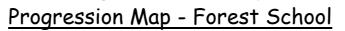


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End point	Year 3	Year 4	Year 5	Year 6
(Focus theme/Key Concept)				
Shelter building	Introduction of basic shelter building with support. Supported construction of tripod structures. Mini den building for small animals.	Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose. Work successfully as a group having considered and evaluated each members' contributions. Create a tarpaulin shelter in the woodland	Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose. Work successfully as a group having considered and evaluated each members' contributions. Create an A Frame or Vango shelter using appropriate knots e.g.,	Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose. Work successfully as a group having considered and evaluated each members' contributions. As a group set up a tent for going on a camp or visit. Using an appropriate knot e.g square Lashing
			overhand knot.	
Using tools	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. Introduction to tools (peelers for whittling, mallets, trowels and forks)	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. Introduction of loppers, secateurs Independent cutting of string and rope	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. Introduction of Bow saw and sheath knife with supervision	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. Introduction of Billhooks
Knots	Tying shoelaces. Introduction to basic knots.	More sophisticated use of knots for attaching to structures and trees. Support with overhand knot and half hitch.	Shelter hitches and knots. More complex knots and selecting the correct knot for a job. Independent use of lashing techniques.	More complex knots and selecting the correct knot for a job. Independent use of reef, bowline, clove hitch knot.
Fire (including cooking)	Talk about fire lighting procedures.	Observe and talk about fire lighting procedures, begin to contribute by selecting fuels.	Contribute to fire lighting by gathering fuel.	Make and tend a fire safely.
	Fire safety and fire triangles.			

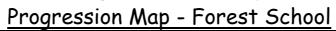






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		Be safe around the fire.	Experience using fire strikers to	
	Light a piece of cotton wool (a		spark a flame.	
	fairy pillow)	Cook food on a fire with support.		
		1	Prepare and light their own	
			campfire with supervision.	
Geographical skills and	Demonstrate understanding of a	Introduce 4 figure grid references	4 figure grid references.	Use 8 points of a compass, 4 and 6 figure grid
•	basic map using basic symbols.	with support.	, rigar e grita reperences.	references, symbols and key.
navigation	basic map using basic symbols.	with support.	Introduce & figure anid references	references, symbols and key.
	Navianta vara was anawada	Tunnana saufidanas in man naadina	Introduce 6 figure grid references.	Lacro to balance are and and accompany
	Navigate your way around a	Improve confidence in map reading	Introduce 8 points of the compass.	Learn to balance speed and accuracy.
	simple orienteering course.	and the transfer in formation from		
		maps to ground.	Develop expertise in the	Combine map reading and compass skills.
	Use simple compass directions		orienteering skills of orientating a	
	North, South, East and West.	Record information accurately and	map, following a course and	Successfully and undertake in an orienteering
		neatly.	recognition of relevant map	competition.
	Recognise landmarks and human		symbols.	·
	and physical features.		•	
			Build trust with a partner and work	
	Use directional language.		together when orienteering.	
Evalenation and play	Introduction to rules and	Reinforce rules and boundaries of	Reinforce rules and boundaries of	Reinforce rules and boundaries of Forest
Exploration and play	boundaries.	Forest School.	Forest School	School.
	boundaries.	Porest School.	Porest School	School.
	Promotion of free exploration.	Work in a team to co/operate and	Take part in outdoor challenges on	Make up your own game and teach it to
		communicate clearly.	own and in a team.	someone.
	Promotion of independent			
	learning opportunities/skills.	Move logs safely.	Make something out of wood.	Make a sculpture.
	Travel safely over the terrain in	Discover what is in the pond.	Cook outdoors.	Natural weaving with woodland materials.
	Forest School.			
		Build a den.	Climb a tree.	Make woodland headdresses.
	Carry sticks safely.			
	carry strend surery.	Bird watching.	Make rope swings.	Play woodland versions of games.
	Livet for ingesta	Bird warening.	Make Tope swings.	I lay woodiana versions of games.
	Hunt for insects.	Dlout goods from family as a table	College long and attacks and build	Collect loop and build a bridge Cit Community
		Plant seeds from fruit vegetables	Collect logs and sticks and build	Collect logs and build a bridge fit for purpose.
	Search for butterflies.	and watch them grow.	camp gadgets.	
	Mud Kitchen.			







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Understanding of environment (including Science)		
Teamwork and problem solving	Lower K52 Children can play team games. Children can communicate their ideas to adults and other children. Children start to think about how they could solve a problem before asking an adult for help. Children can work as part of a team to complete scavenger hunts and small projects.	Upper K52 Children build trust in their peers through playing games. Children can clearly communicate their ideas and take on board the ideas of others. Children mostly solve problems as part of a team, with minimal input from an adult. Children can work in a group to research and find what they need. Children understand how working as part of a team can help them to achieve a greater goal.



