A Wild School
inspired by Nature

Wild School Skills Progression

		Class 1	Class 2	Class 3
Outdoor Skills		**All classes / all year:** Identify the **safe boundaries** within our environment and remain within these. Look for and assess potential risks we come across. **Travel safely** over terrain. Carry sticks safely, dragging them behind you. Move logs safely and/or with peer support Be aware of the **impact of our footfall** on the forest ground, and limit this where possible – don't step on growing plants/saplings. **Respect wildlife** at all times. **Ensure that we attend outdoor activities with the correct Forest Kit every time** Use our **knowledge of daylight, weather conditions and tide times** to make decisions on our outdoor activities. **Ensure that we leave only footprints. Know the emergency phone number. Know the correct clothing/contingencies for all seasons Know how wind direction, the horizon and clothing can make it difficult to stalk/photograph animals**		
Flora and Fauna		Identify 3 trees	Identify 6 trees (4 deciduous / 2 evergreen)	Identify 8 trees (5 deciduous +3 evergreen) / id. 3 without leaves (winter)
		Identify 3 wild flowers	Identify 6 wild flowers	Identify 9 wild flowers
		Identify 3 forest plants (no flowers)	Identify 6 forest plants (no flowers)	Identify 9 forest plants (no flowers)
		Identify and name 5 British birds	Identify and name 10 British birds	Identify and name 15 British birds
		Identify 3 birds by their call	Identify 5 birds by their call	Identify 8 birds by their call
		Identify and name 5 common woodland animals, and their habitats.	Identify and name 10 common woodland animals, and their habitats	Identify and name 15 common woodland animals, and their habitats.
		Identify 3 animal tracks	Identify 5 animal tracks	Identify 8 animal tracks
		Identify 2 UK reptiles – Ad /GSn	Identify 3 Uk reptiles – Ad/GS/SSn	Identify 5 UK reptiles: A/GSn/SSn/SL/SWo Know what to do if bitten by an adder
		Identify 2 UK amphibians: CF/T	Identify 3 UK amphibians: CF/T/SN	Identify 4 UK amphibians: CF/T/SN/GCN
		Know 3 animal homes: burrow, nest, hive	Know 2 wild animal homes: den, sett,	Know 2 wild animal homes: drey, lodge
		Identify and name 5 minibeast species (also see river section)	Identify and name 10 minibeast species (also see river section)	Identify and name 15 minibeast species (also see river section)
		Identify/name 3 common butterflies	Identify/name 5 butterflies +2 Moths	Identify/name 7 butterflies / +4 Moths
		Learn about endangered species within the UK – Hedgehog Red Squirrel	Learn about endangered species within the UK – Turtle Doves Lesser Spotted Woodpecker	Learn how to spot a decline in tree health due to pests and diseases **Recognise 5 endangered UK species**
		Construct a simple food chain	Construct a food chain	Construct a food web
		Explore the life cycle of a butterfly	Explore the life cycle of a frog and/or newt	Explore the role of decomposers in the forest and find examples of these
		Forage blackberries. Identify 3 edible plants	Foraging wild garlic Identify 5 edible plants	Foraging rosehip Identify 6 edible plants
		Observe seasonal changes within the forest.	Participate in wildlife surveys	

Throughout the year

Knots		Use of basic knots: **The Overhand Knot** – tied in the end of a rope.	Knots for a purpose: **Figure of 8 Knot** – a quick and convenient stopper knot to prevent the rope sliding out	More sophisticated knots: **Sheet Bend** – Secure two ropes together.
		The Half Hitch – attach a rope to something.	**Clove Hitch** – Temporary hold on a stick e.g. before lashing.	**Round Turn and Two Half Hitches** – securing the rope to a tree or pole.
		The Half Knot – a binding knot	**Noose Knot** – Secure a loop around a tree or object.	**Lashing Shear** – join two poles with other ends apart.
		Lashing Round – securing two sticks or poles together	**Diagonal and Square Lashing** – to secure two poles/sticks together rigid at 90 degrees	**Lashing Tripod** – join three poles to use as a tripod.
Fire lighting		Observe and talk about fire lighting procedures. Be safe around a fire.	Model fire safety and discuss the fire triangle.	Decide on where to light a fire based on the ground conditions and surroundings.
		Experience using fire strikers to spark a flame. Light a piece of cotton wool (fairy pillow)	Light a fairy fire and keep it going.	Prepare and light a campfire with supervision
		Contribute to fire lighting by gathering fuel.	Put a fire out safely.	Make and tend to a fire safely.
		Know what a forest fire is	Name 3 ways that forest fires can start	Name 5 ways that forest fires can start and how we might prevent these
		Toast marshmallows. Drink hot chocolate from the Kelly kettle.	Cook bread on the fire. Know the rules to use a Kelly kettle safely	Roast food on a fire with support. Light/ maintain / finish a Kelly kettle safely
Tools		Use **tools safely**. Use the ***tool talk*** when asking for and returning tools.	Return tools to the tool station and **audit check** them	Monitor the tools and **sharpen/clean** them when needed.
		Use mallets, hammers and trowels	Junior Hacksaw	Bowsaws. Bill hook
		Use scissors and peelers	Use palm drills	Secateurs/loppers/Open blade *safe* knife*
		Wear safety gloves when needed. Use string and twine. Use larger ropes for shelter building.		
Shelters Throughout the year		Construct a tripod structures *with support*	Construct a lean-to shelter	Design/build varying sized shelters using tarpaulin/materials found in a woodland.
		Build a mini-den for small animals.	Create a tarpaulin shelter in a woodland.	Create a tipi shelter and add materials from the woodland to insulate the inside.
		Be part of shelter building alongside older peers and adults	Build a camouflage bird hide	Put up a suspended shelter for protection from the elements.
		Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose.		
Geograp hical		Use simple compass directions (North, South, East and West).	Use the eight points of a compass.	Taking bearings (including how to take bearings if visibility poor)
		Devise a simple map and use basic symbols in a key.	Understand how to orientate a map. Recognise features and symbols on the map.	Use 4 and 6-figure grid references, key and symbols of a map (including OS Maps)
		Create a flour trail	Complete a simple 'star' orienteering activity in pairs/groups	Plan a short loop course for another pair to follow.
				Estimate distances using number of steps taken to cover known distances (make and use counting beads)
		Know that salt water isn't drinkable / river water can be dangerous to drink	How collect fresh water	How create drinking water by filtering / boiling it (or filtration tablet)

Rivers

Identify the **safe boundaries** within our environment and remain within these.
Look for and assess potential risks we come across
Travel safely across stepping stones and along the riverbanks.
Be aware of the **impact of our footfall** on the riverbank, and limit this where possible – don't step on growing plants/saplings.
Respect wildlife at all times – making sure not to disturb nesting ducks and river creatures.
Identify the **conservation areas** for water voles and how to protect this area when working around the river.

Measure the depth of the river using a metre stick.	Measure the width of the river	Map the contours of the riverbed- present on a graph
Play pooh sticks and observe the speed of water in different river zones.	Measure the flow rate of the water in different zones. calculate how long it might take for an object to reach given distances	Measure the flow rate of the river at different points to explore how the width of the river affects this
Know that rivers flow in one direction towards the sea	Measure pollution levels	Measure the pollution levels in different places – suggest what might affect levels
		Use rope/carabiner clips to cross the river.
Label a simple river diagram.	Label a complex river diagram.	Label the journey that a river takes.
Safely catch and identify 3 river invertebrates	Safely catch and identify 5 river invertebrates	Safely catch and identify 8 river invertebrates
Identify a river fish	Identify / name 2 river fish	Identify / name 3 river fish

Identify and classify the wildlife living in and around the river – *including the water voles.* Photograph the river in different seasons.

Throughout the year

Beaches

Identify the **safe boundaries** within our environment and remain within these. Look for and assess potential risks we come across
Travel safely over and around rockpools – ensuring the rocks are steady before bearing weight and not slippery.
Respect wildlife at all times.
Only move rocks of a manageable weight and **turn/lift them slowly** to ensure rockpool habitats are not destroyed.
Use our **knowledge of daylight, weather conditions and tide times** to make decisions on our outdoor activities.

Collect shells Find a living creature	Touch a living creature	Catch a living creature without causing any harm
Identify and name <u>5 rockpool species</u> *(including seaweed)*	Identify and name <u>10 rockpool species</u> *(including seaweed)*	Identify and name <u>15 rockpool species</u> *(including seaweed)*
	Replace rocks carefully when exploring rockpools	Explain why it is important to replace rocks carefully when exploring rockpools
Build a sandcastle	Build a mini sea-defence	Build a driftwood raft
Watch the sea and the tide (low and high)	Study high and low tidal lines	Follow a tide timetable
Meet a lifeguard	Meet a fisherman	Meet with the sea kelp farmers
Eat an ice cream	Eat crab or shellfish	Eat seaweed
Go paddling. Race a wave.	Jump over waves. Sit in the sea.	Hit the surf. Swim in the sea.
Find a fossil. Name <u>1 common fossil.</u>	Fossil rubbings Name <u>2 common fossils</u>	Group fossils by type – e.g. cast/mould or trace. Name <u>3 common fossils</u>
		How create fresh water from salt water

Cross-Curricular Links			
Science	See above	See above Plants / seed dispersal Food chains Condensation / changing state	See above Plants / seed dispersal Food webs / Life Cycles Evaporation/Condensation changing states
Maths	Shape - shelters	Bearings Grid references (coordinates) Direction – compass Shape - shelters	Bearings / Direction – compass Grid references (coordinates) Ratio: steps per 100m etc Area: people in WW2 sheds
PSHE	See LTP regarding how to work collaboratively / be resilient / be a good friend / recognise the views and skills of others	See LTP regarding how to work collaboratively / be resilient / be a good friend / recognise the views and skills of others	See LTP regarding how to work collaboratively / be resilient / be a good friend / recognise the views and skills of others
Geography	Human and physical geography	River Nile Water cycle Compass directions / language	Green Revolution Local location knowledge Amazon river / Water cycle Rainforest comparisons Compass directions / language
Art	Stone balancing Leaf rubbings Wildlife prints Georgia O'Keefe – flower painting	Boggart Aboriginal Bark and Rock art Stone Age art Landscapes / Waterscapes (Seascapes) Link Beach trip to art gallery- Turner Seascapes / Victorians	Mud mosaics Sky paintings Observational pencil drawings Good to be green – natural sculptures
RE		Christianity – Wydale Retreat	Humanism Buddhism (Christianity – Wydale Retreat)
DT		George Cayley – Gliders (Victorians)	George Cayley – Gliders (Local Study)
History		George Cayley – Gliders (Victorians)	Prisoner of War Huts – how many prisoners could fit inside one? WW2 George Cayley – Gliders (Local Study) Site of first flight (Sawdon Dale)
Community Links	Litter Picking	Re-planting Orchids on at Brompton Butts	Turtle Doves in Sawdon
	Cayley's Cuttings: Plant cuttings / donations / wildlife gardening (eg. Buddleia / Lavateria) Tree saplings/planting. Conservation Days / Projects- publicise these to influence. Parent wildlife gardens. Construct Bird/bat boxes. School wildlife gardens. Village feeding station		
Across the year	Seasons and changes, Life cycles, Moth traps		