



Building skills

Stage	Skill Progression
Primary 1	<ul style="list-style-type: none"> • Simple dens with tarps and pegs. • Small animal shelters using loose parts.
Primary 2	<ul style="list-style-type: none"> • Simple dens using sticks, tarps and pegs. • Small animal shelters using natural materials.
Primary 3	<ul style="list-style-type: none"> • Introduce bungees and ropes to den building. • Make a natural shelter. (Woods)
Primary 4	<ul style="list-style-type: none"> • Learn some basic knots. • (Half knot, half hitch knot, overhand knot) • Use knots to link tarps and join sticks for different den structures.
Primary 5	<ul style="list-style-type: none"> • Develop structure and sizes of dens. • Can you build a tipi shelter? Can you make your shelter waterproof? Can you build a shelter your whole team can fit into?
Primary 6	<ul style="list-style-type: none"> • Try more complex knots (timber hitch, reef knot, clove hitch) • Can you use these knots to improve your shelter?

Primary 7	<ul style="list-style-type: none"> • Plan, build and review. • Plan out structure and design, choose site, and choose which equipment to use. • Build den. • Review and compare dens.
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Skills Progression Planner

Fire Skills and Cooking	
Stage	Skill Progression
Primary 1	<ul style="list-style-type: none"> • Introduce fire safety. • Observe and talk about fire lighting procedures. • Begin to contribute by selecting a fuel. • Observe toasting technique.
Primary 2	<ul style="list-style-type: none"> • Understand how to stay safe near a fire. • Light a candle. • Understand the uses of fire. • Introduce the fire triangle • Use simple toasting techniques to make a simple snack.
Primary 3	<ul style="list-style-type: none"> • Discuss what a fire needs to light. • Discuss the fire triangle. • Experience using fire strikers to spark a flame. • Light a piece of cotton wool (fairy pillow). • Use simple toasting techniques. • Use outdoor kettle.
Primary 4	<ul style="list-style-type: none"> • Discuss safety precautions. • Explain the fire triangle. • Collect dry tinder and use fire strikes to practice making a spark – and light cotton wool/tinder (fairy fires) • Introduce fire lighting and cooking over a campfire.

Primary 5	<ul style="list-style-type: none"> • Discuss the safety precautions. • Find natural items you could use for tinder. • 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.
Primary 6	<ul style="list-style-type: none"> • Be aware of how the weather effects building a fire. • Support in setting up safety precautions. • Supported fire lighting – fairy fires (with supervision) • Research, plan and cook a snack on the fire with support. • Extinguish the fire with support.
Primary 7	<ul style="list-style-type: none"> • Discuss how the weather and setting effect building a fire. • Set up all safety precautions. • Set and stoke an appropriate sized fire (with supervision). • Research, plan and cook a main course on the fire (with supervision)

Nature Skills

Stage	Skill Progression
Primary 1	<ul style="list-style-type: none"> • Recognise signs of the seasons on the school grounds. • Life cycle of a butterfly. • Sweep for bugs/mini- beasts.
Primary 2	<ul style="list-style-type: none"> • Identify some insects/ mini-beasts found on school grounds. • I can observe and describe how bulbs grow. • I can investigate different habitats i.e. pond dipping.
Primary 3	<ul style="list-style-type: none"> • Observe the lifecycle of frogs in the school pond. • I can identify different types of trees within the school and surrounding area.

Primary 4	<ul style="list-style-type: none"> • To learn about the lifecycle of a plant (Seeds and bulbs.) • Identify and classify different animals found on the school grounds. • Create a bug hotel using the knowledge of mini-beasts and insects.
Primary 5	<ul style="list-style-type: none"> • Name and identify common garden birds, and talk about their features. • Plan, plant and harvest foods in the school grounds.
Primary 6	<ul style="list-style-type: none"> • Identify different animal groups and describe their habitats. • I can identify a variety of wild plants and their uses in their environment.
Primary 7	<ul style="list-style-type: none"> • Increase knowledge about the wildlife within our school grounds- observational drawings, surveying, and use of dichotomous keys. • I know how to age a tree using trigonometry.

Tool Skills

Stage	Skill Progression
Primary 1	<ul style="list-style-type: none"> • I can whittle a stick. • I can explore bolts, screws and washers to connect a variety of wood with support. (Tinkering Box)
Primary 2	<ul style="list-style-type: none"> • I can whittle a variety of vegetables. • I can independently connect pieces of wood using bolts, screws and washers. (Tinkering Box)

Primary 3	<ul style="list-style-type: none"> • Introduce the bowsaw. • Introduce mallets and large pegs. • Introduce the palm drill and screws for soft wood.
Primary 4	<ul style="list-style-type: none"> • Continue palm drill and screw for soft wood skills. • Introduce the screwdriver. • Develop use of bow saw using different materials.
Primary 5	<ul style="list-style-type: none"> • Develop use of drill, screwdriver and screws using different materials. • Introduce nails and hammers. • Begin with large headed nails and soft wood.
Primary 6	<ul style="list-style-type: none"> • Follow a design plan to create a model using tool skills previously developed. • Explore all instructions fully ensuring each step is complete.
Primary 7	<ul style="list-style-type: none"> • Design, plan, organise, build. • Design a suitable model using materials and tools previously explored. • Plan and organise materials and tools required. • Complete the project connecting materials in a variety of ways.

Safety Skills

Stage	Skill Progression
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<p>Primary 1</p>	<ul style="list-style-type: none"> • Basic safety (123 Where are you? Game) • Stick safety • Boundaries i.e. rope across entrance.
<p>Primary 2</p>	<ul style="list-style-type: none"> • Looking and thinking about our surroundings. • Identifying dangers.
<p>Primary 3</p>	<ul style="list-style-type: none"> • I can listen and follow all instructions. • I can ask questions about anything I am unsure of.
<p>Primary 4</p>	<ul style="list-style-type: none"> • Extend boundaries to a variety of areas using nature resources e.g. trees. • Identifying risks and ways to reduce them.
<p>Primary 5</p>	<ul style="list-style-type: none"> • Risk access sites and individual activities. • I can follow instructions to use equipment independently.
<p>Primary 6</p>	<ul style="list-style-type: none"> • Plan activity including risk accessing site and equipment. • I can work collaboratively in a group to ensure the safety of the team.
<p>Primary 7</p>	<ul style="list-style-type: none"> • Differentiate between hazard and risk. • Plan and prepare an outdoor activity day. Incorporating weather conditions, equipment, a variety of boundaries and the safety concerns.

