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| Tool | skill | Starting point | Next steps | End point |
| Vegetable peelers | Fine motor  Hand eye coordination  Pincer grip  Resilience  Accuracy | Tools safety talk  Peeling carrots  Supervised small group work | Whittling sticks | Progression to 1.2.1 knife skills |
| scissors | Fine motor  Hand eye coordination  Measuring  Resilience  Accuracy | Tool safety talk  Holding in correct hand making small snips | Cutting string wool paper | Confident cutting |
| Whittling knife | Fine motor  Risk/benefit  Hand eye coordination  Pincer grip  measuring  accuracy  resilience | Tools safety talk  Whittling soft wood e.g. willow  1.2.1 with supervision | Beginning to be aware of risk benefits, safety e.g. blood bubble/safe working distance and developing skill.  Small group work | Whittling cutting carving splitting wood confident and safe use with supervision |
| Bow saw | Gross motor  Physical activity  Measuring  Hand eye coordination  Accuracy  Endurance  Resilience | Tool safety talk  Working with an adult1.2.1 or in pairs supervised | Cutting wood Coppicing  selection of appropriate wood  Becoming aware of safe working distance and developing skill | Work independently and safely  Environmental sensitivity    Accurately cutting    Felling small timber if appropriate e.g. step cut |
| Pruning saw | Gross motor  Physical activity  Measuring  Hand eye coordination  Endurance  Resilience | Working 1.2.1 with an adult  Needing help to start the cut | Cutting wood  Coppicing  Selection of appropriate wood  Becoming aware of safe working distance and developing skill | Work independently and safely    Environmental sensitivity  Accurate cutting |
| loppers | Gross motor  Physical activity  Measuring  Hand eye coordination  Accuracy  Resilience | Tool safety talk  Cutting small sticks  Supervised small group work | Learning safe handling of tools and working distance | Working independently and safely  Environmental sensitivity  Accurate cutting |
| Hand drill | Fine motor  Measuring  Hand eye coordination  Resilience  Measuring  Accuracy  Evaluating risk | Tool safety talk  Drilling small holes with supervision | Working independently | Progression to electric drill |
| Fire strike | Fine motor  Hand eye coordination  Resilience  Evaluating risk | Tool safety talk  Creating a spark  Safe working practise and understanding the fire rules  Supervised by an adult in small groups | Lighting cotton wool and Vaseline  Small group work | Working independently  Respecting the fire rules  Building small fire using tripod of small sticks  Feeding the fire safely  Supervised small group work |
| Carving axe | Fine motor  Gross motor  Hand eye coordination  Resilience  Evaluating risk | Tool safety talk  1.2.1 supervision to carve  Proper use of PPE | Awareness of safe working distance  Safe tool handling | Progression to working independently whilst being supervised |
| Splitting axe | Fine motor skills  Gross motor skills  Hand eye coordination  Resilience  Evaluating risk | Tool safety talk  1.2.1 supervision to split wood safely using a chopping block | Awareness of safe working distance  Safe tool handling | Progression to working independently whilst being supervised |
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| Activity | Skills | Starting point | Next steps | End point |
| Safe stick carrying | Gross motor  Physical activity  Self-awareness  Evaluating risk | Understanding safe stick carrying rules | Collaborating with others | Working independently or with others safely and confidently |
| Fire building and lighting | Fine motor skills  Gross motor skills  Hand eye coordination  Resilience  Evaluating risk | Tool safety talk  Lighting cotton wool with fire strike  Safe working practise and understanding fire rules | Understanding safe working practise  Collecting 3 sizes of dry sticks  Building a small fire using a tripod of sticks | Working independently respecting the fire rules  Being confident in collecting wood  Building a fire, feeding and maintaining |
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| Den building | Fine motor  Gross motor  Hand eye coordination  Resilience | Introduction of basic shelter building with support | Supported construction on a larger scale  Introduction to lashings and knots to attach to structures trees etc. | Independent or working as part of a team to create construction using different materials, knots and lashings |
| Tool skills | Fine motor  Gross motor  Hand eye coordination  Resilience  Evaluating risk | Introduction to basic real tools  Safety talk  1.2.1 supervision | Supported continuation of use of basic tools  Small group work | Progression to working safely and independently whilst supervised |
| Child led play | Emotional risk  Building relationships  Negotiating play  Communication  Language | Independent learning opportunities and skills | Supported in being able to negotiate conflict  Beginning to become more in control of how to personalise their Forest School experience to suit individual needs | Independent learning and play |
| cooking | Fine motor skills  Resilience  Hand eye coordination  Measuring  Accuracy | Fire safety  Supported cooking, cutting, mixing, stirring.  Tasting new foods or smelling and feeling texture | Involvement in choices of cooking e.g. how and what | Further knowledge about fire safety an cooking over a fire |
| Knot tying | Fine motor skills  Resilience  Hand eye coordination | Introduction to basic knots | More sophisticated use of knots and lashings to build structures | Continued more sophisticated use of knots and lashings |
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Prior to any tool use the children will be given a tool talk, instructed on proper and safe use. Given appropriate PPE e.g. protective gloves.