



Woodland area sessions All classes will have the opportunity to take part in sessions of outdoor learning where the children can learn specific outdoor skills. The sessions in the woodland area offer a holistic approach to learning, incorporating children's individuality and developing their skills for lifelong learning. We will provide a safe area to explore and investigate, where the children can direct their own learning.

EYFS / KS1	Woodland area sessions - progression of skills		
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Know the rules and boundaries and understand the safety procedures • Use different tools with support • Make a basic shelter and a tripod structure • Make and use a basic knot independently • Recognise some human and physical features of the woodland through observational skills 			
	EYFS	Year 1	Year 2
	<ul style="list-style-type: none"> • Independently explore the woodland area • Use their senses to explore the natural world and describe what they can see, hear and feel • Understand how to use basic real-life tools – Hammers, mallets, trowels, forks, peelers for whittling (1:1) • Know how to make a basic shelter (mini-dens for elves or animals) • Use language 'in front' 'behind' • Describe a familiar route • Use a simple map 	<ul style="list-style-type: none"> • Explore and begin to identify different plants • Use peelers for whittling (1:2) • Know how to make tripod structures (with support) to make a shelter (group work) • Know how to make basic knots • Know how to use larger ropes • Develop locational and directional language (eg, near and far, left and right) • Describe the location of features and discuss where things are in relation to each other • Make a simple picture map of the area 	<ul style="list-style-type: none"> • Explore and identify different plants • Use peelers for whittling (1:4) palm drills • Independently make tripod structures (group work) • Attach dens and shelters to trees with some independence • Know how to make more complex knots with support • Know how to cut larger ropes to size • Use lashing to make frames with support • Use simple compass directions (North, South, East, West) • Make a map showing key features of the woodland area



KS2	Woodland area sessions - progression of skills			
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Know the rules and boundaries and understand the safety procedures • Use a range of tools, developing some independence • Create different types of shelters / structures to compare and evaluate • Make and use more complex knots with increasing independence • Use lashing and frapping to make structures • Observe and record human and physical features using methods such as sketch maps, plans and graphs • Understand fire safety and the fire triangle (oxygen, heat and fuel) 				
	<p>Year 3</p>	<p>Year 4</p>	<p>Year 5</p>	<p>Year 6</p>
	<ul style="list-style-type: none"> • Begin to use some basic tools independently • Use a bow saw (1:1 support) • Create a tarpaulin shelter as part of a group • Compare and evaluate shelters for durability and sturdiness • Use more complex knots with some independence • Use lashing to make dual structures • Recognise features and symbols on a map • Talk about fire safety and how to be safe around a fire • Understand the fire triangle (oxygen, heat and fuel) 	<ul style="list-style-type: none"> • Begin to use some basic tools independently • Use loppers, secateurs (1:1 support) • Design and build shelters as part of a group • Compare and evaluate shelters for durability, sturdiness, are they fit for purpose? • Choose appropriate knots to use for a task with support • Extend lashing techniques and use them with some independence • Use compass points to describe locations • Understand fire safety and the fire triangle (oxygen, heat and fuel) • Understand the types of wood needed to start and keep a fire going (tinder, kindling and fuel) 	<ul style="list-style-type: none"> • Use some basic tools independently • Use loppers, secateurs (1:3 support) • Use a knife for whittling (1:1) • Work as a group to design and build a structure • Work as a group to evaluate contributions to the structure made • Choose appropriate knots to use for a task • Use lashing and frapping techniques independently • Use a compass and map with some independence • Understand fire safety and the fire triangle (oxygen, heat and fuel) • Use fires strikers to spark a flame 	<ul style="list-style-type: none"> • Use some tools independently • Use a knife for whittling (1:3) • Know different ways to build a shelter or structure and choose one to complete a task • Choose appropriate knots to use for a task • Use lashing and frapping techniques independently • Use a compass and map with some independence • Understand fire safety and the fire triangle (oxygen, heat and fuel) • Extend fire lighting – prepare and light a fire with supervision • Cook over a campfire with support