Sheriffhales Primary school and Preschool

'Growing hearts and minds.'

Outdoor learning Progression of Knowledge and skills

Outdoor learning skill and concept	EYFS	Y1/2	Y3/4	Y5/6
Shelter building	Gathering natural materials to create animal homes. Use stacking and piling to create structures.	Make a construction of tripod design-with or without support from an adult. Erect a lean to shelter with limited support.	Create a tarpaulin shelter in a woodland of varying designs and materials found in a woodland. Work successfully as a group having considered and evaluated everyone's 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 everyone's contributions. Compare and evaluate the shelters in 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.
Using tools	Introduction of tools by adults. Using tools such as trowel, spade, rake in mud kitchen. Scissors for cutting string.	Introduction by adult to tools, cutting of string, whittling with peeler, bow saw to cut discs. (1:1)	Using tools such as loppers, saws, peelers, trowels. Developing their skills to use tools independently.	Using tools such as loppers, knives, secateurs, saws, hammers. Developing their skills to use tools independently.
Knots	Use wrapping and weaving skills to make a small stick frame and join materials.	Introduction to basic knots. Overhand knot-tying supports for plants.	Using more sophisticated knots such as reef knots-tying structures to trees. Lashing and frapping.	Using shelter hitches and knots. Guyline hitch and adjustable line hitch. Select the right knot for the right job.
Geographical skills and navigation	Using positional language such as on top, behind, next to, beside,	Use simple compass directions. NSEW Use directional language, near far, left, right. Describe the	Demonstrate the understanding of the concept of a basic map. Navigate your way around a simple orienteering	Use the 8 point compass points, the 4 and 6 figure grid references, symbols and key, plus OS maps. Set, read and follow a bearing. Combine map reading and

	under. Using directions to follow clues.	location of features on a map. Devise a simple map and basic symbols as a key.	course. Record information accurately and neatly.	compass skills. Successfully undertake an orienteering competition – if one. Develop the use of effectively orienteering a map, using a compass, setting, reading and following bearings.
Fires for cooking	Learning the rules around a fire. Stay a safe distance from fire. Toasting a marshmallow with an adult support.	Be safe around fire. Gather fuel to contribute to a fire. Older children – experience using fore strikers to spark a flame. Toast food on the fire.	Light a fairy fire and keep it going. Roast food on the fire – with support. Demonstrate an understanding of fire safety.	Roast food on a fire. Make and tend a fire safely. Demonstrate an understanding of fire safety. Use a Kelly kettle to heat water.
Gardening	Experiment with different gardening tools safely to help get land ready for planting. Planting large seeds such as broad beans and French beans. Using a watering can and trowel.	Carry and use gardening tools safely and beginning to use tools more effectively to ready land to grow crops. Sowing medium sized seeds such as spinach and courgette. Plant potatoes and know how potatoes are grown. Use a wheelbarrow. Pick peas and beans without damaging the plant. Compost items and use compost bins in garden.	Sow fine seeds such as tomatoes, leeks and lettuce. Water a container for sowing ensuring it is not over or under watered. Write labels to identify plants and seedlings. Prick out seedlings into their own pots and remove a young plant from its container without damaging its roots. Clean tools after use and return them to be stored safely. Planting bulbs.	Conduct a simple pH test to determine soil pH. Propagate simple cuttings, such as stem or tip cuttings of rosemary and sage, dig root crops, such as potatoes, parsnips and carrots, without damaging them, tie plants to canes as necessary. Growing a range of items such as bulbs and use polytunnel to care for plants.

Outdoor learning attitudes

Contributing to our Sheriffhales values-care for our world, active minds and bodies, enjoying life.

Outdoor learning attitude	**EYFS**	**Y1/2**	**Y3/4**	**Y5/6**
I enjoy participating and reflecting in outdoor activities and have a positive attitude to challenge and adventure.	I enjoy working outside when given the opportunity.	I enjoy working outside when given the opportunity and can talk about my experiences outside with others.	I am positive about learning outdoors and can reflect on my experiences. I know that being outside has a positive impact on me.	I am positive about learning outside and can reflect on my learning. I know that being outside has can have a positive impact on my physical and mental wellbeing.
I show resilience through taking on challenges and achieving success.	With support, I can complete an outdoor challenge and with some	With support, I can complete an outdoor challenge showing some teamwork. I can complete a challenge	I can work as a team effectively and begin to work with different people to solve a common goal in timed circumstances. I am able to reflect	I can work with all members of the class and am beginning to identify different strengths and weaknesses that we have as a team. I can be

	adult encouragement will help others.	individually and working in a pair. I will try again if I am stuck during a task.	and evaluate on the challenge afterwards.	reflective during and after a task. I can comment on collaboration and how an outcome could be improved next time.
I am developing and skills of communication, problem-solving, creativity, critical thinking, leadership and co-operation	With guidance, I can listen to other children's ideas and work as a group to achieve a common goal	I can listen to other children's ideas and work as a group to achieve a common goal. I will give my own ideas to help my team.	I can communicate clearly to my team members. I can take on a leadership role to complete a task.	I know that there are many different roles within a team and I can reflect on my strengths and weaknesses in different group roles.
I am developing self-awareness and social skills by appreciating the contributions of others and their achievements.	I listen to others in the group and take turns. I am positive when our group succeeds.	I listen to others in the group, take turns and share my ideas. I can celebrate as a team when we are successful.	I can use a range of strategies to make compromises to ensure the entire group feel valued. I can discuss how we made compromises as a team.	I notice when some people are not being listened to and encourage others to listen to their viewpoints. I can celebrate and praise other team members when they have a good idea.
I understand the importance of conservation and sustainable development.	I know not to hurt any animals or living things on purpose.	I am careful not to damage plants and animal habitats and stick to pathways so there is less negative impact on the grounds.	I show respect for the outdoors and do not needlessly damage habitats and plants in the grounds and outdoors. I know that by overusing our grounds, we can have a negative impact and we need to offset this.	I can talk about the impact I am having on the school grounds and how we can make sure that the impact is positive or neutral. I can suggest improvements for the grounds and school which will have a positive contribution to the environment.
I am learning to appreciate the benefits of physical activity and reflection.	I know that being outside helps to keep me healthy.	I notice and can talk about how I feel after being outside and exercising.	I can recognise and explain the effects of exercise and being outdoors on the body.	I can explain how being outdoors helps contribute to physical and mental wellbeing and can take part in groups reflections, mindfulness and sit spots respectfully.

Outdoor Learning Attitudes and Skills are based upon the Ten Key Outcomes of Outdoor Learning from: "High Quality Outdoor Learning from the English Outdoor Council."