open fire to make a vegetable soup with Yr6	Roast food on a fire with support	Cooking on a campfire (roast food) Make and tend a fire safely	Prepare and light a campfire with supervision
Reading and writing skills	Read to an adult. Find a quiet space to listen to a story	Find a private space to read a book.	Find a private space to read a book.	Reading in pairs outdoors with Yr6	Read in pairs	Tell a story to the group	Tell a story to the group
Our environment Biodiversity	Go on a litter pick	Pick litter and record on a tally sheet	Pick litter, record on a tally sheet and take pictures	Pick litter, record on a tally sheet, take pictures before and after and count the	Pick litter, record on a tally sheet, take pictures before and after and weigh each	Pick litter, record on a tally sheet, take pictures before and after, weigh	Pick litter, record on a tally sheet, take pictures before and after, weigh each group's bag of

<p>Natural areas to work and play</p> <p>Pet animals /insects</p> <p>Recording wildlife in the school grounds</p> <p>Encouraging insects and animal wildlife</p> <p>Plants in beds in garden</p> <p>Use of energy</p> <p>Composting</p> <p>Water</p>			<p>before and after</p>	<p>number of items of rubbish.</p> <p>Links to Eco Friendly Schools.</p>	<p>group's bag of rubbish</p>	<p>each group's bag of rubbish and each group talk about their findings</p>	<p>rubbish and each group talk about their findings</p>
	<p>Use of energy</p>						

Key Vocabulary				
	EYFS	KS1	Lower KS2	Upper KS2

How Parents Can Help:

11 TIPS FOR PARENTS TO CONNECT KIDS TO THE OUTDOORS



1. Create distraction-free adventures

Most young children have never known a world without technology at their fingertips. Challenge yourself and your kids to experience 1-2 outings a week where you leave your devices at home. If you prefer to bring along your cellphone for safety reasons, be a role model and avoid texting, making calls or taking excessive photos. Get as close as possible to trees and wildlife. Immerse yourselves in the chirps, cracks and rustlings with all your senses instead.

2. Listen to Nature

Nature provides us with many unforgettable sounds, from leaves rustling to birds singing to streams gurgling. [Download our free "Sounds Around" family activity](#) to engage children in the sounds of nature.



3. Encourage unstructured play

Let kids use their creativity and innovation by encouraging unstructured play outdoors. Look under small logs, make stick houses decorated with leaf flags, stir up some delicious mud soup, and collect little treasures like rocks and feathers. The only rule should be to have fun!

4. Use tech to teach

How many kids can look at a tree and name its species? [Download our free "Name That Tree" family activity](#) in which we challenge kids to look at trees more closely and to use smartphones to identify them and learn about the products they make.



5. Tell stories and sing songs

In many cultures, the passing down of [oral stories](#) helps people stay connected to their culture and to the land. Are there stories or songs you know that speak to the importance of nature and animals? By sharing these songs and stories with your children, you will plant the seed of stewardship and help them feel more connected to nature.

Want some recommendations for children's books suitable for elementary and middle school students?

[A Walk on the Tundra](#) is a glimpse into traditions of the arctic tundra as a native Inuit child takes a morning walk with her grandmother. [Wishtree](#) helps a Muslim family move into a new community with the help of stories from different families over multiple generations overhead by a 216-year-old oak tree named Red. In [Circle Unbroken](#), an African-American grandmother interweaves stories of her family's ancestry and culture as she shows her granddaughter how to weave a traditional Gullah basket.

6. Inspect new life in your backyard

Spring is a great time to observe new growth. [Download our free "Bursting Buds" activity](#) to teach kids the ins and outs of tree twigs and how leaves are formed.



7.

Establish a nature routine

Create a routine that incorporates a little bit of nature every day. It could be as simple as eating lunch outdoors, getting some fresh air and soaking up a little vitamin D, or as active as a 30-minute family stroll around the neighborhood after work. Here are a few [nature walk activity ideas](#) to get you started!

8. Create a nature calendar

This activity works best with the “Nature routine” we suggested above. Create a blank calendar (either by hand or with a free tool like [print-a-calendar.com](#)). Decorate it together with drawings or images of the things you find while exploring the outdoors, like trees, squirrels, ants and flowers. Hang your calendar in a space where your children can see it every day and get excited about their next outdoor activity.

9. Adopt a tree

Next time you venture out into your backyard or stroll around your neighborhood, have children observe the trees around them. Have they ever stopped to consider their favorite? [Download our free “Adopt a Tree” activity](#) to help children gain a deeper awareness of individual trees and how they can change over time. Virginia PLT Coordinator, Page Hutchinson recently demonstrated this activity in action – check out [the video](#) and follow along at home!



10.

Learn the value of a tree

Trees are fascinating living organisms. They provide us with food for eating, lumber for our homes, paper to write on, and thousands of other things we use every day. They also sequester CO₂, help to decrease storm water runoff, and provide shelter to wildlife. Download our free ["What's the value of that tree" activity](#), in which children can produce "nutrition-style" labels that list the benefits of a tree.

11. Connect with nature indoors

Have you seen our highlight of [9 free PLT family activities for kids to try at home](#)? Another idea is to watch an educational documentary about nature, wildlife, and forests; if you can't spend time outdoors, you could connect with nature while learning a lot from these films. There are also a number of National Parks offering ["virtual visits" to historic outdoor sites](#). Afterwards, talk to your kids about what they saw. What did they retain from these activities, films, and tours? How did it impact them?