



Warstones Primary School Wild Tribe Progression of Skills



Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Fire safety/using fire for purpose	Fire safety procedures and rules. How we can be fire safe. Collect sticks that could make a fire.	Fire safety procedures and rules. Gather fuel for a fire. Begin to add fuel for the fires. Discuss how to safely extinguish a fire.	Fire safety procedures and rules. Contribute to the building of a fire. Discuss how to safely extinguish a fire.	Fire safety procedures and rules. Understand the fire triangle and why each part is needed. Use fire strikers to create sparks. Understand how to safely extinguish a fire.	Fire safety procedures and rules. Use fire strikers to start small fires using cotton wool and kindling. Contribute to extinguishing a fire.	Fire safety procedures and rules. Safely lay a fire and use a fire striker to ignite. Keep a small fire going to roast food. Safely extinguish fire with support.	Fire safety procedures and rules. Safely identify a suitable site to build a fire, correctly lay the fire and ignite using fire strikers. Keep fire going to roast food. Safely extinguish fire.
Kelly Kettles	Not used.	Not used.	Not used.	Explore how to create a small fire for a Kelly kettle. Teacher to model how to use and create a fire safely. Use water to make hot drinks.	Understand how to make small fire to make water boil in a Kelly kettle. Children can use fire strikers to ignite. Teacher to use water to make drinks.	Safely use Kelly kettles to boil water. Use to make hot drinks with support of an adult.	Safely use Kelly kettles to boil water. Use to make a range of food/drinks.
Rope skills/knots	Introduction to basic use of rope/string for weaving, winding around sticks etc.	Introduction to basic knots. Weaving and shoe laces. Use trees to create	More sophisticated use of knots for attaching to structures and	Develop independence when knotting. Use knots to attach larger sticks/branches.	Introduce different knots for attaching objects to structures and trees. Teach a cow	Develop the use of a cow hitch knot and introduce a reef knot. Children to consider when is	Use a varied range of knots and select the best knot for a job. Use knots that can be easily undone. Use

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

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

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