

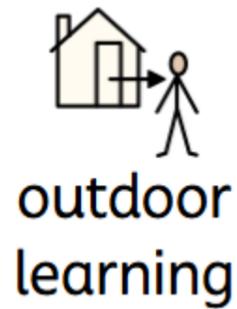


Barnburgh Primary Academy

Outdoor Learning

Progression Document





“There must be provision for the child to have contact with nature; to understand and appreciate the order, the harmony and the beauty in nature.”
Maria Montessori

INTENT

At Barnburgh Primary Academy, our intent is to provide all children with regular, high-quality outdoor learning experiences that support their physical, social, emotional and academic development. Through purposeful and well-planned outdoor activities, children are encouraged to explore, investigate, take risks safely and develop a deeper understanding of the world around them. Outdoor learning is designed to promote curiosity, creativity and resilience, while supporting wellbeing, teamwork and communication skills. We aim to use the outdoor environment to enhance learning across the curriculum, foster a love of nature, and develop children’s independence and confidence, preparing them to become active, healthy and responsible learners.

Our Core Values provide the platform on which we have built our curriculum offer at Barnburgh Primary School. Our Outdoor Learning curriculum is underpinned by our Core Values in the following ways;

COURAGE

We teach our children to show courage in Outdoor Learning by encouraging them to explore new environments, try unfamiliar activities, and embrace challenges in nature. Whether climbing, investigating wildlife, or using new tools, they learn to take safe risks and step outside their comfort zone with confidence.

PERSEVERANCE

We teach our children perseverance in Outdoor Learning by guiding them to keep going when tasks become difficult. From building shelters to completing team challenges or navigating outdoor spaces, they learn that persistence and problem-solving help them overcome obstacles and achieve success.

AMBITION

We teach our children ambition in Outdoor Learning by inspiring them to set exciting goals and challenge themselves physically, mentally, and creatively. By encouraging them to attempt new skills, lead group activities, and push their boundaries, we help them believe in their potential and strive for personal growth.

RESPECT

We teach our children respect in Outdoor Learning by helping them appreciate and care for the natural world. They learn to protect wildlife, look after outdoor spaces, and use equipment responsibly. Through teamwork and shared experiences, they also develop respect for others’ ideas, efforts, and safety.

INDEPENDENCE

We teach our children independence in Outdoor Learning by giving them opportunities to make decisions, solve real-world problems, and take ownership of their actions. From choosing tools to planning approaches to tasks, they build confidence, self-reliance, and the ability to think for themselves.

IMPLEMENTATION

Curriculum Integration: We will integrate outdoor learning opportunities across various subjects, aligning them with the national curriculum. Teachers will plan and deliver lessons that utilise the outdoor environment to enhance learning outcomes and engage children in practical, real-world experiences.

Outdoor Learning Spaces: We will develop our dedicated outdoor learning space, Walt's Wood, for children to engage in structured lessons and activities. This space will facilitate hands-on learning, exploration, and discovery.

Specialist Outdoor Teachers: We will employ and/or train specialist outdoor teachers who will plan and deliver outdoor learning experiences. These teachers will provide expertise in environmental education, outdoor skills, and risk management, ensuring safe and meaningful outdoor experiences for our children.

Professional Development: We will provide ongoing professional development opportunities for our teachers to enhance their knowledge and skills in outdoor learning pedagogy. This will include training on risk assessment, outdoor safety, and effective teaching strategies for outdoor environments.

Partnerships and Resources: We will establish partnerships with local organisations, to access additional resources, expertise, and opportunities for our children. We will also invest in appropriate outdoor learning resources, equipment, and materials to support our curriculum.

IMPACT

Through our outdoor learning initiative, we aim to achieve the following impact:

Improved Academic Achievement: By integrating outdoor learning experiences into our curriculum, we expect to see improved academic achievement across various subjects. Outdoor learning has been shown to enhance children's engagement, motivation, and retention of knowledge, leading to improved academic outcomes.

Enhanced Well-being and Resilience: Regular exposure to nature and outdoor activities has been linked to improved mental health, well-being, and resilience in children. We anticipate that our outdoor learning offer will contribute to the overall well-being of our children, fostering a sense of connection with the natural world and promoting physical activity.

Increased Environmental Awareness: By immersing our children in outdoor learning experiences, we aim to develop their understanding and appreciation of the environment. We hope to instill a sense of responsibility for the natural world, empowering our children to become environmentally conscious and active citizens.

Development of Essential Skills: Outdoor learning provides opportunities for children to develop essential skills such as teamwork, problem-solving, communication, and critical thinking. We expect our children to become more confident, independent, and adaptable learners through their engagement in outdoor activities.

Long-lasting Love for Learning: By creating memorable and meaningful learning experiences in the outdoors, we aim to foster a lifelong love for learning in our children. We hope that our outdoor learning offer will inspire curiosity, creativity, and a sense of wonder, motivating our children to continue exploring and discovering throughout their lives.

Overall, our intent is to create a transformative outdoor learning program that enriches the educational experience of our children, nurtures their well-being, and prepares them to be active and responsible global citizens.



Implementation

HOW WE TEACH OUTDOOR LEARNING IN EYFS

In EYFS, our Outdoor Learning provides our youngest children with rich, meaningful experiences that nurture curiosity, independence, and a lifelong connection with the natural world. Rooted in our school's Core Values—Courage, Perseverance, Ambition, Respect, and Independence—our approach ensures that every child develops holistically through hands-on exploration in nature.

Outdoor Learning in EYFS is built on the belief that young children learn best through play, discovery, and real experiences. Our carefully planned provision provides opportunities for children to investigate, imagine, collaborate, and challenge themselves in a safe and supportive environment. Through regular access to natural spaces, children develop physical confidence, emotional resilience, communication skills, and an understanding of the world around them.

We embrace the Forest School ethos, offering child-led learning that encourages children to follow their interests, take appropriate risks, and develop problem-solving skills. Activities such as den building, tool use, natural art, and wildlife exploration help children build confidence and self-belief. Seasonal changes, weather patterns, and natural materials become powerful teaching tools that spark awe and wonder.

Our Outdoor Learning is fully aligned with the EYFS Statutory Framework and supports all areas of learning and development. Children develop language through storytelling and conversation, strengthen physical skills through climbing and balancing, deepen mathematical understanding through natural patterns and quantities, and build social and emotional skills through teamwork and shared challenges.

We are committed to fostering environmental stewardship from the earliest age. Children learn to care for living things, respect natural habitats, and understand their role in protecting the world around them. Through these experiences, they develop a sense of responsibility, empathy, and appreciation for nature.

By providing high-quality Outdoor Learning experiences, we ensure that every child at Barnburgh Primary School begins their educational journey with confidence, curiosity, and a strong foundation for future learning.

UNDERSTANDING THE WORLD

Throughout the year, children:

- Use descriptive vocabulary to talk about nature, weather, textures, and wildlife
- Explore seasonal changes, weather patterns, and natural cycles.
- Investigate minibeasts, plants, trees, and habitats.
- Learn how to care for the environment and living things.
- Observe natural phenomena (ice, shadows, mud, wind).
- Understand simple ecological ideas such as growth, decay, and food sources.
- Uses senses to explore the outdoor environment.

In continuous provision:

- A well-resourced nature discovery/transient art area with natural objects is always available.
- Clipboards are offered with picture prompts and facts about minibeast and plants.
- Children are encouraged to explore using everyday gardening tools.
- Watering cans and magnifying glasses in continuous provision at all times.

PHYSICAL DEVELOPMENT

Throughout the year, children:

- Develop gross motor skills by moving confidently across varied outdoor terrain such as grass, mud, slopes, and uneven ground.
- Strengthen fine motor control by handling natural materials (sticks, leaves, stones) and using them for building, sorting, and mark-making.
- Use descriptive vocabulary to talk about the movements they make and the sensations they feel (e.g., rough, smooth, cold, heavy).
- Explore seasonal changes and weather through physical experiences such as splashing in puddles, feeling the wind, or crunching frost underfoot.
- Investigate minibeasts, plants, trees, and habitats using precise hand movements such as picking up objects carefully, turning over logs, or using tools to dig.
- Learn how to care for the environment and living things through practical actions like watering plants, sweeping paths, or gently returning creatures to their habitats.

PERSONAL, SOCIAL, EMOTIONAL DEVELOPMENT

Throughout the year, children:

- Build confidence by exploring the outdoor environment, trying new challenges, and making independent choices about where and how to play.
- Develop self-regulation as they manage excitement, take turns, wait patiently, and follow shared routines outdoors.
- Strengthen relationships by working with others to explore nature, share discoveries, and collaborate on outdoor tasks.
- Use descriptive vocabulary to talk about nature, weather, textures, and wildlife, helping them express their thoughts and feelings.
- Explore seasonal changes, weather patterns, and natural cycles, developing a sense of curiosity and wonder about the world.
- Investigate minibeasts, plants, trees, and habitats, learning to show care, empathy, and respect for living things.

<ul style="list-style-type: none"> • In direct teaching: • Adults model how to care for the environment and living things. • Children explore natural phenomena. • Vocabulary such as "habitat", "minibeast", "season" and "environment" is introduced and used. 	<ul style="list-style-type: none"> • Observe natural phenomena (ice melting, shadows moving, mud changing texture) through hands-on exploration. • Use all their senses to explore the outdoor environment, supporting coordination, balance, and sensory development. <p>In continuous provision:</p> <ul style="list-style-type: none"> • A well-resourced nature discovery area encourages children to handle, sort, stack, and arrange natural objects, supporting both fine and gross motor development. • Clipboards with picture prompts and facts encourage mark-making, drawing, and observational recording outdoors. • Children are encouraged to explore using everyday gardening tools, developing grip strength, hand-eye coordination, and safe tool handling. • Watering cans, magnifying glasses, buckets, and scoops are available at all times to promote controlled movements, pouring, transferring, and close observation. <p>In direct teaching:</p> <ul style="list-style-type: none"> • Adults model how to care for the environment and living things through purposeful physical actions, such as planting, digging, and gentle handling. • Children explore natural phenomena through guided physical experiences, such as breaking ice, creating shadows, or testing how materials move in the wind. • Vocabulary such as "habitat," "minibeast," "season," and "environment" is introduced and used alongside physical exploration, helping children connect language with action. 	<ul style="list-style-type: none"> • Learn how to care for the environment through shared responsibilities such as watering plants, tidying natural areas, and handling creatures gently. • Observe natural phenomena (ice, shadows, mud, wind), helping them develop emotional resilience when encountering new or unfamiliar experiences. • Use their senses to explore the outdoor environment, supporting emotional wellbeing through calm, sensory-rich experiences. <p>In continuous provision:</p> <ul style="list-style-type: none"> • A well-resourced nature discovery area encourages children to explore together, share ideas, and negotiate roles in their play. • Clipboards with picture prompts and facts support communication, helping children express their thoughts and talk confidently with peers. • Children are encouraged to explore using everyday gardening tools, promoting independence, responsibility, and pride in their achievements. • Watering cans, magnifying glasses, and natural objects are always available, enabling children to take ownership of their learning and care for their environment. <p>In direct teaching:</p> <ul style="list-style-type: none"> • Adults model how to care for the environment and living things, showing kindness, empathy, and responsibility. • Children explore natural phenomena together, learning to share ideas, listen to others, and celebrate each other's discoveries. • Vocabulary such as "habitat," "minibeast," "season," and "environment" is introduced and used to help children communicate feelings, thoughts, and observations with increasing confidence.
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HOW WE TEACH OUTDOOR LEARNING IN KEY STAGE 1 AND KEY STAGE 2

In Key Stage One and Two, Outdoor learning builds on the foundations laid in EYFS, but it becomes more structured, purposeful, and curriculum-linked while still keeping the joy, exploration, and hands-on learning at its heart.

As children move from KS1 into KS2, their outdoor learning experiences become increasingly structured, independent, and enquiry-driven. In KS1, the focus is on **sensory exploration**, allowing children to learn through hands-on discovery, simple teamwork, and basic tool use while developing foundational nature knowledge. As they progress into KS2, this evolves into **structured exploration**, where children apply skills with greater control, follow curriculum-linked tasks, and begin to use tools more responsibly. By Upper KS2, children are ready for **enquiry-based investigation**, taking on leadership roles, working independently with tools, and engaging in cross-curricular outdoor projects that deepen their ecological understanding. This progression ensures that outdoor learning grows with the child, building confidence, independence, and a strong connection to the natural world.

FIRE SAFETY	TOOL USE	SHELTER BUILDING	UNDERSTANDING THE NATURAL WORLD
<p>Throughout the Year:</p> <ul style="list-style-type: none"> Children develop a growing awareness of how to stay safe around fire through repeated routines, clear boundaries, and consistent modelling. They learn the purpose of a fire circle, how to enter and exit safely, and how fire is used responsibly in outdoor learning. Teachers link fire safety to real-world contexts, helping children understand why fire must be respected and carefully controlled. <p>Ongoing Practice:</p> <ul style="list-style-type: none"> Fire circle rules are displayed and revisited regularly. Children practise safe seating positions, safe movement, and listening skills around the fire area. Retrieval activities reinforce key fire-safety vocabulary such as <i>ember, spark, smoke, danger, and permission</i>. <p>In Direct Teaching:</p> <ul style="list-style-type: none"> Years 1–2: Children learn basic fire circle rules, safe behaviour, and how to recognise danger. They observe adults lighting and managing fire. Years 3–4: Children learn how fire is created using natural materials and may begin to take part in simple fire-lighting demonstrations under close supervision. Years 5–6: Learners develop greater responsibility, practising fire-lighting techniques (e.g., flint and steel) and managing small fires safely with adult guidance. Teachers explicitly model safe fire-lighting, extinguishing, and equipment handling. 	<p>Throughout the Year:</p> <ul style="list-style-type: none"> Children develop confidence using tools safely and purposefully, understanding that tools are helpful when used correctly and dangerous when misused. Teachers link tool use to real-life applications, helping children understand why tools are important for outdoor tasks. <p>Ongoing Practices:</p> <ul style="list-style-type: none"> Tools are stored safely and accessed only with adult permission. Children revisit tool-safety routines, including carrying, passing, and storing tools correctly. Vocabulary such as <i>handle, pressure, cut, and control</i> is reinforced through repeated use. <p>In Direct Teaching:</p> <ul style="list-style-type: none"> Years 1–2: Children use simple tools such as peelers and mallets with close supervision, learning safe grips and controlled movements. Years 3–4: Children progress to using tools such as loppers, palm drills, and whittling knives with guided support. Years 5–6: Learners use a wider range of tools independently and responsibly, applying skills to purposeful tasks such as carving, cutting, or shaping wood. Teachers model tool techniques step-by-step, ensuring children understand risks and safe practice. 	<p>Throughout the Year:</p> <ul style="list-style-type: none"> Children explore how structures are made, experimenting with natural and man-made materials to create shelters and dens. Teachers link shelter building to real-world survival, habitats, and historical contexts. <p>Ongoing Practices:</p> <ul style="list-style-type: none"> Children have access to tarps, ropes, pegs, and natural materials for open-ended construction. They revisit knot-tying, teamwork, and problem-solving skills through repeated shelter-building opportunities. Vocabulary such as <i>stable, secure, support, tension, and structure</i> is reinforced. <p>In Direct Teaching:</p> <ul style="list-style-type: none"> Years 1–2: Children build simple dens using sticks, crates, and fabric, learning how to make structures stable. Years 3–4: Children learn basic knots and use ropes and tarps to create more secure shelters. Years 5–6: Learners design and build shelters with specific purposes, considering weather, strength, and materials. Teachers model knot-tying, load-bearing, and structural design principles. 	<p>Throughout the Year:</p> <ul style="list-style-type: none"> Children develop curiosity about the natural world through regular outdoor exploration, observation, and enquiry. Teachers use the outdoor environment to help children understand natural processes, habitats, and seasonal change. <p>Ongoing Practice:</p> <ul style="list-style-type: none"> Children use magnifiers, ID charts, and observation tools to explore plants, animals, and natural materials. Weather stations, nature tables, and outdoor displays support ongoing discussion about environmental change. Retrieval tasks reinforce vocabulary such as <i>habitat, decay, growth, life cycle, weather, and environment</i>. <p>In Direct Teaching:</p> <ul style="list-style-type: none"> Years 1–2: Children identify common plants, trees, and minibeasts, and observe simple seasonal changes. Years 3–4: Children investigate habitats, food chains, and natural processes such as decomposition, erosion, and the water cycle. Years 5–6: Learners explore ecosystems, adaptation, climate change, and human impact on the environment through outdoor enquiry. Teachers use real-world examples, outdoor experiments, and case studies to deepen understanding.



Impact

General Assessment Principles Across All Ages

Formative Assessment: Ongoing observations, questioning, and informal feedback during lessons.

Summative Assessment: Reviews of physical/written work including 'What I know now' end of unit mind map.

Pupil Involvement: Encouraging children to self-assess and reflect on their outdoor learning journey, discussing how their knowledge of is developing and progressing through pupil voice activities.

Contextualised Judgement: Considering individual starting points and development, valuing curiosity, reasoning, and understanding of key concepts as much as factual recall.

EYFS	KS1	LOWER KS2	UPPER KS2
<p>In Early Years, assessment focuses on children's curiosity, confidence, and engagement with the outdoor environment. Children begin to explore natural materials, practise simple risk-taking, and develop early awareness of safety, tools, and the world around them. The emphasis is on observing how children interact with nature, manage simple challenges, and talk about what they notice.</p> <p>What we look for:</p> <ul style="list-style-type: none"> Curiosity and engagement with natural materials and outdoor spaces. Early awareness of safety and boundaries. Ability to build simple structures using loose parts and natural materials. Use of senses to explore the world (touching bark, listening to birds, noticing weather). Beginning understanding of growth, decay, habitats, and seasonal change. <p>Assessment methods:</p> <ul style="list-style-type: none"> Observations during outdoor play, exploration, and outdoor sessions. Annotated photographs, board books, and pupil voice. Use of Development Matters and Birth to 5 Matters to track progress in Understanding the World and Physical Development. 	<p>At Key Stage 1, assessment focuses on developing safe tool use, understanding simple fire-safety routines, and building confidence in outdoor problem-solving. Pupils begin to construct shelters, follow safety instructions, and describe natural processes using appropriate vocabulary.</p> <p>What we look for:</p> <ul style="list-style-type: none"> Ability to follow fire-circle rules and demonstrate safe behaviour outdoors. Use of simple tools (peelers, mallets) with control and awareness of risk. Ability to build simple shelters and explain how to make them stable. Understanding of basic natural processes (weather, seasons, habitats). Use of outdoor vocabulary (safe, sharp, shelter, stable, habitat, weather). <p>Assessment methods:</p> <ul style="list-style-type: none"> Review of practical tasks, tool-use observations, and shelter-building outcomes. Oral questioning and peer discussion to assess understanding of safety and processes. Comparison of early and later outdoor learning to identify progress in confidence and independence. 	<p>At Lower Key Stage 2, assessment focuses on deepening practical skills, applying safety knowledge independently, and understanding how natural processes shape the environment. Pupils begin to use a wider range of tools, take part in supervised fire-lighting, and build more complex shelters.</p> <p>What we look for:</p> <ul style="list-style-type: none"> Confident and safe use of tools such as loppers, and drills (with supervision). Understanding of fire-lighting principles and ability to follow multi-step safety routines. Ability to design and build shelters with purpose, stability, and teamwork. Growing understanding of ecosystems, food chains, and natural processes such as erosion or decomposition. Application of enquiry skills through observation, data collection, and reflection. <p>Assessment methods:</p> <ul style="list-style-type: none"> Review of outdoor board book, fieldwork notes, and practical outcomes. Use of success criteria linked to outdoor learning progression. Pupil self-assessment and reflection on challenges, risks, and problem-solving. 	<p>At Upper Key Stage 2, assessment focuses on mastery of outdoor learning skills, independence, leadership, and critical thinking. Pupils demonstrate advanced tool use, manage small fires safely, construct purposeful shelters, and apply ecological understanding to real-world issues.</p> <p>What we look for:</p> <ul style="list-style-type: none"> Secure understanding of fire safety and ability to manage small fires responsibly. Independent, precise use of tools for carving, cutting, and construction. Ability to design, build, evaluate, and improve shelters for specific purposes. Deep understanding of ecosystems, climate, sustainability, and human impact. Ability to evaluate evidence, form conclusions, and communicate findings clearly. <p>Assessment methods:</p> <ul style="list-style-type: none"> Photographs, written reflections, and enquiry reports. Evaluation against outdoor learning progression statements and Forest School skills. Peer and self-assessment to reflect on leadership, teamwork, and environmental understanding.



Statutory Links

Birth to 5 Matters & Early Learning Goals	Cross Curricular Links/National Curriculum Programmes of Study		
<p>EYFS</p> <p>Early Learning Goals (ELGs) – Expressive Arts and Design These are taken from the Statutory Framework for the EYFS (2021).</p> <p>Early Learning Goals – Understanding the World</p> <ul style="list-style-type: none"> • Explore the natural world, noticing patterns and changes. • Know similarities and differences between environments. • Understand seasonal change and simple ecological ideas. <p>Physical Development – Gross & Fine Motor Skills</p> <ul style="list-style-type: none"> • Move confidently on uneven ground. • Use small tools safely (e.g., tweezers, simple outdoor tools). <p>Personal, Social & Emotional Development</p> <ul style="list-style-type: none"> • Follow simple safety rules outdoors. • Work cooperatively during outdoor play. <p>Relevant Birth to 5 Matters Statements</p> <ul style="list-style-type: none"> • Notices features of plants, animals, and natural objects. • Talks about what they see using rich vocabulary. • Understands the need to care for the environment. • Uses tools with increasing control. • Explores natural materials and simple construction outdoors. 	<p>Key Stage 1</p> <p>Science</p> <ul style="list-style-type: none"> • Observe seasonal changes and weather patterns. • Identify plants, animals, and materials in the local environment. • Use simple equipment outdoors (magnifiers, containers). <p>Geography</p> <ul style="list-style-type: none"> • Use simple maps and directional language. • Identify human and physical features in the local area. • Compare local environments with contrasting places. <p>Design & Technology</p> <ul style="list-style-type: none"> • Build simple structures using natural materials. • Explore how materials can be joined and strengthened. <p>PE</p> <ul style="list-style-type: none"> • Develop balance, coordination, and agility outdoors. <p>PSHE</p> <ul style="list-style-type: none"> • Follow safety rules (fire circle, tool use). • Work cooperatively and manage simple risks. 	<p>Lower Key Stage 2</p> <p>Science</p> <ul style="list-style-type: none"> • Use fieldwork to observe, measure, and record data outdoors. • Study habitats, food chains, and natural processes (erosion, decomposition). <p>Geography</p> <ul style="list-style-type: none"> • Use compasses, simple grid references, and OS symbols. • Conduct fieldwork to collect and present data. • Study land use, settlements, rivers, and ecosystems. <p>Design & Technology</p> <ul style="list-style-type: none"> • Apply joining and strengthening techniques to build shelters. • Use tools safely with supervision. <p>PE</p> <ul style="list-style-type: none"> • Develop stamina and coordination through outdoor challenges. <p>PSHE</p> <ul style="list-style-type: none"> • Assess risks and make safe decisions outdoors. • Work collaboratively on practical outdoor tasks. 	<p>Upper Key Stage 2</p> <p>Science</p> <ul style="list-style-type: none"> • Conduct full outdoor enquiries: collect, analyse, and present data. • Study ecosystems, adaptation, climate change, and environmental impact. <p>Geography</p> <ul style="list-style-type: none"> • Use compasses, 6-figure grid references, and OS maps confidently. • Carry out independent fieldwork investigations. • Analyse patterns and explain human and physical processes. <p>Design & Technology</p> <ul style="list-style-type: none"> • Design, build, and evaluate shelters for specific purposes. • Use tools independently and with precision. <p>PE</p> <ul style="list-style-type: none"> • Demonstrate leadership and teamwork in outdoor challenges. <p>PSHE</p> <ul style="list-style-type: none"> • Manage risks independently (fire, tools, environment). • Show environmental responsibility and stewardship.



FIRE SAFETY

We teach fire and fire safety by helping children understand what fire is, how it behaves, and how people use and manage it safely in the real world. Children explore concepts such as the fire triangle, combustion, fuel types, and the effects of heat, gaining insight into the patterns and processes that make fire both useful and potentially dangerous. Through hands-on experiences and guided observation, pupils learn to ask questions, notice changes, and explain what happens when materials burn. This approach builds curiosity while developing a secure understanding of fire as a natural process, alongside the knowledge and responsibility needed to interact with it safely and respectfully.

KNOWLEDGE PROGRESSION MAP FOR FIRE SAFETY

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<p>Children will know:</p> <p>That the fire triangle consists of fuel, oxygen and heat</p> <p>That fuel is something that keeps the fire burning</p> <p>Safety rules keep us safe</p> <p>A spark is made by rubbing 2 pieces metal (flint and steel)</p>	<p>Children will know:</p> <p>That the fire triangle consists of fuel, oxygen and heat</p> <p>That fuel is something that keeps the fire burning</p> <p>Safety rules keep us safe</p> <p>A spark is made by rubbing 2 pieces metal (flint and steel)</p> <p>A flame is burning gas that makes up part of the fire</p> <p>Cotton wool is a flammable material</p> <p>A flint and steel is a method of striking a spark</p> <p>When a fire is/has been lit we must step out and around the fire circle</p> <p>The fire circle is a safe (2m) distance away from the fire and must not be entered unless invited to do so by leading adult</p>	<p>Children will know:</p> <p>That the fire triangle consists of fuel, oxygen and heat</p> <p>That fuel is something that keeps the fire burning</p> <p>Safety rules keep us safe</p> <p>A spark is made by rubbing 2 pieces metal (flint and steel)</p> <p>A flame is burning gas that makes up part of the fire</p> <p>Cotton wool is a flammable material</p> <p>A flint and steel is a method of striking a spark</p> <p>When a fire is/has been lit we must step out and around the fire circle</p> <p>The fire circle is a safe (2m) distance away from the fire and must not be entered unless invited to do so by leading adult</p>	<p>Children will know:</p> <p>That the fire triangle consists of fuel, oxygen and heat</p> <p>That fuel is something that keeps the fire burning</p> <p>Safety rules keep us safe</p> <p>A spark is made by rubbing 2 pieces metal (flint and steel)</p> <p>A flame is burning gas that makes up part of the fire</p> <p>Cotton wool is a flammable material</p> <p>A flint and steel is a method of striking a spark</p> <p>When a fire is/has been lit we must step out and around the fire circle</p> <p>The fire circle is a safe (2m) distance away from the fire and must not be entered unless invited to do so by leading adult</p> <p>Fire safety gloves are always worn when cooking on the fire</p> <p>That toasting/roasting is a method of cooking</p>	<p>Children will know:</p> <p>That the fire triangle consists of fuel, oxygen and heat</p> <p>That fuel is something that keeps the fire burning</p> <p>Safety rules keep us safe</p> <p>A spark is made by rubbing 2 pieces metal (flint and steel)</p> <p>A flame is burning gas that makes up part of the fire</p> <p>Cotton wool is a flammable material</p> <p>A flint and steel is a method of striking a spark</p> <p>When a fire is/has been lit we must step out and around the fire circle</p> <p>The fire circle is a safe (2m) distance away from the fire and must not be entered unless invited to do so by leading adult</p> <p>Fire safety gloves are always worn when cooking on the fire</p> <p>Not all wood is safe to burn-avoid wood with veins or ivy</p>	<p>Children will know:</p> <p>That the fire triangle consists of fuel, oxygen and heat</p> <p>That fuel is something that keeps the fire burning</p> <p>Safety rules keep us safe</p> <p>A spark is made by rubbing 2 pieces metal (flint and steel)</p> <p>A flame is burning gas that makes up part of the fire</p> <p>Cotton wool is a flammable material</p> <p>A flint and steel is a method of striking a spark</p> <p>When a fire is/has been lit we must step out and around the fire circle</p> <p>The fire circle is a safe (2m) distance away from the fire and must not be entered unless invited to do so by leading adult</p> <p>The fire should be extinguished and ashes disposed of</p> <p>Fire safety gloves are always worn when cooking on the fire</p> <p>Not all wood is safe to burn-avoid wood with veins or ivy</p>

SKILLS PROGRESSION MAP FOR FIRE SAFETY

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<p>Children will be able to:</p> <p>Contribute to fire lighting by gathering suitable fuel (wood)</p>	<p>Children will be able to:</p> <p>Contribute to fire lighting by gathering suitable fuel (wood)</p> <p>Experience using a flint and steel to spark a flame</p>	<p>Children will be able to:</p> <p>Contribute to fire lighting by gathering suitable fuel (wood)</p> <p>Experience using a flint and steel to spark a flame</p> <p>Light a piece of cotton wool under supervision</p>	<p>Children will be able to:</p> <p>Contribute to fire lighting by gathering suitable fuel (wood)</p> <p>Experience using a flint and steel to spark a flame</p> <p>Light a piece of cotton wool under supervision</p> <p>sustain the fire</p>	<p>Children will be able to:</p> <p>Contribute to fire lighting by gathering suitable fuel (wood)</p> <p>Experience using a flint and steel to spark a flame</p> <p>Light a piece of cotton wool under supervision</p> <p>Cook food on the fire</p> <p>Select fuel to sustain the fire</p>	<p>Children will be able to:</p> <p>Contribute to fire lighting by gathering suitable fuel (wood)</p> <p>Experience using a flint and steel to spark a flame</p> <p>Light a piece of cotton wool under supervision</p> <p>Build and start their own small fire</p> <p>Cook food on the fire</p>

STICKY KNOWLEDGE

These questions are used in ASPIRE events, as our throwback links and for our unit assessments

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<p>What happens to wood when it burns?</p> <p>It turns black, breaks apart, and becomes ash.</p>	<p>What does fire make when it burns?</p> <p>Fire makes heat, light, and smoke.</p>	<p>What are the three things a fire needs to stay burning?</p> <p>Heat, fuel, and air (oxygen).</p>	<p>Why does blowing gently on a fire sometimes make it burn brighter?</p> <p>Because blowing adds more oxygen, which helps the fire burn stronger.</p>	<p>Why does damp or wet wood not burn well?</p> <p>Because the water inside the wood stops it from heating up enough to catch fire.</p>	<p>What happens to energy when something burns?</p> <p>The stored energy in the fuel is released as heat and light.</p>

VOCABULARY PROGRESSION MAP

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Flint and steel Spark Fire triangle Oxygen Fuel Heat	Flint and steel Spark Fire triangle Oxygen Fuel Heat Flame Flammable	Flint and steel Spark Fire triangle Oxygen Fuel Heat Flame Flammable Toast	Flint and steel Spark Fire triangle Oxygen Fuel Heat Flame Flammable Sustain Tend	Flint and steel Spark Fire triangle Oxygen Fuel Heat Flame Flammable Toxic Sustain Tend	Flint and steel Spark Fire triangle Oxygen Fuel Heat Flame Flammable Toxic Kelly kettle Boil



TOOL USE

We teach tool use by helping children understand how tools work, why they are used, and how they support practical tasks in the outdoor environment. Children explore different types of tools, learn how materials can be shaped or changed, and begin to recognise the processes involved in cutting, carving, and constructing. By engaging in hands-on experiences, pupils develop confidence, coordination, and an appreciation of how tools help people interact with and adapt their surroundings. This approach encourages curiosity, builds practical problem-solving skills, and develops a strong understanding of how tools support both creativity and purposeful work in the natural world.

KNOWLEDGE PROGRESSION MAP FOR TOOL USE

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<p>Children will know:</p> <p>The names of basic tools: scissors mallets trowel spade fork palm drill</p> <p>That safety gloves need to be worn on the non-working hand</p> <p>Goggles are used to protect our eyes when using hammers/mallets</p> <p>When using any tool we need space, no one in front or behind</p>	<p>Children will know:</p> <p>That the safe way to cut string/rope is to use scissors while ensuring the rope is pulled tight</p> <p>That when whittling, peelers should be used away from the body and glove should be worn on the non-working hand.</p> <p>That a blood bubble refers to the space around the person that is working with the tools to ensure no one comes into harm</p>	<p>Children will know:</p> <p>That a small hand saw used for cutting softer substances.</p> <p>That the safe way to cut string/rope is to use scissors while ensuring the rope is pulled tight</p> <p>That when whittling, peelers should be used away from the body and glove should be worn on the non-working hand.</p> <p>That a blood bubble refers to the space around the person that is working with the tools to ensure no one comes into harm</p>	<p>Children will know:</p> <p>What tool is most suitable for their intention for example a palm drill is suitable to make a hole</p> <p>That a bow saw is a wood working tool and can be used for cutting wooden disks. A bow saw should be used in pairs and always with an adult at this stage (1:1)</p> <p>Gloves need to be worn on the non-working hand at all times</p>	<p>Children will know:</p> <p>How to use bow saws 1:2 (children may saw with a partner but the adult is to supervise)</p> <p>How to take care of the tools, handles need to be checked and ensure they are secure</p> <p>Tools need to be cleaned</p> <p>When transporting tools the tool end is always covered</p> <p>Blades must be covered when not in use</p>	<p>Children will know:</p> <p>That loppers are a type of scissor used for pruning twigs and small branches</p> <p>Loppers are the largest type of manual gardening cutting tool</p> <p>When transporting tools the tool end is always covered</p> <p>Blades must be covered when not in use</p>

SKILLS PROGRESSION MAP FOR TOOL USE

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<p>Children will be able to:</p> <p>use the tools to cut, drill, dig, add force</p> <p>All tool use to be fully supported by an adult in small groups 1:5</p>	<p>Children will be able to:</p> <p>Begin to have discussions around "blood bubbles" to encourage the children to think about the safety of themselves and others when using tools</p> <p>Use palm drills to drill and peelers for whittling</p> <p>Depending on the group, ratios may be increased for some tools to encourage independence</p>	<p>Children will be able to:</p> <p>Independently enforce their blood bubble and explain how to use their tool safely</p> <p>Use palm drills to drill and peelers for whittling</p> <p>Use cutting tools on a 1:1 ratio</p>	<p>Children will be able to:</p> <p>Independently enforce their blood bubble and explain how to use their tool safely</p> <p>Use palm drills to drill and peelers for whittling</p> <p>Use cutting on a 1:1 ratio</p>	<p>Children will be able to:</p> <p>Independently enforce their blood bubble and explain how to use their tool safely</p> <p>Use palm drills to drill and peelers for whittling in a small group</p> <p>Use a saw on a 1:2 ratio</p>	<p>Children will be able to:</p> <p>Independently select tools, explaining the function of the tools on offer</p> <p>Explain and demonstrate how to take care of the tools</p> <p>Children independently enforce blood bubbles for the safety of themselves and others</p> <p>Demonstrate safe and effective use of loppers</p>

STICKY KNOWLEDGE

These questions are used in ASPIRE events, as our throwback links and for our unit assessments

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<p>Why do we hold tools with two hands when we use them?</p> <p>Using two hands helps us stay steady and in control.</p>	<p>What happens when we use a peeler or similar tool on a stick?</p> <p>The tool scrapes off the bark and makes the wood smooth.</p>	<p>Why do different tools have different shapes and blades?</p> <p>Because each tool is designed for a specific job, like cutting, chopping, or shaping wood.</p>	<p>Why is it easier to cut wood with a saw than with a knife?</p> <p>A saw has teeth that help it cut through wood by removing small pieces as it moves.</p>	<p>What makes a tool work more effectively on wood or natural materials?</p> <p>Using the right angle, steady pressure, and the correct tool for the job makes it work better.</p>	<p>How does using tools change a material like wood?</p> <p>Tools remove, shape, or split the wood, changing its form so it can be used for building or crafting.</p>

VOCABULARY PROGRESSION MAP

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Scissors Mallet Trowel Spade Fork Palm drill Tools	Blood bubble Ratio Tools Whittling Peeler	Palm drill Blood bubble Ratio Tools Whittling Peeler	Palm drill Blood bubble Ratio Tools Whittling Peeler	Palm drill Blood bubble Ratio Tools Whittling Peeler Bow saw	Palm drill Blood bubble Ratio Tools Whittling Peeler Loppers



SHELTER BUILDING

We teach shelter building by helping children understand how natural materials, structures, and environmental conditions work together to create strong and stable shelters. Children explore different ways materials can be combined, supported, and shaped, and begin to recognise the processes involved in constructing frames, creating coverings, and reinforcing designs. Through hands-on experiences, pupils develop confidence, teamwork, and problem-solving skills as they experiment with balance, stability, and weather resistance. This approach encourages curiosity, builds practical understanding of how structures function in the natural world, and develops a strong appreciation of how people use their surroundings to create protection and comfort outdoors.

KNOWLEDGE PROGRESSION MAP FOR SHELTER BUILDING

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<p>Children will know:</p> <p>That a tripod structure is a three-legged stand which is used to support an object and is best made out of strong sticks</p> <p>That tarpaulin is a large piece of water-proof cloth used for covering</p>	<p>Children will know:</p> <p>That a tripod structure is a three-legged stand which is used to support an object and is best made out of straight sticks</p> <p>That a ridge pole is the large pole that goes across the top of a shelter</p> <p>That tarpaulin is a large piece of water-proof cloth used for covering</p>	<p>Children will know:</p> <p>That guy ropes and tents pegs are used to secure their tarpaulin</p> <p>That a knot is a fastening made by looping a piece of string/rope</p> <p>That a mallet is a tool used for imparting force on another object and is often made out of rubber</p> <p>That a clove hitch knot is used to join the poles in a tripod structure</p> <p>That a clove hitch knot temporarily secures rope to an object</p>	<p>Children will know:</p> <p>That guy ropes and tents pegs are used to secure their tarpaulin</p> <p>When tying knots, the standing end is the long end of the rope that you should go from and the free end is the end nearest to you</p> <p>That a mallet is a tool used for imparting force on another object and is often made out of rubber</p> <p>That a clove hitch knot is used to join the poles in a tripod structure</p> <p>That a clove hitch knot temporarily secures rope to an object</p>	<p>Children will know:</p> <p>The 3 essential knots- timber hitch, tension over hand and clove hitch knot</p> <p>That a reef knot can be used to secure two lengths of rope if the original length is not long enough</p> <p>That tarpaulin is water-resistant</p> <p>That camouflage means to hide by covering to look like the surroundings</p> <p>That when working as a team each member should have a role and there is a need for communication</p>	<p>Children will know:</p> <p>the different methods which can be used for shelter building (Tripod/lean to/tarpaulin)</p> <p>The 3 essential knots- timber hitch, tension over hand and clove hitch knot</p> <p>Shelters needs to be sturdy in order to be safe and how to secure structure in order to ensure safety</p> <p>Leaves and materials can be used to camouflage their structure</p> <p>The tension knot is crucial for keeping the rope secure</p>

SKILLS PROGRESSION MAP FOR SHELTER BUILDING

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<p>Children will be able to:</p> <p>Build tripod structures with support</p> <p>Start to question what worked well</p> <p>Build a mini den for small world characters independently</p>	<p>Children will be able to:</p> <p>Source own materials and explain why they have been chosen (properties of materials)</p> <p>build tripod structures without support</p> <p>Able to evaluate by saying what worked well and what could be done differently next time</p>	<p>Children will be able to:</p> <p>Use a mallet and tent pegs to secure guy ropes, supporting fine/gross motor skills and special awareness</p> <p>Create a tarpaulin shelter in a woodland area</p> <p>Work as part of a team to create a shelter for a group</p> <p>Compare and evaluate shelters</p> <p>Attempt to tie a clove hitch knot with support</p>	<p>Children will be able to:</p> <p>Design and build shelters using both tarpaulin and materials found in the woodland</p> <p>Begin to use string and rope to help secure their dens, tying basic knots (Clove hitch)</p> <p>Use a mallet and tent pegs safely</p> <p>Compare and evaluate shelters</p>	<p>Children will be able to:</p> <p>Design and build shelters using both tarpaulin and materials found in the woodland that could be used overnight</p> <p>Discuss the properties required of the shelter and how they can be used to keep us safe</p> <p>Work as a team to overcome any problems which may arise</p> <p>Identify and attempt to tie with support the 3 essential knots-timber hitch, tension over hand and clove hitch knot</p> <p>Compare and evaluate group members contributions</p>	<p>Children will be able to:</p> <p>Independently select materials and ask for further tools/materials where required</p> <p>Begin to advance knot tying to ensure that tarps are secure</p> <p>Work successfully as a group, recognising the strengths of each team member</p> <p>Compare and evaluate the shelters</p>

STICKY KNOWLEDGE

These questions are used in ASPIRE events, as our throwback links and for our unit assessments

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<p>What makes a shelter a good place to sit inside?</p> <p>It needs to stay up, give us shade or cover, and have space for us</p>	<p>Why do we lean sticks or branches against something when building a shelter?</p> <p>Because leaning them gives the shelter support so it doesn't fall over.</p>	<p>Why is it important to choose strong, straight branches for a shelter frame?</p> <p>Strong, straight branches help the shelter stay stable and hold its shape.</p>	<p>Why do we use knots and ropes when building shelters?</p> <p>Knots and ropes help hold the structure together and stop it from collapsing</p>	<p>What makes a shelter more weather-proof?</p> <p>Covering it with layers, using materials that block wind and rain, and making sure there are no gaps.</p>	<p>How can the design of a shelter change depending on the environment?</p> <p>Different environments need different designs — for example, low and tight for windy places, or raised and open for hot climates.</p>

VOCABULARY PROGRESSION MAP

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Tripod structure Shelter Build Materials knot	Tripod shelter Properties Materials Clove hitch knot Tarpaulin Ridge pole	Guy rope Shelter Evaluate Tarpaulin Mallet Water-resistant	Tarpaulin Purpose Durability Compare Evaluate Mallet Water-repellent	Review Constructed Camouflage Timber hitch Clove hitch Reef knot Woodland Tarpaulin Mallet	Sturdy Fit for purpose Tension knot Reef knot Timber hitch Clove knot Camouflage Compare Evaluate



UNDERSTANDING THE ENIRONMENT

We teach about the natural world and environment by helping children explore how the world around them is formed, changed, and interconnected. Through hands-on experiences, pupils investigate natural materials, observe how they behave, and learn how landscapes, plants, and habitats develop over time. Children examine patterns, processes, and relationships in nature — such as growth, decay, weathering, and seasonal change — and begin to recognise how living things depend on one another. This approach nurtures curiosity, strengthens enquiry and observation skills, and develops a deep appreciation of how the natural environment works and how humans interact with it.

KNOWLEDGE PROGRESSION MAP FOR UNDERSTANDING THE ENVIRONMENT

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<p>Children will know:</p> <p>The 5 Walt's wood rules – walking at all times, staying inside the perimeter, drag sticks that are longer than forearm, no pick or lick, walking around the 'fire' circle</p> <p>To manage the identified risks of the outdoor area- slipping, nettles etc.</p> <p>How to use the resources to identify wildlife</p> <p>That we have 4 seasons and that when the weather is hot, we need shelter from the sun, when the weather is cold we need warm clothing</p>	<p>Children will know:</p> <p>The 5 Walt's wood rules – walking at all times, staying inside the perimeter, drag sticks that are longer than forearm, no pick or lick, walking around the 'fire' circle</p> <p>How manage the identified risks of the outdoor area- slipping, nettles etc.</p> <p>How to use the resources to identify wildlife</p> <p>The names of the different trees and how to identify these</p> <p>That we have 4 seasons and that when the weather is hot, we need shelter from the sun, when the weather is cold we need warm clothing</p>	<p>Children will know:</p> <p>The 5 Walt's wood rules – walking at all times, staying inside the perimeter, drag sticks that are longer than forearm, no pick or lick, walking around the 'fire' circle</p> <p>That a risk is the likelihood that a person may be harmed if exposed to a hazard</p> <p>To keep safe we can take particular measures to reduce the risk of getting hurt</p> <p>That flora means plant life and fauna means animal life</p> <p>Different types of flora and fauna in the outdoor area</p>	<p>Children will know:</p> <p>The 5 Walt's wood rules – walking at all times, staying inside the perimeter, drag sticks that are longer than forearm, no pick or lick, walking around the 'fire' circle</p> <p>That a risk is the likelihood that a person may be harmed if exposed to a hazard</p> <p>To keep safe we can take particular measures to reduce the risk of getting hurt</p> <p>That flora means plant life and fauna means animal life</p> <p>Different types of flora and fauna in the outdoor area</p>	<p>Children will know:</p> <p>The 5 Walt's wood rules – walking at all times, staying inside the perimeter, drag sticks that are longer than forearm, no pick or lick, walking around the 'fire' circle</p> <p>That a risk is the likelihood that a person may be harmed if exposed to a hazard</p> <p>To keep safe we can take particular measures to reduce the risk of getting hurt</p> <p>That flora means plant life and fauna means animal life</p> <p>Different types of flora and fauna in the outdoor area</p> <p>That not all plants are safe, these are called invasive plants</p>	<p>Children will know:</p> <p>The 5 Walt's wood rules – walking at all times, staying inside the perimeter, drag sticks that are longer than forearm, no pick or lick, walking around the 'fire' circle</p> <p>That a risk is the likelihood that a person may be harmed if exposed to a hazard</p> <p>To keep safe we can take particular measures to reduce the risk of getting hurt</p> <p>That flora means plant life and fauna means animal life</p> <p>Different types of flora and fauna in the outdoor area</p> <p>That not all plants are safe, these are called invasive plants</p>

SKILLS PROGRESSION MAP FOR UNDERSTANDING THE ENVIRONMENT

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<p>Children will be able to:</p> <p>Speak about Walt's rules and demonstrate that they can follow these with support</p> <p>Discuss how we can keep safe</p> <p>Identify the different wildlife</p>	<p>Children will be able to:</p> <p>Speak about Walt's rules and demonstrate that they can follow these with little support</p> <p>Discuss how we can keep safe</p> <p>Use the correct resources to explore and identify 3 types of trees and leaves.</p>	<p>Children will be able to:</p> <p>Discuss rules and demonstrate following these</p> <p>Identify risks/hazards in the area with adult support and explore ways to manage these</p> <p>Identify/name 3 types of flora and fauna using the guides available</p>	<p>Children will be able to:</p> <p>Discuss rules and demonstrate following these</p> <p>Identify risks/hazards in the area with adult support and explore ways to manage these</p> <p>Identify/name 3 types of flora and fauna using the guides available</p>	<p>Children will be able to:</p> <p>Discuss rules and demonstrate these at all times</p> <p>Identify risks/hazards in the area with adult support and explore ways to manage these</p> <p>Identify/name at least 3 types of flora and fauna independently</p> <p>Name 3 invasive plants</p>	<p>Children will be able to:</p> <p>Discuss rules and demonstrate these at all times</p> <p>Identify risks/hazards in the area with adult support and explore ways to manage these</p> <p>Identify/name at least 3 types of flora and fauna independently</p> <p>Name at least 3 invasive and 3 noninvasive plants</p>

STICKY KNOWLEDGE

These questions are used in ASPIRE events, as our throwback links and for our unit assessments

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	<p>Why do some animals eat plants while others eat insects or other animals?</p> <p>Because each animal has the kind of teeth, body, and behaviour that helps it get the food it needs to survive.</p>	<p>Why do we need lots of different plants and animals in nature, not just a few?</p> <p>Because each living thing has a job in nature, and having many different species helps the environment stay healthy.</p>	<p>How does having many different species make a habitat stronger?</p> <p>Because if one species disappears, others can still keep the food web working, so the habitat doesn't collapse.</p>	<p>Why do some species disappear from an ecosystem when their habitat changes?</p> <p>Because they may no longer have the right food, shelter, or conditions they need, so they can't survive or reproduce.</p>	<p>How does the loss of one species affect the rest of the ecosystem?</p> <p>It can disrupt food chains, reduce food sources, increase predators or pests, and change how the whole ecosystem functions</p>	<p>Why is biodiversity essential for long-term ecosystem stability?</p> <p>Because ecosystems with many species are more resilient — they can recover from changes, disease, or extreme weather because different species support each other in complex, interconnected ways.</p>

VOCABULARY PROGRESSION MAP

EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
	Safe Hazard Risk Minibeast Identify seasons	Safe Hazard Risk Identify Tree -oak, hazel, ash, birch seasons	Risk Hazard Flora Fauna Explore Identify	Risk Hazard Flora Fauna Explore Identify	Risk Hazard Flora Fauna Explore Invasive	Risk Hazard Flora Fauna Explore Invasive Noninvasive

ENRICHMENT

TERM	EYFS	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
AUTUMN							
SPRING							
SUMMER							