	PROGRESSION MAPPING			OUTDOOR & ADVENTUROUS			
	EYFS	Y1	Y2	Y3	¥4	Y5	Y6
		_	OUTDOOR LEARNIN /or fire making, will b	pe delivered by a quo	alified L3 Forest Scho		
KEY SKILLS	 Understanding rules/boundaries/safety procedures of the woodland/Secret Garden/Trim Trail To dress independently and appropriately for the weather. Introduction of basic tools and how to be safe around them. Hammers, mallets, trowels, forks, hand drills, palm drills, loppers, bow saw (with an adult 1:1). Practice shelter building (with support where necessary). To join together sticks using masking tape, pipe cleaners or string. lashing techniques to attach/join sticks (square lashing) basic knots (Reef knot. Timber hitching) Introduction of fire safety. Use fire strikes to practice making a spark. Collect firewood. Help build the fire. 			 Continuation of the use of tools, larger ropes and independent cutting of string. Further practice with more advanced tools – saw, loppers, secateurs, (1-1 support) More sophisticated use of knots for attaching to structures, trees etc. (e. g-timber hitch, half hitch). Continuation of lashing techniques to make frames, ladders, structures. Continuation of fire safety. Fire triangle. Collect dry tinder and use fire strikes to practice making a spark -and light cotton wool/tinder (fairy fires). Continuation of fire lighting and cooking over a campfire 		 Introduce knife skills/green wood whittling. (3:1 ratio) Independent use of tools –hammers, saw, loppers secateurs - with adult permission/tool procedure followed More sophisticated knots for attaching to structures and trees an selecting the correct knot for a job. Independent lashing techniques to attach/join sticks. Further knowledge about fire safety and fire lighting. Use of fire gloves. Independent small fire lighting (with supervision) Using the camp fire for cooking. (with supervision) Extinguishing the fire. 	
KE	 Independe Team build Interperson INCREASED OPPORTUI Locomotor Stability sk Manipulati OUTDOOR AREAS UTIL Woodland 	ration and imagination nt learning opportun ling NITY TO PRACTICE, R skills of running, jun ills such as twisting, l on skills; throwing ar ISED:	on ities/skills Ils EFINE AND MASTER FU nping, hopping, stoppin palancing, strength, bala nd catching.	g, turning, rolling, slidi	ng, leaping, dodging, g	alloping.	

	ORIENTEERING						
	 Follow rules and boundaries. Promote free exploration. Show a simple understanding of a map and plan. Use directional language (near and far; left and right). I know about your and your as partices of the sime set of the sime	ections points. human cal vithin or ea. out the s of a compass directions (North, South, East and West) with and without the use of a compass. • Demonstrate understanding of the concept of a basic map in relation to a known area. • Navigate your way around a simple orienteering course. maps • I am beginning to	 Understand the term 'orientate or 'setting' a map. Record information accurately. Follow rules when completing an orienteering activity. Follow simple directions to find a control and find its location on a map. Understand how to fold a map and to thumb it in order to better plot a route and find a location. Use a compass to follow directions: NW, NE, SW, SE, etc. I can work in a team using a map to solve problems with confidence. I can read and use symbols on an OS map. I can use four figure grid references to locate points on a map. I can identify potential risks. 	 Develop expertise in the orienteering skills of orientating a map, following a course, and recognition of relevant map symbols: combining map reading and compass skills. I can confidently orientate myself and others to solve a problem in a more unfamiliar environment. Demonstrate an understanding of the relationship between pacing and distance; learning to balance speed and accuracy Develop navigational skills by planning ahead, identifying problems and making decisions. I can use six figure co-ordinates to locate places of interest on an OS map. Be able to orienteering a map to the north (with ground or compass) I understand and can use simple scale. 			
KEY VOCABULARY	 Plans Drawings Birds Eye View Local Compass N, S, E, W 3-Dimensional 2-Dimensional 2-Dimensional Visualisation Route Control Safe/Unsafe Features Square Lashing Timber Hitching Reef Knot 		Continue to develop key vocabulary from KS1. OS Maps Scale Legend Pace Team Building Setting Orientate Navigate Accuracy Symbols Fire Triangle Timber Hitch Half Hitch Tinder Secateurs				

		Orienteering:					
		- a competitive sport in which runners have to find their way across rough country with the aid of a map and compass.					
		Strategy:					
		- a plan or action created for completing a task					
		Terrain:					
6	S	- a stretch of land					
	Ĩ	Topographical Map:					
KEY CONCEPTS	B	 accurate representation of the physical features of an area 					
	N	Handrails:					
	ŭ	- line features such as paths, fences or streams. They are excellent navigational aids providing safe routes between controls.					
	Έγ	Attack point:					
	-	- an obvious point feature or crossing of 2-line features reasonably close to the control that should be easy to find. You aim to find this first and					
		then go more slowly into the control.					
		Catching Feature:					
		- a feature that will show you have overshot the control.					
		Collecting Features:					
		- features that help you stay on the right track.					
<u>The</u>	The importance of knowledge in OUTDOOR & ADVENTUROUS						
1.	Declarative Knowledge in O&A incorporates understanding of key concepts and key vocabulary, but also a knowledge of the basic skills required for Forest School						
1.	activities and Orienteering. Children need to first understand declarative knowledge within each element, before being successful in its application.						
2.							
	progres	ss and become more confident. With increased procedural knowledge comes increased self-confidence and self-esteem.					
2	Conditi	in a line of the second second second second second second second well knowledge are beginning to be embedded. Once children have secure					
3.		ditional Knowledge in O&A begins to be developed once Declarative and Procedural knowledge are beginning to be embedded. Once children have secure wledge of key skills and concepts, they will begin to make their own choices about when to use the skills and knowledge. For example, when making a shelter					
		hey will be able to self-select specific knots to tie structures together. They will be able to explain why they have chosen that knot, explaining the attributes and					
		nefits based on outcome. In Orienteering, they may become more confident as a leader, using their knowledge about key concepts and applying it to the					
		on: applying their knowledge of maps, scale and co-ordinates.					
	Situatio	The applying their knowledge of maps, scale and to-ordinates.					