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| **SKILLS** | **EYFS** | **YEAR 1/2** | **YEAR 3/4** | **YEAR 5/6** |
| Boundaries, Risk Taking, Safety | I listen carefully to the boundaries of Woodlands and can point to them and stay within them, with adult support.  I can say some of the rules and safety procedures of the fire circle, with adult support.  I can travel safely along rough ground.  I can carry sticks safely.  I know not to pick or eat anything from the Woodlands area. | I can identify where the boundaries are and stay within them, with adult supervision.  I know and can explain the rules and safety procedures of the fire circle.  I can manage risks while travelling safely along rough ground.  I can help adults to safely transport simple tools to the Woodlands area. | I can identify and confidently explain where the boundaries are. I can remain within the boundaries without adult support.  I can support peers with the safety rules and procedures of the Woodlands area.  I can confidently retell and adhere to the fire circle and safety rules, with adult supervision.  I can navigate different uneven terrains with confidence, without adult supervision. | I can be involved in deciding the Woodlands safety rules.  I can collaborate decisions on the Woodlands boundaries and remain within them.  I can adhere to the rules and safety procedures without adult support.  I can support other children to adhere to the rules and safety procedures.  I can perform a simple risk assessment prior to Woodland’s sessions. |
| Shelter Building | I can help build a tepee and use natural and man-made materials with a small group of peers and adults.  I can use a mallet safely to hit in tent pegs, with adult supervision.  I can build a bird’s nest.  I can build a pond for a frog.  I can create an assault course for teddy. | I can use a variety of materials to make my own mini shelter, including using a tripod method (for example, for dolls and action figures).  Using my mini den, I can build a human sized shelter.  I can describe the materials I have used.  I can work with a small group of peers and adults to build a bridge  I can use a mallet safely with adult supervision.  I can secure tent pegs using a mallet, independently.  I can tie a simple knot to secure rope or string. | I can research historical shelters.  I can design my own historical mini shelters and explain what I used and how I built it.  I can work as part of a team to create a historical dwelling.  I can demonstrate mu understanding of Neolithic dwellings.  I can give others a tour of a dwelling and explain its features.  I can begin to use a range of knots. | I can work as a team to build a waterproof shelter independently.  I can independently tie reef knots, and round turn two half hitches knots to attach shelter materials.  I can work as a team to build a tepee shelter using camouflage netting.  I can complete shelter challenges, for example, to work in a group to build our own shelters. I can reflect on my previous learning to select appropriate methods to build challenge shelters.  (E.G. Anderson Shelter)  I can compare and evaluate my shelter with my peers. |
| Using Tools & Equipment  (Please note tools are introduced when the children are physically, mentally and socially ready to do so. Children’s ability to use tools will develop at different times.) | I can carefully listen to the tool safety rules e.g. knowing to sit / stand safely in your own bubble.  I can use basic tools safely, with adult support. E.g. spades, trowels, forks for digging, hammers and screwdrivers for basic woodwork to make holes in thin pieces of wood, peelers to strip sticks, mallets for shelter building.  With support, I can identify and select appropriate natural materials to whittle. | I know and understand the tool safety rules.  I can use hand and palm drills to make small holes in thin pieces of wood.  I can use basic tools confidently and appropriately, with adult supervision.  I can use a peeler to strip wood independently.  I can confidently explain where my “bubble” starts and finishes.  I can use a stubby hammer safely. | I understand and can confidently tell others about the tool safety rules.  I can use basic tools safely and independently, unsupervised.  I can make my own safety bubble and explain to others where it starts and finishes.  I can saw wood with support and join the pieces together. | I can confidently tell others about the safety rules and demonstrate how to store tools safely.  I can use a wide variety of tools safely and independently, unsupervised.  I can use a safety knife to strip bark, with adult supervision.  I can use a whittling knife to strip wood, with adult supervision.  I can use secateurs safely under adult supervision.  Select appropriate joining techniques to secure their structure together.  Independently make revisions to structure. |
| Using the Fire Circle | I can be safe around a campfire.  I understand why it is important to be safe around a campfire.  I can toast a marshmallow on a stick, with adult supervision.  I can cook a fire pit pancake. | I understand and can say why it is important to be safe around a campfire.  I can toast a Smore, with adult supervision.  I can create a baked-filled banana | I can identify how to stay safe around a campfire and explain it to my peers.  I can cook a hotdog on a stick, with adult supervision.  I can begin to understand how to build a campfire.  I can cook a fire pit damper | I can be safe around a campfire and identify potential hazards.  I can work a team to prepare a campfire and successfully light it with adult supervision.  I can follow a simple recipe, for example campfire bread, and cook on a stick with adult supervision.  I can identify and explain the skills and resources necessary to prepare a campfire. |
| Science (Nature / Environment) | I can find Minibeasts and name some with adult support.  I can begin to understand the life cycle of frogs, butterflies and plants.  I can go on a nature walk using my senses.  I understand the similarities and differences in contrasting environments.  I can build a bug hotel with adult supervision.  I can describe seasons, identifying differences and changes. | I can find and identify insects.  I can describe key features of insects.  I can begin to identify the differences between insects.  I understand the life cycle of frogs, butterflies and plants.  I can identify and name different habitats of animals of the woodland, with adult support.  I can describe and explain the changes in trees and shrubs, with adult support.  I can observe and describe how seeds and pollen are distributed. | I can name the flora and fauna in our area using an ID chart with adult support.  I can name woodland animals and discuss if they are nocturnal, with support.  I can identify different types of birds (using binoculars?) and an ID chart with adult support.  I can name some common birds and talk about their features.  I can identify the common trees in our area using an ID chart  I can name woodland animals and group them, and understand if they hibernate. | I can identify all the parts of a plant.  I can explain how plants grow.  I can design a scientific enquiry based on plant growth.  I can evaluate a scientific enquiry  I can create seed bombs and plant sustainability  I can explain how climate change affects plant growth. |
| Woodlands Writing | I can write recognisable letters, most of which are correctly formed.  I can spell words by identifying sounds in them and representing the sounds with a letter or letters.  I can write simple phrases and sentences that can be read by others.  I can use and understand recently introduced vocabulary during discussions. | I can say out loud what I’m going to write about.  I can compose a sentence orally before writing.  I can sequence sentences to form short narratives.  I can re-read what I have written to check that it makes sense, identify errors and make simple additions or revisions.  I can write for different purposes.  I can write 4 different sentence types: noun phrases, present and past tense, subordination and coordination | I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.  I can discuss words and phrases that capture the reader’s interest and imagination.  I can recognise some different forms of poetry.  I can assess the effectiveness of my writing, making appropriate improvements and offering suggestions to others.  I can write for different purposes.  I can compose and rehearse sentences orally. | I can identify the audience for and purpose of the writing.  I can develop my own ideas.  I can undertake research and draw upon wider reading where necessary.  I can use an outdoor environment as inspiration for my writing.  I can use contracted forms and modal verbs when writing dialogue  I can describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action.  Using further organisational and presentational devices to structure text and to guide the reader [script]  I can assess the effectiveness of my own and others’ writing.  Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. |
| Woodlands Art | I can create a variety of leaf art.  I can create crowns from natural items.  I can produce rubbings from living things.  I can create a nature inspired collage.  I can create string webs.  I can create a nature frame.  I can explore a variety of techniques, material and tools.  I can experiment with colour, design, texture, form and function. | I can gather and use a variety of natural things to create a work of art.  I can use bold, bright colours effectively  I can compare and contrast the work of different artists and make links to my own work.  I can be inspired by a Woodland environment. | I can research early art forms and use this to inspire my work.  I can create early art materials and use them effectively to create early cave art.  I can create a cave wall.  I can evaluate the effectiveness of my work.  I can create a Woodlands Charter. | I can research images of the natural world.  I can describe the work of artists who have been inspired by nature.  I can replicate the work and techniques of an artist.  I can compare and contrast, the work of artists inspired by nature.  I can discuss and evaluate own work and that of other artists. |
| Woodlands Humanities | I can use my senses to engage with the outdoors.  I can navigate an outdoor environment.  I can participate in a variety of outdoor challenges.  I can locate natural materials.  I can explain the importance of recycling. | I can safely explore an outdoor environment.  I can draw a simple map.  I can follow a set of directions.  I can locate positions on a map.  I can safely navigate an outdoor environment.  I can locate and reposition objects in an outdoor environment.  I can use simple compass directions: North, South, East and West | I can identify the geographical features of an outdoor environment.  I can give directions using the 4 compass points; as well as distance.  I can create a map of an outdoor environment and begin to understand scale.  I can create a micro journey.  I can create a macro journey.  I can create an outdoor challenge for others to participate in.  I can take part in outdoor and adventurous activity challenges both individually and as part of a team. | I can identify and use the main points of a compass: 8 points  I can accurately map an outdoor environment.  I can create a compass.  I can explain the concept of magnetism  I can use a compass to navigate an outdoor environment  I can create an outdoor challenge  I can evaluate the effectiveness of an outdoor challenge. |

