



# Knowledge Progression



## Outdoor Learning

Knots		Play and Exploring		Shelter Building		Geographical Skills		Fire	
<b>Previous knowledge / Learning</b>	<p><b>In EYFS, our children will have:</b> Working on tying my shoelaces – TWINKL Work this into KS1 unit. Children will also have experience of creating daisy chains / leaf garlands / loom band bracelets... using simple threading skills that will then lead to Year 1 knot tying.</p>	<p><b>In EYFS, our children will have:</b> Children will go on nature hunts (including senses) in school grounds. Getting to know their immediate surroundings and identifying colours and shapes in nature.</p>	<p><b>In EYFS, our children will have:</b> Design and make a shelter for teddy bears. Children will also make tunnels in wet sand or mud with hands using scooping methods. Look at rabbit warrens for stimulus. Experiment with materials to build towers.</p>	<p><b>In EYFS, our children will have:</b> Children will have experience following prepositions e.g. up, down, in front of, beside etc. leading to basic mapping skills or follow a treasure hunt with prepositions on.</p>	<p><b>In EYFS, our children will have:</b> observed a fire being lit and sat around to listen to stories. They will have also learned some fire safety and about the fire triangle. They will look at fires on videos of bonfire night. Feeling the warmth from a lit candle / fire. Safety rules. Looking at the role of a firefighter. Looking for fire extinguishers and signs that help us.</p>				
<b>Resources</b>	<p>Thread Rope Tarp Clip boards</p>	<p>Seeds Bulbs Gardening equipment Plastic bags (bin or carrier) • String • Plasticine • Scissors or a hole punch. • A window, walkway, hill, wall etc that can be used to release the parachutes • Stopwatch</p>	<p>Sticks, twigs, poles, tarpaulin, old sheet, leaves, rope, string or wool</p>	<p>A range of maps Compass</p>	<p>Fire pit Sticks Flint Fire lighters Cotton wool Vaseline</p>				



# Powerful Knowledge

## Year 5/6 Outdoor Learning



	Knots	Play and Exploring	Shelter Building	Geographical Skills	Fire
<p><b>Key Knowledge – what do we want our children to know before they leave our phase? How will we get them there? How is that personalised to Tranmere?</b></p>	<p><b><u>LINKS TO THE DEVELOPMENT OF OUR LEARNING BEHAVIOURS</u></b>            Our children will: EP17 EP22 EP25 EP26            SM20 SM21 SM22 SM23 SM24            RL17 RL18 RL19 RL20 RL22            IE18 IE21 IE22            RT18 RT19 RT20 RT21 RT22 RT23 RT24  <b><u>HOW DOES THIS LOOK AT TRANMERE?</u></b></p> <p><b>Cycle 1</b> – children to create hammocks strong enough to hold themselves, using <b>bowline knot</b>.  <a href="https://www.youtube.com/watch?v=HI0G5WYEAFI">https://www.youtube.com/watch?v=HI0G5WYEAFI</a></p> <p><b>Cycle 2 – Bracelet</b>            Children to learn the <b>cobra weave</b> to make a bracelet from paracord.  <a href="https://www.youtube.com/watch?v=6w6DxKIduOo">https://www.youtube.com/watch?v=6w6DxKIduOo</a></p>	<p><b><u>LINKS TO THE DEVELOPMENT OF OUR LEARNING BEHAVIOURS</u></b>            Our children will: EP17 EP22 EP25 EP26            SM20 SM21 SM22 SM23 SM24            RL17 RL18 RL19 RL20 RL22            IE18 IE21 IE22            RT18 RT19 RT20 RT21 RT22 RT23 RT24  <b><u>HOW DOES THIS LOOK AT TRANMERE?</u></b></p> <p><b>Cycle 1</b> – Measure the age of a tree.            Children to pick different trees from the school grounds and work in groups to figure out the age of each tree.  <a href="https://www.ltl.org.uk/resources/measure-a-tree/">https://www.ltl.org.uk/resources/measure-a-tree/</a>            There are lots of different ways children can complete the activity on the link above. <b>Linked with maths and ‘Measure’.</b></p> <p><b>Cycle 2 – Forces/falling speed investigation.</b> Children will create parachutes to find out what will fall faster.  <a href="https://www.ltl.org.uk/resources/its-all-in-the-fall/">https://www.ltl.org.uk/resources/its-all-in-the-fall/</a>  <b>Link with Science unit – Summer 1 and 2.</b></p>	<p><b><u>LINKS TO THE DEVELOPMENT OF OUR LEARNING BEHAVIOURS</u></b>            Our children will: EP17 EP22 EP25 EP26            SM20 SM21 SM22 SM23 SM24            RL17 RL18 RL19 RL20 RL22            IE18 IE21 IE22            RT18 RT19 RT20 RT21 RT22 RT23 RT24  <b><u>HOW DOES THIS LOOK AT TRANMERE?</u></b></p> <p><b>Cycle 1</b> – Create hammocks from ‘Knots’  <b>Cycle 2.</b></p> <p><b>Cycle 2 – Shelter (Challenge)</b>            Children given a ‘Challenge Card’ where they must create a home to suit the scenario on the card using a range of natural outdoor materials.            Challenge cards from ‘Global Homes – Learning through Landscapes’ or from Twinkl.</p>	<p><b><u>LINKS TO THE DEVELOPMENT OF OUR LEARNING BEHAVIOURS</u></b>            Our children will: EP17 EP22 EP25 EP26            SM20 SM21 SM22 SM23 SM24            RL17 RL18 RL19 RL20 RL22            IE18 IE21 IE22            RT18 RT19 RT20 RT21 RT22 RT23 RT24  <b><u>HOW DOES THIS LOOK AT TRANMERE?</u></b></p> <p><b>Cycle 1</b> – PE  <b>Use the eight points of a compass and four figure grid references</b>            Develop expertise in the orienteering skills of orientating a map, following an unknown course, and recognition of relevant map symbols.            Plan the most efficient route so that the course is completed in the quickest time.            Plan a short loop course for another pair to follow – considering the safety of others.  <b>Get Your Bearings Compass Lesson</b></p> <p><b>Cycle 2</b> – children to complete a traffic study at different areas around Guiseley.            Ext. complete a speed study – ‘How fast is that car?’ <a href="https://www.ltl.org.uk/free-resources/">https://www.ltl.org.uk/free-resources/</a>  <b>Link with Local Geography Topic.</b></p>	<p><b><u>LINKS TO THE DEVELOPMENT OF OUR LEARNING BEHAVIOURS</u></b>            Our children will: EP17 EP22 EP25 EP26            SM20 SM21 SM22 SM23 SM24            RL17 RL18 RL19 RL20 RL22            IE18 IE21 IE22            RT18 RT19 RT20 RT21 RT22 RT23 RT24  <b><u>HOW DOES THIS LOOK AT TRANMERE?</u></b></p> <p><b>Cycle 1</b> – children to build a fire using Vaseline, flint steel and cotton wool. They should keep it going long enough to keep warm. <b>Could be linked to the hammock building when completing ‘Knots’.</b></p> <p><b>Cycle 2</b> – children to use previous knowledge of making a fire to create small fires in groups within the school grounds (dig own fire pits within the soil)  <b>The meal should be linked to their Fit4Life meal from DT progression.</b></p>



# Learning Behaviours @ Tranmere Park Primary



Year Group	Effective Participator	Team Worker	Self-Manager	Reflective Learner	Independent Enquirer	Resourceful Thinker
<b>Year 1</b>	<p><i>EP1</i> - Recognise when I need to talk to someone about a concern and that this can help me.</p> <p><i>EP2</i> - Listen to the point of view of others in a disagreement.</p> <p><i>EP3</i> - Listen carefully to instructions and follow them.</p> <p><i>EP4</i> - Know when and how to stand up for myself.</p>	<p><i>TW1</i> - Work in a group and take turns.</p> <p><i>TW2</i> - Listen to the ideas of others without interrupting them.</p> <p><i>TW3</i> - Share ideas with others.</p>	<p><i>SM1</i> - Ask for help if the time is right</p> <p><i>SM2</i> - Choose and use the right equipment</p> <p><i>SM3</i> - Feel happy to have a go at something, even if it is tricky</p> <p><i>SM4</i> - Set myself a target</p>	<p><i>RL1</i> - Know what I am good at</p> <p><i>RL2</i> - Tell someone about what I have learned and enjoyed</p> <p><i>RL3</i> - Pick the best time to talk to someone</p> <p><i>RL4</i> - Happy to try again if something has not worked.</p>	<p><i>IE1</i> - Collect information when trying to find things out.</p> <p><i>IE2</i> - Ask sensible questions about my learning.</p> <p><i>IE3</i> - Offer an opinion about an issue and explain why I feel that way.</p> <p><i>IE4</i> - Show curiosity about new things.</p>	<p><i>RT1</i> - Think of my own ideas</p> <p><i>RT2</i> - Play and experiment to find things out</p> <p><i>RT3</i> - Willing to have a go at something new</p> <p><i>RT4</i> - Use my imagination in role play.</p>
<b>Year 2</b>	<p><i>EP5</i> - Suggest a way to solve a problem in a disagreement.</p> <p><i>EP6</i> - Be happy to have a go at new things.</p> <p><i>EP7</i> - Listen to instructions and follow them effectively.</p>	<p><i>TW4</i> - Suggest a way to solve a problem in a disagreement.</p> <p><i>TW5</i> - Be happy to have a go at new things.</p> <p><i>TW6</i> - Listen to instructions and follow them effectively.</p>	<p><i>SM5</i> - Think about more than one way to solve a problem.</p> <p><i>SM6</i> - Find ways to control my feelings.</p> <p><i>SM7</i> - Concentrate on an activity.</p> <p><i>SM8</i> - Keep going even when things are difficult.</p> <p><i>SM9</i> - Understand that my actions can impact others.</p>	<p><i>RL5</i> - Understand what I need to do to improve</p> <p><i>RL6</i> - Know what helps me to learn</p> <p><i>RL7</i> - Pick the best time to talk to someone about my learning</p> <p><i>RL8</i> - Edit my work and improve it.</p>	<p><i>IE5</i> - Take enough time to make sense of a problem.</p> <p><i>IE6</i> - Be curious about new things and will ask questions to find out more.</p> <p><i>IE7</i> - Think of instructions for others to follow.</p> <p><i>IE8</i> - Explain what I prefer.</p>	<p><i>RT5</i> - Leave an activity and go back to it if it takes a long time to solve</p> <p><i>RT6</i> - Think of good questions linked to my learning</p> <p><i>RT7</i> - Use my imagination to generate ideas</p> <p><i>RT8</i> - Explain what I have learnt to someone else.</p>
<b>Year 3</b>	<p><i>EP8</i> - Be able to put your views across positively</p> <p><i>EP9</i> - Be aware of others feelings</p> <p><i>EP10</i> - I can use a range of techniques to control my behaviour</p> <p><i>EP11</i> - Listen and follow instructions independently</p> <p><i>EP12</i> - Try out new things even when I am feeling nervous.</p> <p><i>EP13</i> - Listen to others and their ideas.</p>	<p><i>TW7</i> - Be able to put your views across positively</p> <p><i>TW8</i> - Be aware of others feelings</p> <p><i>TW9</i> - I can use a range of techniques to control my behaviour</p> <p><i>TW10</i> - Listen and follow instructions independently</p> <p><i>TW11</i> - Try out new things even when I am feeling nervous.</p> <p><i>TW12</i> - Listen to others and their ideas.</p>	<p><i>SM10</i> - Take on responsibility.</p> <p><i>SM11</i> - I can work in a time limit.</p> <p><i>SM12</i> - Set and review my own targets.</p> <p><i>SM13</i> - I can explain who helps me and why.</p> <p><i>SM14</i> - I can cope and change.</p>	<p><i>RL9</i> - Understand what stops me from learning sensibly</p> <p><i>RL10</i> - Know who to ask or what to do if I get stuck</p> <p><i>RL11</i> - Check and edit my own work</p> <p><i>RL12</i> - Hand in my best work at all times.</p>	<p><i>IE9</i> - Ask sensible questions.</p> <p><i>IE10</i> - Present my learning in different ways.</p> <p><i>IE11</i> - Work in a time limit.</p> <p><i>IE12</i> - See links in my learning and explain to others.</p>	<p><i>RT9</i> - Have a go at something I might find difficult</p> <p><i>RT10</i> - Ask sensible questions about my work</p> <p><i>RT11</i> - Think of different ideas to help solve problems.</p> <p><i>RT12</i> - Use my imagination to improve my work.</p> <p><i>RT9 RT10 RT11 RT14</i></p>
<b>Year 4</b>	<p><i>EP14</i> - Persuade others to accept an idea even though they may not agree at first.</p> <p><i>EP15</i> - Know that sometimes my ideas can help other people.</p> <p><i>EP16</i> - Decide when I need 'time out' or 'thinking time' to deal with my emotions</p>	<p><i>TW13</i> - Persuade others to accept an idea even though they may not agree at first.</p> <p><i>TW14</i> - Know that sometimes my ideas can help other people.</p> <p><i>TW15</i> - Decide when I need 'time out' or 'thinking time' to deal with my emotions.</p> <p><i>TW16</i> - Be determined not to give in too easily.</p>	<p><i>SM15</i> - Enjoy challenges.</p> <p><i>SM16</i> - Decide which tasks are important and need doing first.</p> <p><i>SM17</i> - Take on an added responsibility.</p> <p><i>SM18</i> - Organise my time.</p> <p><i>SM19</i> - Cope with changes to my normal routine.</p>	<p><i>RL13</i> - Understand feedback will help me improve my learning</p> <p><i>RL14</i> - Review my learning and think about what will make me a better learner</p> <p><i>RL15</i> - Know when a piece of work has been completed to the best of my ability</p> <p><i>RL16</i> - Use more than one resource to support my learning.</p>	<p><i>IE13</i> - Ask extra questions to help me understand</p> <p><i>IE14</i> - Use more than one piece of evidence to prove my answer</p> <p><i>IE15</i> - Get on with a task without anyone reminding me what to do.</p> <p><i>IE16</i> - Make lists to help my learning.</p> <p><i>IE17</i> - Sort information and choose what is important.</p>	<p><i>RT13</i> - Ask questions to check my understanding</p> <p><i>RT14</i> - Keep trying when things get difficult.</p> <p><i>RT15</i> - Sort and classify information and check it is correct</p> <p><i>RT16</i> - Use clues to solve problems</p> <p><i>RT17</i> - Give a range of solutions or explanations.</p>
<b>Year 5</b>	<p><i>EP17</i> - Break down my learning into manageable steps.</p> <p><i>EP18</i> - Discuss and debate issues maturely.</p> <p><i>EP19</i> - Ambassador for my class.</p> <p><i>EP20</i> - Mediate for my class.</p>	<p><i>TW17</i> - Break down my learning into manageable steps.</p> <p><i>TW18</i> - Discuss and debate issues maturely.</p> <p><i>TW19</i> - Ambassador for my class.</p> <p><i>TW20</i> - Mediate for my class.</p>	<p><i>SM20</i> - Take and manage risks.</p> <p><i>SM21</i> - Organise myself.</p> <p><i>SM22</i> - Make mistakes to help me learn.</p> <p><i>SM23</i> - Use success criteria.</p>	<p><i>RL17</i> - Listen to feedback and respond</p> <p><i>RL18</i> - Reflect on what I have learnt</p> <p><i>RL19</i> - Positive attitude, positive learning</p> <p><i>RL20</i> - Use success criteria to check my work.</p>	<p><i>IE18</i> - Not afraid to ask for help. Know what I need to do to improve.</p> <p><i>IE19</i> - Can plan my learning, setting my own targets</p> <p><i>IE20</i> - Give constructive feedback.</p>	<p><i>RT18</i> - Persevere when the challenge is hard</p> <p><i>RT19</i> - Challenge myself in subjects I am confident in</p> <p><i>RT20</i> - Understand which risks are worth taking</p>
<b>Year 6</b>	<p><i>EP21</i> - Advocate for others maturely.</p> <p><i>EP22</i> - A role model for learning behaviour.</p> <p><i>EP23</i> - Mediate discussions with maturity</p> <p><i>EP24</i> - Understand and manage my feelings</p> <p><i>EP25</i> - Aware of risks in my work</p> <p><i>EP26</i> - Act on my feedback</p>	<p><i>TW21</i> - Advocate for others maturely.</p> <p><i>TW22</i> - A role model for learning behaviour.</p> <p><i>TW23</i> - Mediate discussions with maturity</p> <p><i>TW24</i> - Understand and manage my feelings</p> <p><i>TW25</i> - Aware of risks in my work</p> <p><i>TW26</i> - Act on my feedback</p>	<p><i>SM24</i> - Empathise with others.</p>	<p><i>RL21</i> - Listen to feedback and apply it</p> <p><i>RL22</i> - Reflect on what I have learnt and use it to improve my work</p> <p><i>RL23</i> - Positive attitude, positive learning</p> <p><i>RL24</i> - Use success criteria to reflect on next steps.</p>	<p><i>IE21</i> - Not afraid to ask for help. Know what I need to do to improve.</p> <p><i>IE22</i> - Can plan my learning, setting my own targets</p> <p><i>IE23</i> - Give constructive feedback.</p> <p><i>IE18 IE21 IE22</i></p>	<p><i>RT21</i> - Link ideas from other subjects to solve problems</p> <p><i>RT22</i> - Persevere when the challenge is hard</p> <p><i>RT23</i> - Challenge myself in all subjects</p> <p><i>RT24</i> - Use my learning effectively.</p> <p><i>RT18 RT19 RT20 RT21 RT22 RT23 RT24</i></p>