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| Tool  | skill | Starting point | Next steps | End point |
| Vegetable peelers | Fine motorHand eye coordinationPincer gripResilience Accuracy  | Tools safety talkPeeling carrotsSupervised small group work | Whittling sticks | Progression to 1.2.1 knife skills |
| scissors | Fine motorHand eye coordination Measuring Resilience Accuracy  | Tool safety talk Holding in correct hand making small snips | Cutting string wool paper | Confident cutting |
| Whittling knife | Fine motorRisk/benefitHand eye coordinationPincer gripmeasuringaccuracyresilience  | Tools safety talkWhittling 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 motorPhysical activityMeasuringHand eye coordinationAccuracyEnduranceResilience  | Tool safety talkWorking with an adult1.2.1 or in pairs supervised | Cutting wood Coppicing selection of appropriate woodBecoming aware of safe working distance and developing skill | Work independently and safelyEnvironmental sensitivity Accurately cutting Felling small timber if appropriate e.g. step cut |
| Pruning saw | Gross motor Physical activityMeasuringHand eye coordination EnduranceResilience  | Working 1.2.1 with an adult Needing help to start the cut  | Cutting woodCoppicingSelection of appropriate woodBecoming aware of safe working distance and developing skill  | Work independently and safely Environmental sensitivity Accurate cutting  |
| loppers | Gross motorPhysical activityMeasuring Hand eye coordination Accuracy Resilience  | Tool safety talkCutting small sticksSupervised small group work | Learning safe handling of tools and working distance | Working independently and safely Environmental sensitivity Accurate cutting |
| Hand drill | Fine motorMeasuringHand eye coordination Resilience MeasuringAccuracyEvaluating risk | Tool safety talkDrilling small holes with supervision | Working independently | Progression to electric drill |
| Fire strike | Fine motorHand eye coordinationResilienceEvaluating risk | Tool safety talkCreating a sparkSafe working practise and understanding the fire rulesSupervised by an adult in small groups | Lighting cotton wool and Vaseline Small group work | Working independently Respecting the fire rulesBuilding small fire using tripod of small sticksFeeding the fire safely Supervised small group work |
| Carving axe | Fine motorGross motorHand eye coordinationResilienceEvaluating risk | Tool safety talk1.2.1 supervision to carve Proper use of PPE | Awareness of safe working distanceSafe tool handling | Progression to working independently whilst being supervised  |
| Splitting axe | Fine motor skillsGross motor skillsHand eye coordinationResilienceEvaluating risk | Tool safety talk1.2.1 supervision to split wood safely using a chopping block | Awareness of safe working distanceSafe 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 motorPhysical activity Self-awarenessEvaluating risk | Understanding safe stick carrying rules | Collaborating with others  | Working independently or with others safely and confidently |
| Fire building and lighting | Fine motor skillsGross motor skillsHand eye coordination ResilienceEvaluating risk | Tool safety talkLighting cotton wool with fire strike Safe working practise and understanding fire rules | Understanding safe working practiseCollecting 3 sizes of dry sticks Building a small fire using a tripod of sticks | Working independently respecting the fire rulesBeing 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 scaleIntroduction 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 motorGross motorHand eye coordinationResilienceEvaluating risk  | Introduction to basic real toolsSafety talk 1.2.1 supervision | Supported continuation of use of basic toolsSmall group work | Progression to working safely and independently whilst supervised |
| Child led play | Emotional riskBuilding relationshipsNegotiating playCommunication 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 ResilienceHand eye coordinationMeasuringAccuracy  | Fire safetySupported 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.