

Year Group	Knowledge *non-negotiable knowledge highlighted in green	Skills *non-negotiable knowledge highlighted in green	Vocabulary	Inspirational people/events	Club/visit/experts
R	<p>To recognise signs of autumn/summer on the school grounds.</p> <p>To learn about plant life cycles, parts of a plant and seed dispersal.</p> <p>To know about some hibernating animals.</p> <p>To observe the lifecycle of frogs in the school pond. To learn about the lifecycle of butterflies.</p> <p>To know some tree and bird species on the school grounds.</p>	<p>Introduction to rules/boundaries/format of sessions.</p> <p>To dress independently and appropriately for the weather.</p> <p>Introduction of basic tools and how to be safe around them – Hammers, mallets, trowels, forks, hand drills, palm drills, loppers (with an adult 1:1).</p> <p>To join together sticks using masking tape, pipe cleaners or string.</p> <p>Introduction of basic shelter building with support.</p> <p>To know and follow safety procedures.</p> <p>Introduction of fire safety. Observe toasting technique. Collect firewood.</p>	<p>Seasons autumn/winter Summer</p> <p>Senses: listen/hear look/see taste touch/feel Smell</p> <p>Safe/unsafe sad/happy angry/calm excited/nervous cold/hot Scared/brave</p>	<p>Growing caterpillars into butterflies</p> <p>Fire with Mr Grounds</p>	
1	<p>To recognise signs of autumn/spring on the school grounds.</p> <p>To learn about predator and prey/food chains.</p> <p>To know about hibernating animals.</p> <p>To observe the lifecycle of trees in the school grounds.</p>	<p>Reinforcement and practice of rules/boundaries.</p> <p>To dress independently and appropriately for the weather.</p> <p>Continuation of the use of YR tools and introducing loppers and bow saw (with an adult 1:1).</p> <p>Introduce larger ropes and develop independent cutting of string and tape.</p>	<p>seasons summer/autumn spring</p> <p>senses: listen/hear look/see taste touch/feel smell</p>	<p>Fire with Mr Grounds</p> <p>Learn about toys used in the outdoors</p>	

	<p>To learn about the lifecycles of species in the school grounds.</p> <p>To know some insect, tree and bird species on the school grounds.</p> <p><u>Orienteering/mapping (geography links)</u></p> <p>Use directional language (near and far; left and right).</p> <p>Recognise human and physical features within the outdoor learning area.</p>	<p>Practice shelter building (with support where necessary). Introduction to basic knots (reef knot).</p> <p>Introduction of fire safety. Use fire strikes to practice making a spark.</p> <p>Collect firewood.</p> <p>Help build the fire.</p> <p>Simple toasting techniques around the firepit.</p>	<p>risk/safety un/sure un/comfortable frustrated proud</p> <p>hibernate</p>		
2	<p>To recognise signs of Spring/summer on the school grounds.</p> <p>To learn about different trees on the school grounds - life cycles, fruit, nuts, buds etc...</p> <p>To begin to distinguish different bird song.</p> <p>To observe the life cycles of frogs/newts. To know about the lifecycle of species in the school grounds.</p> <p>To know some plant, insect, tree and bird species on the school grounds.</p> <p><u>Living history</u></p> <p>Investigating 'the great fire of London' learning about how quickly wood burns and the temperature fire can reach.</p> <p><u>Orienteering/mapping (geography links)</u></p> <p>Use simple compass directions (North, South, East and West)</p>	<p>Shared reinforcement of rules/boundaries and risk assessment control actions.</p> <p>To dress independently and appropriately for the weather.</p> <p>Continuation of the use of tools as before, introducing peelers and folding saw (with an adult 1:1)</p> <p>Practice of knots for attaching (reef knot, timber hitch). Independent use of knots to create den structures with tension/waterproof design. Introduction of lashing techniques to attach/join sticks (square lashing).</p> <p>Continuation of fire safety. Use fire strikes to practice making a spark -and light cotton wool. Fire triangle. Collect firewood. Help build the fire.</p> <p>Use kettle/pan on the fire grill (e.g pancakes or hot chocolate).</p>	<p>winter summer</p> <p>Emotional literacy language</p> <p>hibernate life cycle mating elements community</p> <p>Parts of a tree language: fruit, nut, seed, leaf, bark, branch, bud. Use simple compass.</p>	<p>Fire with Mr Grounds</p> <p>Samuel Pepys visitor</p>	

	<p>Use directional language (near and far; left and right)</p> <p>Recognise human and physical features within the outdoor learning area.</p> <p>Demonstrate understanding of the concept of a basic map.</p>				
3	<p>To identify the signs for each season on the school grounds.</p> <p>To learn about plant life cycles, parts of a plant and seed dispersal.</p> <p>To identify and classify species on the school grounds, including the pond area.</p> <p>Introduce knowledge about the wildlife within our school grounds and how to look after them - conservation projects.</p> <p><u>Living history</u> Practical experience of stone age lifestyle - e.g - cooking, flint knapping.</p> <p><u>Orienteering/mapping (geography links)</u> Demonstrate understanding of the concept of a basic map.</p> <p>Navigate your way around a simple orienteering course.</p> <p>Understand the term 'orientate or 'setting' a map.</p> <p>Record information accurately.</p> <p>Follow rules when completing an orienteering activity.</p>	<p>Reinforcement of rules/boundaries and shared risk assessment control actions developed.</p> <p>To dress independently and appropriately for the weather.</p> <p>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)</p> <p>More sophisticated use of knots for attaching to structures, trees etc (e.g - timber hitch, half hitch).</p> <p>Continuation of techniques to make frames, ladders, structures.</p> <p>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). Introduction to fire lighting and cooking over a campfire</p>	<p>spring summer autumn winter</p> <p>Emotional literacy language</p> <p>life cycles, identify, classify, conservation</p> <p>Parts of plant language: stem, leaf, roots, flowers, seeds...</p> <p>Types of trees/species on the school grounds. navigate</p>	Fire with Mr Grounds	

<p>4</p>	<p>To identify the signs for each season on the school grounds.</p> <p>To learn about plant life cycles, parts of a plant and seed dispersal.</p> <p>To identify and classify species on the school grounds, including the pond area.</p> <p>Introduce knowledge about the wildlife within our school grounds and how to look after them - conservation projects.</p> <p><u>Living history</u> Practical experience of Roman lifestyle - e.g - cooking, weapons, tools</p> <p><u>Orienteering/mapping (geography links)</u> Demonstrate understanding of the concept of a basic map.</p> <p>Navigate your way around a simple orienteering course.</p> <p>Understand the term 'orientate or 'setting' a map.</p> <p>Record information accurately.</p> <p>Follow rules when completing an orienteering activity.</p>	<p>Reinforcement of rules/boundaries and shared risk assessment control actions developed. To dress independently and appropriately for the weather.</p> <p>Continuation of the use of tools, larger ropes and independent cutting of string. Continue to build skilful use of more advanced tools – saw, loppers, and secateurs.</p> <p>More sophisticated use of knots for attaching to structures, trees etc (e. g- timber hitch, half hitch). Continuation of techniques to make frames, ladders, structures.</p> <p>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</p>	<p>spring summer autumn winter</p> <p>Emotional literacy language</p> <p>life cycles, identify, classify, conservation Parts of plant language: stem, leaf, roots, flowers, seeds... Types of trees/species on the school grounds. navigate</p>	<p>Fire with Mr Grounds</p> <p>Coordinates and grid referencing using the forest school rope frame.</p>	
<p>5</p>	<p>To investigate species from the school grounds and begin to make links between them - food chains, biodiversity, ecology.</p> <p>Increase knowledge about the wildlife within our school grounds - observational drawings, surveying. Use of dichotomous keys.</p>	<p>Personal management of rules/boundaries and risk assessment control actions.</p> <p>To dress independently and appropriately for the weather.</p> <p>Introduce knife skills/green wood whittling. (3:1 ratio) Independent use of tools –hammers, saw,</p>	<p>Emotional literacy /values language</p> <p>observe diagram dichotomous key food chains</p>	<p>Fire with Mr Grounds</p>	

	<p><u>Living history</u> Practical experience of Anglo-Saxon lifestyle - e.g - cooking, weaving, shelter building.</p> <p><u>Orienteering/mapping (geography links)</u> Develop expertise in the orienteering skills of orientating a map, following a course, and recognition of relevant map symbols.</p> <p>Demonstrate an understanding of the relationship between pacing and distance.</p> <p>Plan a short loop course for another pair to follow.</p> <p>Improve confidence in map reading and the transfer of information from map to ground.</p> <p>Plan the most efficient route so that the course is completed in the quickest time.</p>	<p>loppers, secateurs - with adult permission/tool procedure followed.</p> <p>More sophisticated knots for attaching to structures and trees and selecting the correct knot for a job. Independent lashing techniques to attach/join sticks.</p> <p>Continuation of fire safety. Supported fire lighting - small fairy fires in shells (With supervision).</p> <p>Using the campfire for cooking with support. Extinguishing the fire.</p>	<p>biodiversity ecology community responsibility orienteering</p>		
6	<p>To investigate species from the school grounds and begin to make links between them - food chains, food webs, biodiversity, ecology.</p> <p>Increase knowledge about the wildlife within our school grounds - observational drawings, surveying. Use of dichotomous keys.</p> <p><u>Living history</u> Practical experience of Viking lifestyle - e.g - cooking, building, weapons, tools.</p>	<p>Personal management of rules/boundaries and risk assessment control actions.</p> <p>To dress independently and appropriately for the weather.</p> <p>Further practice of knife skills/green wood whittling. (3:1 ratio) Independent use of tools – hammers, saw, loppers, secateurs - with adult permission/tool procedure followed.</p> <p>More complex knots and lashings, and selecting the correct knot for a job independently.</p> <p>Further knowledge about fire safety and fire lighting. Use of fire gloves.</p>	<p>Emotional literacy /values language</p> <p>observe diagram dichotomous key food chains food webs biodiversity ecology community responsibility</p>	<p>Fire with Mr Grounds</p> <p>Links to events at Blacklands</p>	

<p><u>Orienteering/mapping (geography links)</u> Develop expertise in the orienteering skills of orientating a map, following a course, and recognition of relevant map symbols.</p> <p>Combine map reading and compass skills. Further develop navigational skills by planning ahead, identifying problems and making decisions.</p> <p>Learn to balance speed and accuracy.</p>	<p>Independent small fire lighting (with supervision)</p> <p>Using the camp fire for cooking (with supervision) Extinguishing the fire.</p>			
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