

Warstones Primary School Wild Tribe Progression of Skills



Skills	EYFS	Year I	Year 2	Year 3	Year 4	Year 5	Year 6
Fire	Fire safely	Fire safety	Fire safety	Fire safely	Fire safety	Fire safety	Fire safety procedures
safety/using	procedures and	procedures and	procedures and	procedures and	procedures and	procedures and	and rules. Safely
	rules. How we can	rules. Gather fuel	rules. Contribute	rules. Understand	rules. Use fire	rules. Safely lay a	identify a suitable site
fire for	be fire safe. Collect	for a fire. Begin	to the building	the fire triangle	strikers to start	fire and use a fire	to build a fire,
purpose	sticks that could	to add fuel for	of a fire.	and why each part	small fires using	striker to ignite.	correctly lay the fire
	make a fire.	the fires.	Discuss how to	is needed. Use fire	cotton wool and	Keep a small fire	and ignite using fire
	ŕ	Discuss how to	safely	strikers to create	kindling. Contribute	going to roast	strikers. Keep fire going
		safely extinguish	extinguish a	sparks. Understand	to extinguishing a	rood. Sarely	to roast food. Safely
		a fire.	fire.	how to safely	fire.	extinguish fire with	extinguish fire.
		·		extinguish a fire.		support.	
Kelly Kettles	Not used.	Not used.	Not used.	Explore how to	Understand how to	Safely use Kelly	Safely use Kelly kellles
J				create a small fire	make small fire to	kettles to boil water.	to boil water. Use to
				for a Kelly kellle.	make water boil in	Use to make hot	make a range of
				Teacher to model	a Kelly kellle.	drinks with support	food/drinks.
				how to use and	Children can use	of an adult.	
				create a fire	fire strikers to		
				safely. Use water	ignite. Teacher to		
				to make hot drinks.	use water to make		
					drinks.		
Rope	Introduction to	Introduction to	More	Develop	Introduce different	Develop the use of	Use a varied range of
skills/knots	basic use of	basic knots.	sophisticated	independence when	knots for attaching	a cow hitch knot	knots and select the
30003/ 00003	rope/string for	Weaving and	use of knots for	knotting. Use knots	objects to	and introduce a	best knot for a job. Use
	weaving, winding	shoe laces. Use	attaching to	to attach larger	structures and	reef knot. Children	knots that can be
	around sticks etc.	trees to create	structures and	sticks/branches.	trees. Teach a cow	to consider when is	easily undone. Use

		bows and basic	structures to	Explore how to	hitch knot for easy	best to use each	string to create complex
		double knots.	trees. Focus on	unknot string and	removal of rope.	knot and why.	weaving patterns.
			bow knots and	rope.	, ,		
			double knots.	·			
Shelter	Explore how to use	Supported	Independent	Introduce the use	Design and build	Create a tipi	Shelter building
building	sticks and leaves to	construction of	use of tripod	of tarps to create a	varying sized	shelter and	challenges. Work
banang	make a shelter.	tripod structures	structures for	shelter. Work as a	shelters using tarps	consider how it	together in pairs, plan,
	Make a small	and lean to	an animal. Make	group to create a	and materials	could be	build and review
	shelter for an	shelters. (Mini	a lean to shelter	larger sheller.	found in the	camouflaged. Work	shelters. Explain what
	animal with	den building).	with limited	Begin to compare	woodland. Work as	as a group and	they have built and
	support.	Start using	support. Use	and evaluate the	a group to create a	consider each	why. Compare and
		string to tie sticks	string to add	shelters in relation	shelter of their	members	evaluate the shelters in
		together.	sturdiness to	to their sturdiness,	choice considering	contribution to the	relation to their
			structure. Begin	durability and	its purpose.	design and build.	sturdiness, durability
			to lie ropes.	waterproofing.	Compare and	Compare and	and waterproofing.
				Begin to use rope	evaluate the	evaluate the	Assess whether it is fit
				and string	shelters in relation	shelters in relation	for purpose. Use rope
				independently to	to their sturdiness,	to their sturdiness,	and string to add
				add sturdiness to	durability and	durability and	sturdiness to structure.
				structure.	waterproofing. Use	waterproofing.	
					rope and string to	Assess whether it is	
					add sturdiness to	fit for purpose. Use	
					structure.	rope and string to	
						add sturdiness to	
						structure.	

Tool use	With support, use	Basic use of	Continuation of	In KS2 children	In KS2 children	In KS2 children	In KS2 children will
	peelers to create	tools, mallet and	the use of basic	will develop their	will develop their	will develop their	develop their skills with
	marks in wood and	peelers.	lools, larger	skills with a range	skills with a range	skills with a range	a range of tools. Tools
	sticks.		ropes and	of tools. Tools will	of tools. Tools will	of tools. Tools will	will only be used when
			independent	only be used when	only be used when	only be used when	children are physically,
			culting of string.	children are	children are	children are	emotionally and
			Introduce the	physically,	physically,	physically,	mentally ready to do
			use of sheath	emotionally and	emotionally and	emolionally and	SO.
			knives to whittle	mentally ready to	mentally ready to	mentally ready to	Peelers
			sticks. Gloves	do so.	do so.	do so.	Mallets
			used and	Continue to use	Peelers	Peelers	Sheath knives
			support given.	peelers, mallets	Mallets	Mallets	Secateurs
				and sheath knives.	Sheath knives	Sheath knives	Palm drills
				Secateurs and	Secateurs	Secateurs	Hand drills
				palm drills can be	Palm drills	Palm drills	Loppers
				introduced when	Hand drills and	Hand drills	Folding saws
				ready.	loppers can be	Loppers	Children should now be
				Begin to use some	introduced when	Folding saws can	able to use these tools
				familiar tool	ready.	be introduced when	independently and
				independently,	Use some familiar	ready.	know how and when to
				where appropriate.	tool independently,	Use some familiar	use them.
					where appropriate.	tool independently,	
						where appropriate.	
Play/Forest	Reinforce rules	Reinforce rules	Reinforce rules	Reinforce rules	Reinforce rules	Reinforce rules	Reinforce rules and
exploration	and boundaries	and boundaries	and boundaries	and boundaries	and boundaries	and boundaries	boundaries and how to
	and how to travel	and how to travel	and how to	and how to travel	and how to travel	and how to travel	travel safely. Discuss
	safely. Discuss	safely. Discuss	travel safely.	safely. Discuss	safely. Discuss	safely. Discuss	three wild tribe rules

three wild tribe	three wild tribe	Discuss three	three wild tribe	three wild tribe	three wild tribe	and what they mean.
rules and what	rules and what	wild tribe rules	rules and what	rules and what	rules and what	Create an orienteering
they mean. Tell	they mean. Carry	and what they	they mean. Work	they mean. Play	they mean. Create	course in groups for
stories in the forest	sticks safely.	mean. Move logs	independently and	woodland games.	own woodland	other children in the
environment. Úse	Work as a leam	safely with	in groups. Make	Play in a team and	games in groups to	class.
natural items	to cooperate and	support.	something out of	complete scavenger	share with other	
found in the	communicate	Investigate	wood using tools	hunts. Make	children in the	
woodland to make	clearly. Discover	insects living in	and string.	sculptures using	class.	
story	what is living in	the woodland.		things found in the		
pictures/characters.	the pond.	Make sensory		woodland, string,		
		story sticks.		rope and tools.		