Knowledge Progression

Outdoor Learning

	Knots	Play and Exploring	Shelter Building	Geographical Skills	Fire
Previous knowledge / Learning	**In EYFS, our children will have:** 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.	**In EYFS, our children will have:** Children will go on nature hunts (including senses) in school grounds. Getting to know their immediate surroundings and identifying colours and shapes in nature.	**In EYFS, our children will have:** 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.	**In EYFS, our children will have:** 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.	**In EYFS, our children will have:** 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.
Resources	Thread Rope Tarp Clip boards	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	Sticks, twigs, poles, tarpaulin, old sheet, leaves, rope, string or wool	A range of maps Compass	Fire pit Sticks Flint Fire lighters Cotton wool Vaseline

Powerful Knowledge

Year 1/2 Outdoor Learning

	Knots	Play and Exploring	Shelter Building	Geographical Skills	Fire
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?	***LINKS TO THE DEVELOPMENT OF OUR LEARNING BEHAVIOURS*** Our children will: *EP3 EP6* *TW1 TW2 TW3* *SM2 SM3* *RL4 RL5* *IE2 IE4* ***HOW DOES THIS LOOK AT TRANMERE?*** **Cycle 1 – Plaited Bracelet** Children to learn the **over hand knot** to using either 1 or 2 pieces of thread. Children can thread beads onto and practice plaiting/over/under to create friendship bracelet. **https://www.youtube.com/watch?v=0lm0VBIio9M (1 piece of thread)** **https://www.youtube.com/watch?v=fuj95113YvQ&t=46 (2 pieces of thread)** **Cycle 1 – Shoe Laces** **Twinkl unit – started in EYFS** **Cycle 2 – Autumn 2: All Dressed Up (Topic)** Children to use **sheet bend knot** to create a clothing line to show off t-shirts from DT. Children to be given two shorter pieces of rope that don't create a long enough clothes line. The **sheet bend knot** will show them how to join the pieces together to create one longer piece for them to attach from 2 trees. **https://www.youtube.com/watch?v=x3reZ3NuGaQ** **Cycle 2 – Shoe Laces** **Twinkl unit – started in EYFS**	***LINKS TO THE DEVELOPMENT OF OUR LEARNING BEHAVIOURS*** Our children will: *EP3 EP6* *RL4 RL5* *IE2 IE4* *RT2 RT7* ***HOW DOES THIS LOOK AT TRANMERE?*** **Cycle 1 – Go on an Autumn walk.** Children will take part in a local walk (Thorpe Lane Woods) to build confidence travelling over different terrain. Whilst in the wood's children will search for different insects, learn how to carry sticks safely and enjoy rolling down a hill on the way back via The Oval. Link here with Science – Seasonal Changes (Welly Walk) **Cycle 2 – Choose an area of school grounds to improve with flowers** Children will explore the school grounds and think about an area they can improve whilst practicing their outdoor skills. This may involve moving logs and sticks for future use. Planting bulbs to brighten up an area, getting soaking wet in the rain or discovering what is in a pond. Link with Science – Plants	***LINKS TO THE DEVELOPMENT OF OUR LEARNING BEHAVIOURS*** Our children will: *EP3 EP6* *TW1 TW2 TW3* *SM2 SM3* *RL4 RL5* *IE2 IE4* ***HOW DOES THIS LOOK AT TRANMERE?*** **Cycle 1 – Bug Hotel/Den** Children to work in groups to collect small sticks to create a den for a tiny creature. Fill it with leaves and visit each day to see if there have been any visitors. **Link with Science – 'Living Things and their Habitats' Y2** **Cycle 2 – Tripod Shelter (Chatsworth Online Learning Resources)** Children to work in groups to decide who they are building a den for (themselves, insects, teddy bears) collect 3 sticks all the same length. Use string to tie the tops of the 3 sticks together. Images to help on website. Link to topic 'Structures'	***LINKS TO THE DEVELOPMENT OF OUR LEARNING BEHAVIOURS*** Our children will: *EP3 EP6* *TW1 TW2 TW3* *SM2 SM3* *RL4 RL5* *IE2 IE4* ***HOW DOES THIS LOOK AT TRANMERE?*** **Cycle 1 – PE** Use simple compass directions (North, South, East and West) Use directional language (near and far; left and right) **Link to the entry point in Cycle 1 'Our World'** **Cycle 2 – Link to Local Area Topic (map reading and map making of our local area)**	***LINKS TO THE DEVELOPMENT OF OUR LEARNING BEHAVIOURS*** Our children will: *EP3 EP6* *TW1 TW2 TW3* *SM2 SM3* *RL4 RL5* *IE2 IE4* ***HOW DOES THIS LOOK AT TRANMERE?*** **Cycle 1 – Cooking Marshmallows** Children will go over fire safety rules and expectations beforehand. They will work as a team to discuss, find and carry sticks to make the fire and use them to toast the marshmallows. **Cycle 2 – Fairy Fires** Children will collect sticks and logs for fires. They will then explore the school grounds looking for different natural material that may alter the sound/smell/sight of the fire. (Lavender/rose petals etc)

Learning Behaviours @ Tranmere Park Primary

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