

Outdoor Learning Progression of Knowledge and Skills

Flushdyke Junior and Infant School | 2025–2026

Progression of Knowledge and Skills in **Outdoor Survival**, **Outdoor Cooking**, and **Environment** from EYFS to Year 6.

Outdoor Survival

Year Group	Knowledge and Understanding	Skills
Nursery/Reception 	- Shelters provide protection from weather such as wind and rain - Fire gives warmth and helps cook food but can cause serious injury - Adults are responsible for managing risks outdoors - Staying close to adults keeps us safe - Tools are used for specific purposes and must be handled carefully	- Build simple shelters using large loose parts - Observe adults using the fire pit and learn to sit safely in a fire circle - Use sticks as pretend tools in imaginative play - Practise staying with an adult and asking for help - Follow simple directions (forwards, backwards)
Year 1/2 	- Fires must be built in safe places and never left unattended - Fire needs fuel and air to burn - A simple teepee fire lay helps flames rise and light kindling - Asking for help keeps us safe in unfamiliar situations - People have used simple tools throughout history - Maps and trails help people find their way	- Build small dens using sticks and tarps - Help prepare a fire pit area, following safety rules - Help arrange materials for a simple adult-led fire lay (e.g. small teepee of sticks) - Make simple non-sharp tools from sticks - Treat small cuts with adult help - Follow picture maps and simple trails

Year 3/4 	• Fire needs heat, fuel, and oxygen (fire triangle) • Different fire lays affect airflow and heat output • Teepee fires allow quick ignition and tall flames • Log cabin fires provide a stable structure and longer burn • Emergency procedures help people stay calm and safe • Signals help rescuers locate people • First aid reduces the impact of injuries • Knowing directions helps navigation • Natural resources should be used responsibly	• Design and build effective shelters in groups • Assist in lighting and managing a fire using a fire steel (adult-led) • Build different fire lays with support (teepee, log cabin) • Choose suitable tinder, kindling, and fuel • Use whistle signals and practise what to do if lost • Make simple survival tools (mallets, pegs, target spears) • Treat minor injuries (cuts, stings, minor burns) • Use a compass to locate North, South, East, and West
Year 5/6 	• Survival priorities include shelter, warmth, water, and food • Risk assessment supports safe fire use • Different fire lays suit different purposes (quick heat, cooking, long burn) • Top-down fires burn from the top, produce less smoke, and require less maintenance • Emergency signals attract attention • First aid prevents injuries becoming more serious • Navigation supports independence and safety • Ethical behaviour guides outdoor practice	• Independently plan and build shelters • Safely light, manage, and extinguish a fire pit with supervision • Select and construct appropriate fire lays for purpose (teepee, log cabin, top-down) • Build and explain a top-down fire lay • Manage fire size and fuel to control heat • Use emergency signals including whistle patterns • Design functional survival tools (models for demonstration) • Deliver basic first aid • Navigate using maps, compasses, and simple bearings

Outdoor Cooking

Year Group	Knowledge and Understanding	Skills
Nursery/Reception 	- Food changes when it is heated (e.g., bread becomes toast) - Hands must be clean before touching food - Hot equipment can burn and should only be used by adults - We sit safely and wait our turn around the fire pit	- Spread soft foods - Cut and chop soft foods with support - Grate with close supervision - Wrap food in tin foil - Observe food being cooked on the fire pit Example outcome: Toastie
Year 1/2 	- Different foods need different preparation methods - Cooking changes food in different ways - Hygiene rules help prevent illness - Fire pits and griddles must be used carefully	- Wash fruit and vegetables - Peel, cut, slice, and chop safely - Push food onto skewers - Cook food using a fire pit or griddle with supervision - Blend fruit to make drinks Example outcomes: Vegetable Skewer, Smoothie
Year 3/4 	- Heat affects food in different ways - Timing and temperature affect cooking - Some foods contribute more to a healthy diet - Hot liquids and equipment can be dangerous	- Scrub, peel, cut, chop, slice, and dice ingredients - Measure and mix ingredients - Wrap food for campfire cooking - Boil and simmer food over a fire Example outcomes: Campfire Baked Apple Delight, Vegetable Soup
Year 5/6 	- Balanced meals support health - Accurate measuring improves outcomes - Cross-contamination can cause illness - Different cooking methods suit different foods	- Cut, chop, mix, roll, and shape food - Knead dough and allow it to rise - Cook food on a grill over a fire pit - Measure ingredients accurately

	Sustainable food choices reduce environmental impact	Manage food hygiene independently Example outcomes: Healthy Burger, Pizza
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Environment

Year Group	Knowledge and Understanding	Skills
Nursery/Reception 	- Natural environments include plants, animals, insects, and non-living things - Trees have leaves, trunks, and roots - Leaves come in different shapes and colours - Insects and minibeasts live in soil, wood, and plants - Birds live in trees and bushes and use them for shelter - Living things should be treated with care	- Explore woodland and outdoor spaces using all senses - Collect, sort, and explore natural materials (leaves, twigs, stones, feathers) - Notice differences in leaf size, colour, and texture - Observe insects and minibeasts safely - Listen to and notice birdsong
Year 1/2 	- Different trees have different leaf shapes and bark - Tree size can be measured around the trunk (circumference) - Trees change with the seasons - Birds need food, water, and shelter - Insects and minibeasts live in specific habitats - Humans can help or harm environments	- Identify a small range of common UK trees using leaves - Sort leaves by shape (lobed, pointed, rounded) - Observe and describe bark textures - Measure tree circumference using string or tape with support - Identify common UK woodland birds by sight or call - Find and identify common insects and minibeasts using charts
Year 3/4	- Leaf shape and seeds help identify tree species - Tree circumference increases as a tree ages - Birds are adapted to habitats and diets - Insects and minibeasts support ecosystems	- Identify a wide range of UK trees using leaves, bark, and seeds - Describe leaf types (lobed, toothed, needle, compound)

	• Food chains link plants, insects, and birds • Healthy habitats support biodiversity	• Use simple identification keys • Measure tree circumference accurately and record results • Estimate tree age using circumference (guided method) • Identify common UK woodland birds by appearance, call, and behaviour • Carry out simple minibeast surveys • Use magnifiers for close observation
Year 5/6 	• Leaf shape, vein pattern, and arrangement support accurate identification • Tree age can be estimated scientifically using circumference • Birds migrate or adapt seasonally • Insects and minibeasts are essential to biodiversity • Ecosystems are interconnected • Conservation protects environments • Humans have a responsibility to care for natural spaces	• Confidently identify UK trees using leaves, bark, buds, and seeds • Classify trees as deciduous or evergreen • Measure tree circumference independently and calculate approximate age • Compare tree growth across different locations • Identify a wide range of UK woodland birds by sight and call • Conduct structured ecological surveys • Identify insects and minibeasts using classification keys • Record findings using tables, sketches, and graphs