

Sustainable Outdoor Learning (SOL) Skills Progression

Adventurous Play/Exploring

Learning through play is the key theme of SOL. Children at all ages will be encouraged to learn through different types of play, many which can not be achieved in a playground setting. SOL play will include out of sight play, risky play, collaborative play and independent play. The aim is for children to feel safe and happy in all these types of play.

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding of physical boundaries of woodland	Respect woodland Boundaries	Respect woodland boundaries	Respect woodland boundaries	Respect woodland boundaries	Respect woodland boundaries	Respect woodland boundaries
Independent exploration of woodland area	Return to base on Call	Return to base on call	Return to base on call	Return to base on call	Return to base on call	Return to base on call
Initiate play with small groups (2's and 3's)	Exploring out of sight play Opportunities	Confident with out of sight play with regular returns to base	Confident with out of sight play and play at height	Confident with out of sight play and play at height	Good choices made about out of sight play/tree climbing	Initiation and safe management of group activities and games
Return to base on call	Adult led risk Identification	Identifying own risks with adult help	Starting to assess own risks and make good choices	Starting to assess own risks and make good choices	Start to Assess own risks and those of others without adult intervention	Good choices made about out of sight play/tree climbing
I can say some of the rules and safety procedures of SOL, with adult support.	Able to recognise why conflicts occur and adapt Behaviour accordingly	Able to resolve conflicts with adult help using positive verbal and body language	Conflict resolution with minimal adult intervention	Conflict resolution with minimal adult intervention	Experimenting with conflict resolution without external moderation	Assessment of own risks and those of others without adult intervention
I can travel safely along rough ground.	I know and can explain the rules and safety procedures of SOL.	I can manage risks while travelling safely along rough ground.	I can support peers with the safety rules and procedures of SOL.	I can support larger groups of peers with the safety rules and procedures of SOL.	I can be involved in deciding the SOL safety rules.	Able to resolve conflict using positive verbal and body language
I can carry sticks safely.		I can help adults to safely transport simple equipment to the woodland area.	I can confidently retell and adhere to the safety rules, with adult supervision.	I can navigate different uneven terrains with confidence, without adult supervision.	I can collaborate on decisions of the woodland rules and boundaries and remain within them.	I can lead on decisions of the woodland boundaries and rules and remain within them.
I know not to pick or eat anything from the woodland area.					I can adhere to the rules and safety procedures without adult support.	I can lead small groups of peers to adhere to the rules and safety procedures.
					I can support other	I can perform a simple risk assessment prior to

					children to adhere to the rules and safety procedures.	SOL sessions.
Creative Projects - Creative projects cover a wide range of activities which take place in the woodland. Most are adult initiated, but the children determine the form of the final outcome. Projects include nature art, sculpture, etc						
<p>Manipulate clay to create shapes</p> <p>Assist adults in the creation of group art works – leaf collection</p> <p>Concentrate on creative project for 10 minutes</p>	<p>Manipulate clay to create distinguishable forms e.g., animals</p> <p>Safely use small tools to deliver project - with supervision</p> <p>Concentrate on project for 15 minutes</p>	<p>Work independently to collect natural materials for creative projects</p> <p>Safely use small tools to deliver project - with supervision</p> <p>Collaborate with a partner to create project</p>	<p>Persevere with projects</p> <p>Use a range of tools and materials to create project e.g., scissors, string, hammers etc</p> <p>Collaborate with a small group to create project</p>	<p>Persevere with projects</p> <p>Use a range of tools and materials to create project e.g., scissors, string, hammers etc</p> <p>Collaborate with a small group to create project</p> <p>Start to resolve conflict without adult help</p>	<p>Initiate their own creative projects</p> <p>Independently use a range of small tools to complete the project</p> <p>Collaborate with a larger group to create project</p> <p>Concentrate for one hour on a project</p> <p>Resolve conflict without adult help</p>	<p>Initiate their own creative projects.</p> <p>Independently use a range of small tools to complete the project</p> <p>Collaborate with a large group to create a project.</p> <p>Concentrate for an hour on one project</p> <p>Resolve conflict with peers without adult help</p>
Woodland Management - A key part of SOL is the children’s understanding of how the woodland changes throughout the year and what we need to do to help manage it sustainably. Children should understand that sometimes trees need to be trimmed or cut down and understand how the different layers of the woodland need to be managed so that they can thrive. In small groups, can children help to actively manage the woodland and wider site including the pond?						
<p>Awareness of how woodlands change with the seasons</p> <p>Awareness that woodlands need to be managed so that we can use them sustainably</p> <p>Actively help to manage the maintenance of the pond eg fishing out blanket weed with nets</p>	<p>Help to clear nettles and brambles in certain areas of the wood which are heavily used (no tools just gloved hands)</p> <p>Demonstrate good practice with regard to tree management e.g., no snapping living branches etc</p>	<p>Use trowels and forks to transplant plants to help woodland regeneration e.g., splitting wild garlic or primrose plants and replanting</p> <p>Demonstrate and understand why we should not snap living branches etc</p>	<p>Take part in tree planting with adult supervision</p> <p>Able to shovel and wheelbarrow chippings for woodland paths</p> <p>Help to clear excess weed growth from the pond</p>	<p>Take part in tree planting with adult supervision</p> <p>Shovel and wheelbarrow in groups</p> <p>Understand and demonstrate a wide picking area for from plant layer e.g., when picking wild garlic, don’t take it all from the same place</p>	<p>Awareness of how plant and animal life cycles affects when woodland management tasks should take place</p>	<p>Take part in tree planting with minimal adult supervision</p> <p>Initiate woodland management tasks</p>
Connection with Nature - Developing an understanding of and connection with the natural world is a key part of SOL. Children should be able to recognise seasons, months, and weather						

patterns. They should understand life cycles and an understanding of how the seasons affect these life cycles. They should develop respect for the natural world and be able to transfer this to their everyday lives.

<p>Name the 4 seasons and recognise key events which happen in those seasons</p> <p>Be aware of basic life cycles frog spawn to tadpoles, eggs to chicks</p> <p>Be happy to search for, and hold minibeasts</p>	<p>Be able to recognise the main features of the 4 seasons</p> <p>Be aware of basic life cycles frog spawn to tadpoles, eggs to chicks</p> <p>Understand why we mustn't squash mini beasts we find</p>	<p>Be able to match the months of the year to the 4 seasons</p> <p>Be aware of how life cycles fit into the seasons eg when frog spawn might appear</p> <p>Identify 3 types of plant or animal found in the woods</p>	<p>Have an awareness of how and why daylight levels change with the seasons</p> <p>Understand basic life cycles and how SOL activities might affect them</p> <p>Be able to identify more than 3 plant and animal species in the woods</p>	<p>Have an awareness of how and why daylight levels change with the seasons</p> <p>Understand basic life cycles and how SOL activities might affect them</p> <p>Be able to identify more than 3 plant and animal species in the woods</p> <p>Be confident and careful in holding a range of animal species including frogs</p>	<p>Recognise how seasons are affected by climate change</p> <p>Know the dates of the solstices and equinoxes and what these represent</p> <p>Understanding of life cycles of common species found in the woods Identify plant and animal species or know where to look to identify species</p> <p>Take action to ensure life cycles of animals and plants are not affected by SOL activities e.g. Over picking, disturbing nests or hibernating animals</p>	<p>Recognise how seasons are affected by climate change</p> <p>Know the dates of the solstices and equinoxes and what these represent</p> <p>Understanding of life cycles of common species found in the woods Identify plant and animal species or know where to look to identify species</p> <p>Take action to ensure life cycles of animals and plants are not affected by SOL activities e.g. Over picking, disturbing nests or hibernating animals</p>
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Planting and Growing - Planting and growing can form an additional element to SOL which helps children to understand the difference between the natural and cultivated world. It also helps children to understand life cycles and helps them to understand how food is grown and made into food for us to eat.

<p>Be able to plant large seeds with adult supervision</p> <p>Understand the elements which seeds need to germinate and grow</p>	<p>Be able to plant large seeds with adult supervision</p> <p>Understand the elements which seeds need to germinate and grow</p>	<p>Be able to plant smaller seeds with adult supervision</p> <p>Assist in clearing beds to enable new planting (use of fork or trowel)</p> <p>Understand the elements which seeds need to germinate and grow</p>	<p>Plant and nurture a range of seeds and seedlings with adult supervision</p> <p>Harvest food which has been grown with adult supervision</p> <p>Start to identify how foods can be cooked and eaten – which can be eaten raw and which</p>	<p>Plant and nurture a range of seeds and seedlings with adult supervision</p> <p>Harvest food which has been grown with adult supervision</p> <p>Start to identify how foods can be cooked and eaten – which can be eaten raw and which</p>	<p>Independently plant and nurture a range of seeds and seedlings</p> <p>Understand the role 'weeds' play in cultivation</p> <p>Independently harvest food which has been grown</p>	<p>Be able to explain germination of a seed and the conditions needed for germination</p> <p>Independently plant and nurture a range of seeds and seedlings</p> <p>Understand the role 'weeds' play in cultivation</p>
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			need to be cooked	need to be cooked	Understand the role of pollination in cultivation	Independently harvest food which has been grown Understand the role of pollination in cultivation
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Teamwork and Values - The key theme which underpins all SOL activities are the personal, social and emotional skills and values which children learn through being in the woods. At GPA, SOL skills and value we focus on are: Problem solving, Resilience, Teamwork, Independence, Respect, Determination, Kindness

Understand how and why we should respect nature	Understand how and why we should respect nature	Start to show teamwork when working in a pair	Able to solve problems with adult help	Able to solve problems with adult help	Be able to solve problems or issues independently without adult supervision	Be able to solve problems or issues independently without adult supervision
Show resilience against minor injury	Show resilience against minor injury	Start to show empathy for others	Resilient to injury or mess	Resilient to injury or mess	Be resilient to bad weather, minor injury, when things go wrong etc	Be resilient to bad weather, minor injury, when things go wrong etc
Show kindness to others	Show kindness to others	Start to show determination in SOL tasks and activities	Be able to work in a small team to complete a task	Be able to work in a small team to complete a task	Be able to work successfully in large groups to achieve a common aim	Be able to work successfully in large groups to achieve a common aim
Start to show independence and ability to range widely in the woods	Start to show independence and ability to range widely in the woods	Show kindness to others	Be able to draw in new team members to help complete a task	Be able to draw in new team members to help complete a task	Social and emotional maturity	Social and emotional maturity
			Start to demonstrate good communication skills and body language	Start to demonstrate good communication skills and body language	Demonstrate good communication skills and body language	Demonstrate good communication skills and body language