

Skill/area of learning	Lake reception/year 1	Coombe Years 1&2	Forest Years 2&3	Spring Years 4&5	Mill Years 5&6
<b>Bush Craft</b>					
Knots	Begin to tie to an over hand knot with support.	Tie overhand knot independently.  Extending to overhand knot with square lashing and fraping.	Tie overhand knot independently.  Introduction to more sophisticated knots e.g. timber hitch with support to make a rope bridge.  Use square lashing and fraping with support e.g. create a weaving loom/raft.	More sophisticated use of knots for attaching to structures and trees. E.g. Timber hitch. Tripod lashing. Water knotknot <a href="http://www.scoutpioneering.com">www.scoutpioneering.com</a>  Lashing and fraping frames and dual structures e.g. table tops, raft, looms etc.  <i>Activity examples: Create rope bridge using timber hitch. Create a rope swing using a timber hitch.</i>	Know and use a range of knots and choose the correct knot for a problem/task e.g. make a rope bridge across a stream/ridge line for a shelter.  Assess own and others' knot tying and choices and suggest ways to improve.  Know rope safety and maintenance.
Fire	Observe and discuss fire lighting procedures.	Know fire safety procedures.	Know fire Safety procedures.	Know fire safety and the fire triangle.  Identify trees and wood with increasing	Teach others about fire safety and the fire triangle.

	<p>Know how to stay safe by a fire.</p> <p>Begin to gather and sort fuel. Know fuel must be dry and how to test this - dry wood will snap wet wood bends.</p> <p>Toasting over a fire with full support.</p>	<p>Begin to recognise suitable wood for fire:</p> <p><i>Best wood for campfires: ash, fir, apple, hazel, holly.</i></p> <p><i>For cooking: oak, beech, maple, birch, sycamore.</i></p> <p>Gather dry fuel and sort into 3 sizes. Know you need: match stick, pencil and thumb thickness.</p> <p>Recognise natural sources of tinder: seed heads bark, dead bracken.</p> <p>Toasting over a fire with support.</p>	<p>Fire triangle - elements needed for fire.</p> <p>Suggest woods suitable for burning. (poem:</p> <p><i>These hard woods burn well and slowly, Ash, beech, hawthorn, oak and holly;</i></p> <p><i>Soft woods flare up quick and fine, Birch, fir, hazel, larch and Pine.</i></p> <p><i>Elm and Willow you'll regret, Chestnut green and sycamore wet.</i></p> <p>Suggest where fuel can be gathered and say why. Find own fuel gathering sites.</p> <p>Sort fuel for a fire.</p> <p>Recognise how a fire can be lit.</p>	<p>confidence when collecting fire wood.</p> <p>Experiment with a range of fire lays: Tipi, criss-cross, star fire. Evaluate their effectiveness for a given purpose e.g. to stay warm, to cook, to stay alight.</p> <p>Use fire steels to light cotton wool (fairy pillow) and keep it going by adding fuel safely with support.</p> <p>Camp fire cooking increasing independence - able to talk about fire safety and hygiene.</p>	<p>Gather fuel, light and tend to a fire with support.</p> <p>Make charcoal/char cloth.</p> <p>Cook a range of foods on a camp fire with supervision.</p> <p>Evaluate own and others' fires and suggest ways to improve.</p> <p>Suggest and plan camp suitable camp fire menus. (Y6)</p>
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			<p>Use steels to create a spark. Extending - lighting oyster shell mini fires.</p> <p>Camp fire cooking with support.</p>		
Shelters	<p>Introduction to shelters.</p> <p>Begin to build mini shelters with support.</p>	<p>Supported construction of tripod structured (mini dens)</p> <p>Create lean to structures with support.</p>	<p>Use a tarpaulin to create a waterproof shelter.</p> <p>Use Y shaped/A framed shelters.</p> <p>Test and evaluate shelters given a success criteria: weatherproof durable etc. And suggest how they could be improved.</p>	<p>Use paracord to secure tarps when creating shelters.</p> <p>Design and build shelters in teams using material found on NN site.</p> <p>Suggest a success criteria and use it to evaluate own and others' designs.</p>	<p>Experiment with other types of shelters such as Tipi, use wattle and daub, weaving, lashing etc.</p> <p>Suggest a success criteria and use it to evaluate own and others' designs.</p>
Tools  (All tools are only introduced when children	<p>Introduction to tools: peelers for whittling, hammers and mallets.</p> <p>Tool Safety and the blood circle.</p>	<p>Introduction to tools: peelers for whittling, hammers and mallets.</p> <p>Tool Safety and the blood circle.</p>	<p>Use peelers to whittle with confidence.</p> <p>Begin to use palm drills with support.</p>	<p>Use a range of tool as before with support/supervision where appropriate.</p> <p>Begin to use knives for whittling (1:1)</p>	<p>Use a range of tool as before with support/supervision where appropriate.</p> <p>Begin to teach others tool safety.</p>

are physically, mentally and socially ready). <i>Wood to use -sweet chestnut, willow, silver birch.</i>	Use Mallets and peelers (1:1)  Begin to use secateurs and loppers to cut. (1:1)	Use Mallets and peelers (1:1)  Begin to use secateurs and loppers to cut. (1:1)	Use bowsaw saw to cut. (ratio of 1:1 adult support)  Be more confident when using secateurs and loppers to cut. (1:1)	Use pruning saw (1:1)  Know tool safety. Triangle of death. Blood circle. Know tool maintenance and its importance.	Select the correct tool for a purpose and evaluate its effectiveness for the job.  Know how to clean/sharpen and why it is important.
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**The Natural World**

Plants	Observe and name some plants and trees found on the NN site.  Identify their basic structure - leaves, stem/trunk/roots/flowers/seeds/fruit.  Say where else you have seen these plants.  Begin to understand that we must care	Begin to recognise, describe and name evergreen and deciduous trees.  Name wild flowers and plants.  Name parts of a plant and begin to understand their function.  Understand that we must care for plants and our environment.	Observe and investigate the life cycle of a plant.  Identify similarities and differences between plants and groups of plants.  Begin to use ID guides for wildflowers and trees.  Observe and describe the way seeds are dispersed.	Collect and record information about plant species, plant habitat and diversity.  Use plant ID cards.  Recognise some useful plant and know how they can be used whilst still leaving enough for animals - link to seed dispersal.	Collect and record information about plant species, plant habitat and diversity.  Use foraged foods in campfire cooking. (if possible/where safe and appropriate)  Suggest ways to increase the plant biodiversity on the NN site.
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	for plants and our environment.	Know some plants are edible but many are poisonous - never to eat without checking.	Recognise that plants are useful e.g, food medicine.  Observe and describe the process of pollination. Identify important insects in this process.  Suggest ways we could protect and care for the plants and tree on the NN site.	Know some plants are edible but many are poisonous - know methods for checking.	
Know that Animals	Identify and names some common animals found in an around the NN site and begin to group them e.g. birds, amphibians, mammals, insects etc.  Look for evidence of animals on site -	Identify, describe and name common animals found in NN site and wider countryside. Categorise these as prey/predator. Herbivore, Omnivore or carnivore.  Identify simple food chains found on the NN site.	Identify, describe and name common animals found in NN site and wider countryside. Categorise these as prey/predator. Herbivore, Omnivore or carnivore.  Name some common birds and talk about their features e.g.	Suggest ways that we group the living things on our site.  Use classification keys to investigate biodiversity on the NN site.  Observe animals by sitting quietly for longer periods, looking	Suggest ways to increase animal biodiversity on site. E.g. owl house, bug hotels, planting wild flowers etc.  Observe animals by sitting quietly for longer periods, looking and listening. Describe what you see/hear/notice.

	<p>tracks, droppings etc.</p> <p>Know ways to protect and care for the wild animals on the NN site: walk quietly, provide food for bird in the winter, do not pick wild flowers as there are a source of nectar for bees and insects etc.</p>	<p>Look for evidence of animals on site - tracks, droppings etc.</p> <p>Demonstrate care for the wildlife on the NN site - collect litter, feed birds in winter, walk quietly, leave habitats undisturbed etc.</p>	<p>nesting, food, call/song,</p> <p>Identify animal tracks and begin to match to animal.</p> <p>Observe animals by sitting quietly, looking and listening. Describe what you see/hear/notice.</p> <p>Know that we have a responsibility to protect wildlife on the NN site - collect litter, feed birds in winter, walk quietly, leave habitats undisturbed etc.</p>	<p>and listening. Describe what you see/hear/notice.</p> <p>Suggest and implement ways to protect and improve the NN site for wildlife. E.g. build bug hotels, owl boxes, bat boxes, hedgehog piles, bog/wetland areas etc.</p>	<p>Investigate how biodiversity is linked e.g. if the plant biodiversity is increased then will insect biodiversity also increase?</p> <p>Work to protect and improve the NN site for wildlife.</p>
Environment	<p>Observe and describe and the NN environment.</p> <p>Begin to sit quietly and be still in order</p>	<p>Observe and describe and the NN environment beginning to use simple compass directions.</p>	<p>Observe and describe and the NN environment beginning to use simple compass directions and creating simple maps.</p>	<p>Observe and describe and the NN environment beginning to use 8 points of a compass directions and creating simple maps.</p>	<p>Observe and describe the NN site using geographical language: compass points, physical features and surrounding physical and human features.</p>

	<p>to observe and enjoy the environment.</p> <p>Recognise ways to look after/improve the NN site and wider environment .e.g, collect litter, leave wild plants for the insects etc.</p>	<p>Learn how the local environment (NN site) can be harmed and how they can help care for it - link to global environment.</p>	<p>Know that we have a responsibility to look after the NN site.</p> <p>Show care for the plants and creatures that make the NN their home.</p>	<p>Know we have a responsibility to look after the NN site, the local environment and the wider global environment. Actively practise this on site. E.g. plant wild flowers, trees, complete litter picks, leave habitats undisturbed etc.</p>	<p>Know we have a responsibility to look after the NN site, the local environment and the wider global environment. Actively practise this on site.</p> <p>Suggest own ways to improve the NN site - extend these to own gardens/local environment.</p>
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### Creativity

<p>Art and design</p>	<p>Observe and explore shape and form in the natural environment.</p> <p>Discuss shape, colour and texture.</p> <p>Select natural materials and begin to use these to create art work in a range of forms:</p>	<p>Make more detailed observations of shape, form colour and texture.</p> <p>Experiment with colour using natural materials to make paint: crumble stones, charcoal, clay etc. use natural paint brushes (willow sticks crushed at one</p>	<p>Combine natural materials to create sculptures and art work - natural weaving and frames.</p> <p>Record observations in the form of sketches, photos, painting or sculptures.</p> <p>Use a range of colours, shape,</p>	<p>Combine natural materials to create sculptures and art work. E.g. Make cordage from natural material and use to create jewellery.</p> <p>Use and describe a range of colours, shape, pattern textures and space.</p>	<p>Combine natural materials to create both small and large scale sculptures.</p> <p>Decide how to record observations on the NN site- pencil sketching, charcoal, painting, collage.</p>
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	clay/mud sculptures, leaf printing natural collages/repeating patterns and rubbings.	end to release fibre/feathers etc) Link to cave art.  Combine natural materials to create sculptures such as sticks and clay to make woodland animals. Sticky weed and flowers to create crowns and wreaths.	pattern textures and space.  Select, cut and join wood with support.  Begin to think of creative solutions when faced with a problem - with adult support.	Select, cut and join wood to make objects e.g. butter knife, chop sticks, journey sticks, peg, sculptures, jewellery, frames etc.	Select, cut and join wood to make objects for a purpose.
Creative thinking	Demonstrate imagination in woodland exploration e.g. magic potions, fairy dens, exploration walks, storytelling etc.	Demonstrate imagination in woodland exploration e.g. magic potions, fairy dens, exploration walks, storytelling etc.	Begin to think of creative solutions when faced with a problem - with adult support.  For example: you need to find a way to make a shelter water proof using only natural materials.	Suggest a range of solutions when faced with a problem or challenge.  For example: you need to get everyone from one side of the stream to the other without getting wet.	Suggest a range of solutions when faced with a problem or challenge.  Evaluate these against an agreed success criteria.
<b>Team Building</b>					



<p>Working collaboratively</p>	<p>Listen to others' ideas and suggestions.</p> <p>Ask questions and listen to the answers.</p> <p>Take it in turns when playing a game or talking.</p> <p>Work with adult support to solve a problem/challenge as a team.</p>	<p>With support, work towards a shared goal or to solve a problem.</p> <p>Listen to others, make suggestions and agree a plan.</p> <p>Value others ideas and contributions.</p>	<p>Work towards a shared goal or to solve a problem.</p> <p>Listen to others, make suggestions and agree a plan.</p> <p>Value others ideas and contributions.</p>	<p>Work successfully in different roles within a team, leader, supportive role, etc.</p> <p>Negotiate with or persuade others - demonstrate the ability to compromise.</p> <p>Share ideas and opinions politely.</p> <p>Explore a range of solutions and agree the best course of action as a team.</p>	<p>Identify the key characteristics of successful team work.</p> <p>Demonstrate effective collaboration in a range of situations.</p> <p>Evaluate own team performance based on an agreed success criteria.</p>
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