

WOODLAND SCHOOL AT ST. AUGUSTINE'S



PROGRESSION OF SKILLS

SKILLS	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
SHELTER 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 in a woodland 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 a woodland 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 in preparation for going on a residential visit

SKILLS	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
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		Apply skills of orienteering including thumbing the map, route choice and symbol recognition	Be able to take a bearing from a map and use that bearing to find a control point
						Plan the most efficient route so that the course is completed in the quickest time	Combine map reading and compass skills
						Complete the orienteering course in the fastest time possible competing against others	Measure the distance between control points and, using the map scale, estimate the number of paces required to reach each control
							Successfully undertake an orienteering competition using an unfamiliar map in a new location
							Demonstrate effective use of orientating a map, using a compass, setting, reading and following bearings, and scale to navigate around a score (scatter) orienteering course

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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 Peeler(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 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
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

**We have a fire pit in our Woodland School but this is currently only used by the adults with fire safety messages shared with all children prior to lighting.*