

## KSI Outdoor Learning Progression of Skills

| Focus              | Skills   | Curriculum Links  |
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| Fire               | <ul style="list-style-type: none"> <li>- I can explore sources of ignition e.g. making sparks with a flint and steel or lighting a match.</li> <li>- I can discuss how to be safe around a fire.</li> <li>- I can enjoy a story around a fire.</li> </ul>                            | <ul style="list-style-type: none"> <li>• <b>Food Technology:</b><br/>Summer: Toasting pineapple slices.</li> </ul>  |
| Cooking/Growing    | <ul style="list-style-type: none"> <li>- I can toast bread over an open fire.</li> <li>- I can recognise changes from a seed/bulb to a plant.</li> <li>- I can grow herbs, fruits or vegetables.</li> <li>- I understand the rules of safe foraging and can find berries.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Design Technology:</b><br/>Autumn: Fruit and Vegetables- where do they grow?<br/>Spring: Fruit and Vegetables- tasting smoothies.</li> <li>• <b>Food Technology:</b><br/>Summer: Toasting pineapple slices</li> <li>• <b>PSHE</b><br/>Spring &amp; Summer:<br/>Living in the Wider World &amp; Healthy Bodies<br/>Importance of Personal Hygiene</li> <li>• <b>Science (Cycle 1)</b><br/>Spring: Growth from a Seed/Bulb<br/>Requirements for Growth</li> </ul> |
| Den Building/Knots | <ul style="list-style-type: none"> <li>- I can create a tripod structure, for example a den.</li> <li>- I can tie basic knots.</li> </ul>  | <ul style="list-style-type: none"> <li>• <b>Design Technology</b><br/>Autumn: Mechanical Systems<br/>Spring: Building Structures</li> <li><b>Reading Tree:</b></li> </ul>   |

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|                     |   | The Three Little Wolves and the Big Bad Pig- Eugence Triviaz  |
| Nature Appreciation | <ul style="list-style-type: none"> <li>- I can identify and name some wild and garden plants.</li> <li>- I can identify deciduous and evergreen trees.</li> <li>- I can identify and name types of animals.</li> <li>- I can talk about what I need to survive.</li> <li>- I can identify species and objects that are dead or alive.</li> <li>- I can talk about seasonal changes.</li> <li>- I can make a daisy chain.</li> <li>- I can go bird watching and begin to name different classifications of birds.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Science (Cycle 1)</b><br/>Spring: Plants<br/>Summer: Living Things and Their Habitats<br/>Seasonal Changes across all terms.</li> <li>• <b>Science (Cycle 2)</b><br/>Autumn: Animals Including Humans<br/>Spring: Plants<br/>Seasonal Changes across all terms.</li> <li>• <b>Geography</b><br/>What is the Geography of where I live like?<br/>Why does it matter where our food comes from?</li> <li>• <b>PSHE</b><br/>Spring: Living in the Wider World and Economic Skills</li> </ul> <p><b>Reading Tree:</b><br/>Dinosaurs and All That Rubbish- Michael Foreman<br/>Clean Up- Nathan Bryan<br/>Favourite Poem 101 Classics:<br/>'Months and Seasons' pg 34.<br/>Seasons Come, Seasons Go Tree- Britta Teckentrup<br/>The Magic Faraway Tree- Enid Blyton<br/>Aesop's Fables (Species)<br/>The Lotus Seed- Sherry Garland<br/>Wolves- Emily Gravett<br/>Eco Girl- Ken-Wilson-Max</p> |

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| Personal/Social  | <ul style="list-style-type: none"> <li>- I can carry sticks safely.</li> <li>- I can talk about how being outside makes me feel.</li> <li>- I can begin to work collaboratively in small groups.</li> <li>- I can try my best to follow the nature school rules.</li> <li>- I can try new experiences more confidently.</li> </ul> | <ul style="list-style-type: none"> <li>• <b>Science (Cycle 1)</b><br/>Spring: Animals including Humans</li> <li>• <b>Science (Cycle 2)</b><br/>Summer: Everyday Materials</li> <li>• <b>PSHE</b><br/>Spring: Living in the Wider World and Healthy Bodies<br/>Summer: Relationships and RSE</li> <li>• <b>Design Technology</b><br/>Spring: Building Structures</li> </ul> <p><b>Reading Tree:</b><br/> When the Rain Comes- Alma Fullerton<br/> The Perfect Shelter- Clare Helen Walsh<br/> The Magic Faraway Tree- Enid Blyton<br/> The Lotus Seed- Sherry Garland<br/> Little Glow- Katie Sahota</p> |
| Fieldwork Skills | <ul style="list-style-type: none"> <li>- I can describe locations using a compass.</li> <li>- I can visit the local area to describe human and physical features.</li> <li>- I can use and read a rain gauge to measure precipitation.</li> <li>- I can read a simple map and the associated symbols.</li> </ul>                   | <ul style="list-style-type: none"> <li>• <b>Geography</b><br/>What is the geography of where I live like?<br/>Why do we love being beside the seaside so much?</li> <li>• <b>PSHE</b><br/>Spring: Living in the Wider World and Economic Skills<br/>Summer: Relationships &amp; RSE</li> </ul>  |

| Term | Outdoor Learning Focus | Curriculum Links |
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| Autumn Term | Den Building and Knot Tying: Create a simple tripod structure and learn basic knots.     | Design Technology: Building Structures, Science (Cycle 1): Plants, Seasonal Changes       |
| Spring Term | Planting and Growing: Plant herbs or vegetables and discuss the requirements for growth. | Science (Cycle 1): Growth from a Seed/Bulb, Requirements for Growth, PSHE: Healthy Bodies |
| Summer Term | Toasting: Toast fruit (e.g., pineapple slices)   | Food Technology: Toasting Pineapple, Science (Cycle 2): Living Things and Their Habitats  |