

Forest School Policy and Risk Assessments



Our Lady and St. Oswald's Catholic Primary School

APPROVED BY GOVERNORS: November 2023
Amended January 2025

RESPONSIBLE PERSON: Geography Subject lead

Statement of Intent

Forest School is a unique and beneficial method of outdoor learning. Our aim is to encourage and inspire children through positive outdoor experiences. Children will have the opportunity to learn about the natural environment, how to handle risks and most importantly to use their own initiative to solve problems and co-operate with others. The children use full sized tools, play, learn boundaries of behaviour; both physical and social, establish and grow in confidence, self-esteem and become self-motivated. Our Lady & St. Oswald's Catholic Primary School aims to use the natural outdoor Forest Schools area to offer our children an insight into the Forest School ethos. This approach to outdoor learning encourages children to become independent, use their imagination, take appropriate risks within boundaries and initiate learning for themselves. Forest School is a holistic approach to learning, incorporating children's individuality and develops their skills for lifelong learning. It can cover many areas of learning, including the emotional and spiritual aspects of learning where self-esteem and self-confidence can grow and positive relationships with peers can be formed. Forest School explores the outdoors and the natural environment with practical, useful activities all year round. It develops peer learning with the adults providing support and enabling activities to take place. The child's interest will be at the heart of any activity. Our Lady & St. Oswald's Catholic Primary School has many additional policies which will be adhered to alongside this policy during Forest School sessions within our woodland:

- Behaviour Policy
- Child Protection & Safeguarding Policy
- SEND Policy
- Health and Safety Policy
- Equality Policy and objectives plan

And including as appendices

- Forest Schools Fire and Cooking Assessment (A)
- Forest Schools Outdoor Tool Use Assessment (B)
- Forest Schools Tree Climbing Assessment (C)
- Forest Schools Rope Play Assessment (D)

Legislation considered for policy: Health and Safety at Work Act 1974 Children Act 2004 RIDDOR (Accident Reporting) via ERP

Implementation

Forest School builds on a child's innate motivation and positive attitude to learning, offering them the opportunities to take risks, make choices and initiate learning for themselves. The Forest school learning environment provides opportunities for children to develop self-esteem, self-confidence, to form positive relationships with others, to develop a growing awareness of their emotional needs and the needs of others, to learn to cooperate and work with their peers and adults and to develop strategies to take risks within the boundaries of safety.

Our Forest School sessions will be delivered by qualified Level 2 Forest School leaders and leaders will receive update training every 2 years. They deliver this program following the guidance set out in this document (See Appendix E for progression of skills). All children will be included with all activities and with reasonable adjustments as required to ensure inclusiveness for all.

Forest School is about exploring and experiencing the natural world through practical activities. The children go out in all weathers, all year round, exploring and learning from the seasons and environment changes. Appropriate clothing will be worn and during high winds it will be considered unsafe to go into the woods. The children's interests along with the varied natural resources in our woodland are used to stimulate creative thinking, problem solving and skill development. One of the principles of Forest School is to promote environmental awareness and encourage sustainability. The children are taught about respect and responsibility for the world around them. Both the children and adults are encouraged to respect their environment and to be aware of conservation issues of the wild area around them. The aim is to promote respect for wildlife, which will be achieved through detailed session plans. If appropriate, reclaimed, recycled and sustainable resources will be used to maintain and develop our forest school site. Encouraging children to care for the environment is an essential part of Forest School. To encourage the children to look after the site we will always leave it tidy and never damage anything growing in it. The Forest School Leader will monitor the site so that it does not become overused.

Impact

The success of forest school allows the children to grow in confidence because of the freedom, time and space they are given in their learning. This allows them to demonstrate independence at each individual child's rate. Activities such as sharing tools and participating in play help teach the children to work together as a group, which strengthens their bonds and social skills. The sensory experiences provided by Forest School helps prompt language development. Improving communication skills has a positive effect on a child's self-esteem and is a crucial part of their development. High levels of interest lead to high levels of attention. Spending time in the woodland is exciting for a child. It tends to fascinate them which develops a strong will to participate and concentrate over long periods of time.

The increase in outdoor activity has a positive physical impact. Not only does the development of physical stamina improve but also gross and fine motor skills. Children develop an interest in the great outdoors and respect for the environment. Encouraging children to develop a relationship with the natural world will help in protecting the environment for generations to come.

Forest School isn't just beneficial to children it is also beneficial to teachers. Observing their class in a different setting allows them to gain a new perspective and understanding of their class. When children really engage with Forest Schools, they will take their experiences home to share with friends and family. This will often encourage families to visit their local woodlands more frequently. Taking children outside of the classroom removes the pressures of academia and allows them to play to their strengths.

Roles and Responsibilities

Forest School Leader will have the overall responsibility for:

- Risk assessments for each session, pre-visit site checks and continuous safety monitoring.
- Planning for sessions, differentiation for individual children's needs.
- Ensuring that once on-site rules are followed and continue to risk assess during the session.
- Ensuring necessary equipment is taken into woodland.
- Administration of first aid and checking first aid kit.
- Supervision of fire use, following procedures set out in this document.
- Supervision of tools use, cleaning and storing.
- Organising emergency procedures.
- Ensure site is left as it was found after every session.

Staff/ students / volunteers: will model good practice throughout the session, carry out delegated roles and responsibilities, extend children's learning where appropriate by asking extending questions, support children to manage their own risk, remind children of rules and boundaries, be aware of dangers within Forest School and always monitor levels of safety and support the Forest School leader to run the sessions.

Health and Safety

Forest School sessions by their nature encourage children to develop their own risk management skills and will support them to become responsible for themselves and others around them. Children will be reminded of rules and safe play if they are considered too dangerous. Ratios within the woodland area will be always 2 adults to a class of pupils. If a fire session is being conducted, then numbers will either be reduced, or an additional adult will be available to supervise. The Forest School Leader will assess weather conditions regularly and will evacuate the area if they become too extreme. All children and adults will wear appropriate clothing depending upon the weather conditions. An open fire risk assessment will be carried out before a fire is allowed and protection procedures followed. A Forest School Leader will be always present, and children will be reminded of safe practice.

Emergency Procedure

In the event of an emergency the following will happen:

- Emergency Whistle blown.
- Children advised to put tools down by other adults in surrounding areas and to await further instructions.
- Forest School Leader to assess situation and remove any hazards.
- Once any hazard has been removed the leader will deal with the incident or follow the first aid procedures in the case of an accident.

Lost child procedure during on-site Forest School Session

- As soon as it is discovered that the head count at any moment does not agree with that recorded at the start of that session, the Forest School Leader will be informed, if unaware.
- If an immediate recount still shows a shortfall, all activities will be suspended and “1, 2, 3, come to me” call will be used to rally all group members.
- One adult will be released for a five-minute search of the immediate area and school grounds and checking toilets, whilst another adult occupies the remaining children with a game/song or story in the outdoor classroom. The main aim to prevent anxiety escalating amongst the children, “1, 2, 3, come to me” will be carried out once more.
- If the five-minute search does not discover the missing child/children, the Forest School Leader will take the group back to the classroom, retracing the paths taken earlier. One adult will stay in the area to continue looking, with a walkie-talkie to communicate with Forest School Lead.
- If the group and leader cannot locate the missing child/children, and if the searching adult has not found anyone, the school office will be notified to alert any supporting staff to help in the search.
- At this point, the Headteacher will be notified by the Forest School Leader of the current situation. The Headteacher may choose to alert Police and Parents and follow the appropriate policy and process.
- Forest School Staff should immediately make a record of events and timings and last known position of the child/children.

First Aid Procedure

- Staff within the school (including the current Forest School Leader) are qualified first aiders and will administer the care needed.
- First aid kit will be taken to all sessions and will be checked regularly.
- Whilst dealing with a first aid incident, the leader will ensure the safety of all other children within the group by advising other adults present of the situation and ask them to monitor the other children, if alone children will be call to the area that the leader is in and if necessary, all children will be taken indoors.
- Seek emergency help if needed.
- There will be a first aid kit taken into the woodland area and extra first aid equipment is located within the school.
- Contact the parents and complete the accident report forms.
- Ensure all staff are aware of medical conditions of the children and inhalers, epi pens etc. are taken into woodland.

Weather conditions

Following the Forest Schools ethos of.....‘there is no such thing as bad weather, only inappropriate clothing!’ Children are advised to dress warmly and wear waterproofs if necessary. However, there are some occasions where it may not be safe or practical to go ahead with a planned session due to extreme weather.

- In the case of high winds of 25mph or more determined by the met office online.
- In the case of extreme temperature determined by a met office amber weather warning
- In the case of extreme cold of below '0' a session will be cancelled if it is near to this, we will ensure children are appropriately dressed, sessions will be made shorter, and activities will be planned to ensure children are kept moving.

Food safety and Hygiene Procedures

- Children at Forest Schools are taught a strict NO eating rule, unless it is a specific activity led by an adult to prepare and cook food. Initially, when children are ready, they will participate in simple cooking on the fire activities which include toasting marshmallows and making s'mores (toasted marshmallow between two biscuits).
- If conducting a cookery session, eg bread making, nettle soup etc... there is always a staff member present with food hygiene training, when food is being handled and prepared.
- Staff will ensure that allergies and food tolerance permissions are checked before cooking and eating with the pupils.
- Hands will be washed thoroughly, and any cuts/grazes covered in the correct manner (blue plaster or ideally gloves) before handling and preparing food.
- Any food needing preparation will be prepared in the school kitchen e.g. bread dough.
- Food will be stored in clean containers and transported in a cool bag to and from the site, with any clean utensils and cooking pans required. The box will remain closed in between use with food covered in bags or boxes; to avoid attracting flies and other insects.
- We will not be using and cooking with any raw meat at school.
- All 'use by' dates will be checked on foods before eating.
- Water for cooking will be provided in cleaned sealed storage container. Handling, cooking, and eating food.
- A fresh, clean, bucket of warm soapy water will be available for children to wash their hands before handling food or utensils.
- Children are taught how to cook food safely following the activity risk assessment and fire procedure. All food will be checked by an adult to ensure it is fully cooked before eating.
- Children will be asked to sit still around the fire circle or to move to a designated eating area from the fire to keep numbers to a minimum near the fire circle.
- All food not eaten or cooked will be disposed of in the school bin at the end of the session by one of the adults.
- The area is checked to ensure there is no food traces to avoid vermin being attracted to the area.
- All utensils and pans will be washed at the station in hot soapy water and stored away correctly.

Use of Tools procedure

- Children and adults will be informed of rules, safety and trained in the use of each tool before they use it. Tool use guidance documents will be carried by the leader during each session and tool use ratios will be at the discretion of the Forest School Leader. Ratios will be set out in the session risk assessments.
- Relevant personal protection equipment will be always worn.
- Tools will be counted in and out and checked against an inventory.
- Tools will be stored safely and kept out of the reach of children (Stored in Forest School Shed)

- They will be cleaned after each use to prolong their life, broken and damaged tools will not be used.

Use of Fires procedure

- A Forest School Leader must always be present when a fire is lit and must never be left unattended.
- There must always be water available to extinguish the fire before a fire is lit.
- Fires will be built in a designated fire area: if a tarpaulin is placed above the fire it should be approximately 8 foot above the fire and seating will be at a distance of 1.5 meters.
- Relevant personal protection equipment will be used bring fire building.
- Children will be reminded of the fire pit procedures at every visit.
- ✓ Walk behind the log seats and stand behind the log.
- ✓ Step over and sit down on the log seat.
- ✓ Stand up, turn around and step over the log.
- ✓ Children are not allowed to cross the inner circle (adults should be role models of this – as this is known as the danger zone).
- The fire box containing fire retardant gloves, first aid kit and fire blanket should be placed close to the fire circle along with a covered bucket of clean cold water.

Environment and Green Agenda

Wherever possible environmentally friendly products and recycled materials will be used. We will promote environmental awareness and care for our environment. Conservation issues and sustainability will also be supported. The woodland will be maintained to ensure the survival of all native flora and fauna and new flora will be introduced if needed. We will remove all litter and debris we take into the woodland and have regular litter picks to remove other refuse which is in the area. We will be caring towards our neighbours and try to minimise the amount of smoke and noise produced. Brambles and nettles will be removed from the main pathways but will be allowed to grow in other areas of the woodland and around the perimeter edges. Branches at eye level and below on the main pathways will be removed to avoid injuries for people entering the woodland unsupervised (without the Forest School Leader), they will remain on all other trees. Dead and fallen branches will be removed, cut down and stored in the log store and used as firewood. During the winter months, large stones and logs will be left alone to avoid disturbing hibernating creatures. There will be areas created where wood is allowed to rot to encourage insects to thrive, wildflowers will be allowed to grow, and children encouraged to enjoy them growing rather than pick them. The hedgerow around the edge of the woodland will be maintained to encourage small wildlife to live in the woods. The forest school area is at the back-right hand side of the school field, next the pond area which is fenced off separately.

Monitoring of policy

This policy will be reviewed bi-annually or before should any incidents arise or laws and policies change.

Forest Schools Fire and Cooking Assessment (Appendix A)

Description of site / activity / tools:

A fire can only be lit if our fire safety equipment is present and correct. The Forest School Leader will always take the lead during fire lighting. All helpers will be briefed prior to a fire lighting session to set out protocols. A lit fire will never be left unattended. Open fires will only be lit in the fire circle or in the raised fire pits inside around the fire circle.

Wood is collected for fire lighting from the recreation field and wildlife area. We look for four different sizes of wood: matchstick, pencil, thumb and wrist sized. We try to use freshly fallen wood to protect creature habitats.

For everyone's safety, no one is allowed to walk or run inside the fire circle even if there is no fire lit.

'Step, step, sit and Step, step, escape' modelling good practice. We use log stools to mark out our circle and to sit on. If anyone wants to move around the circle or change places, they must step out of the circle and walk around the outside.

The fire is kept within a wooden square in the centre of the circle. Children may be invited to approach the circle for cooking or fire lighting but only under adult supervision and when asked by the adult one at a time.

	Hazard	Harm	People at risk	Existing Control Measures	Risk Level (H / M / L)	Comments or additional measures if required
1	Maybe unsuitably clothed for activity causing injury	Burns	All	- To ensure that long hair is tied back when lighting fire. - To ensure that synthetic gloves are not worn when tending the fire only Fire Safe Gloves to be worn by the adult supervising the fire session. - Any clothes that are hanging loose such as scarves must be tucked in before entering the fire circle. - Flammable clothes (such as shell suits and children's dressing up costumes) are not allowed within the fire circle - Only suitable clothing to be worn. - Children to be sat at least 1.5 metres from the edge of the fire pit at all times. - When approaching the fire this will be done in small groups (max of 4) with an adult an in a secure kneeling position.	M	
2	Unsuitable burning material	Fire Spread, toxins or burns.		- The fire will be built suitable for the intended purpose and not made too large. - Fires will be built in small groups with adult supervision or by the lead.	M	

				- The fire must be kept under control at all times. - No plastics or other manmade materials are to be burnt.		
3	Flames	Burning of ground or surrounding area	All	- The fire will be built suitable for the intended purpose and not made too large. We will be using a raised fire pit for large groups around the fire. - We will always ensure the areas is clear of plant life and any dry debris. Fire Pit and min- fire baskets to be lit on a concrete slab. - Only 3 mini fires to be lit at any one time and one large in the fire pit that is always supervised by ad trained adult. - Small individual baskets with appropriate tools and ratios (3 small fires per supervising adult, pupils working is pairs. - The fire must be kept under control at all times and extinguished at the end of the session by the Forest School lead teacher.	M	KS1 1:2 KS2: 1-3 max FA kit, water bucket, fire blanket, burn kit to be on hand in the immediate vicinity of the fire pit.
4	Smoke	Restricted view or causing discomfort. & Smoke inhalation	All	- Advise on appropriate way of dealing with smoke will be given to the children: they are advised to turn their head to one side, placing their hand across the face, to close their eyes and count to 30 (or ask an adult /peer t count for them). - If there is a clear wind direction, seating in the line of smoke is to be avoided, using exiting and moving protocols. - Ensure children have their inhalers with them when in the Forest School area as smoke inhalation could trigger an asthma attack.	H	
5	Toasting Marshmallows	Burns when cooking/eating	All	Follow safe seating when not being asked to come forward	M	

				to cook. Maintain good adult supervision, 2:30. Bring children to cook marshmallows a few at a time (Max of 3) and ensure that they are kneeling in a secure position. • Ensure children have long enough sticks to not be too close to the fire when cooking. • Remind the children to allow cooling time before eating (blow/count to 10) • All staff to be aware of allergies and check any dietary requirements.		
--	--	--	--	---	--	--

Forest Schools Outdoor Tool Use Assessment (Appendix B)

Description of site / activity / tools: Children will be taught the correct way to use tools at Forest school. This will include the use of safety equipment, like gloves or goggles, posture, and awareness of others around them. Some tools will have a marked zone for their use. All tool use will be under strict adult supervision. Using a range of tools in Forest School helps children to develop physical skills and how to manage risks safely. Tools may not be used at every session, and they will only be used for particular purposes appropriate to the age and level of skill of the child. Tools used will include: • Peeler • Secateurs • Palm drill • Hand axe The Forest School leader will ensure that tools are stored, maintained and transported safely. Tools will be kept packed away until needed. The Forest School leader will count the equipment out and count it back in for safety and storage.						
	Hazard	Harm	People at risk	Existing Control Measures	Risk Level (H / M / L)	Comments or additional measures if required
	Sharp Tools	Cuts Grazes Amputation Puncture wounds	All	Tools stored away from site. Tools taken to session. kept in in locked storage until needed. Used on a 1:1 basis for EYFS, 2:1 in KS1 and 4:1 in LKS2 & 6:1 in UKS2. Strict supervision by all staff Children taught safe and correct use of different tools.	H	
	Tools (General)	Accidents from falling on or with tools.	All	Children must walk when carrying tools.	M	Children should be shown how to carry told correctly and how to store when not in use.
	Rakes	Accidents from falling on or with tools.	All	Children should walk when carrying rakes. Rake handle should be harried vertically with the teeth at the top. Rake should be leant against a wall with the teeth at the top.	M	Children should be shown how to carry told correctly and how to store when not in use.

Forest Schools Tree Climbing Assessment (Appendix C)

Description of site / activity / tools: Climbing trees is a good opportunity for children to learn to manage their own risks. They will be shown how to climb safely, checking the ground below for sharp objects, looking for a safe path of ascent and descent, numbers in the same tree and which trees are suitable for climbing. Children are permitted to reach their own limits to a maximum of 1.5 metres. Adults will supervise tree climbing activities and ensure that children are wearing appropriate clothes and shoes. The Forest School leader will assess the trees to check for rotten or broken branches.						
	Hazard	Harm	People at risk	Existing Control Measures	Risk Level (H / M / L)	Comments or additional measures if required
1	Fall	Injury (Bruising, scratches or fractures)	All	- Careful selection of climbing trees suitable and area by Forest school trained leaders. - All trees that are appropriate for tree climbing will be - Ground area to be checked and trees agreed by the Forest School Lead - Children will be supervised by an adult at all times. - No physical support will be provided (eg lifting) pupils will only climb what they can. - Participants will not be helped down, only spotted for falls. - Pupils will only climb to a distance of their own height from the ground and never exceed 1.5m from the ground.	M	
2	Wooden splinters	Cuts and splinters embedded in fingers	Pupils	- Children are encouraged to wear gloves when climbing trees to reduce risk. - If a splinter occurs the areas will be cleaned by a first aider with fresh running water. - The splinter will not be removed by the first aider, but a plaster may be used to protect the area.	H	

				• Contact will parents and carers will be made		
--	--	--	--	--	--	--



KS 2 TREE



KS 1 TREE

Forest Schools Rope Play Assessment (Appendix D)

Description of site / activity / tools: Children will learn a useful selection of knots for different uses. Adults will supervise activities where ropes are tied to trees for tarps or shelters. Safety tapes will be used if ropes are considered to be in dangerous locations. Children are also shown how to use ropes and string to move or carry materials.						
	Hazard	Harm	People at risk	Existing Control Measures	Risk Level (H / M / L)	Comments or additional measures if required
1	Inappropriate use of ropes	Burns Whipping injuries	All	- Remind children and adults to use gloves when using ropes to hoist or drag. - Remind all to take care when ropes are thrown, eg. over branches when den building. - Children reminded to take care if skipping or twirling with ropes to avoid injury to others.	H	
2	Inappropriate use of ropes	Rope burns or strangulation from rope	All	- Rope swings are not permitted in Forest Schools. Unless this is set up by an adult and fully supervised at all times. - Ropes are to be used to den-building activities and supervised by adults at all times. - Children will be reminded of safety protocols when using the den building equipment.	H	
3	Rope Swing	Fall / injury	All	- The rope or seat may snap or knot fail, dropping the person. Only rope swings set up by the adults and fully supervised are permitted. - Any rope swing will be a temporary activity for the session only to avoid pupils tempting to access without supervision.	M	All ropes will be checked by an adult prior to use.

4	Ropes for Den Building	Snapping	All	The rope or seat may snap or knot fail, dropping the person. Only rope swings set up by the adults and fully supervised are permitted.	M	All ropes will be checked by an adult prior to use.
5	Ropes	Snapping Fraying Perishing	All	The rope or seat may snap or knot fail, dropping the person. Only rope swings set up by the adults and fully supervised are permitted.	M	All ropes will be checked by an adult prior to use.

PROGRESSION OF SKILLS – Forest Schools (Appendix E)

Skills	R	Y1	Y2	Y3	Y4	Y5	Y6
Class Focus	St. Bernadette Class	St. Francis Class	St. Anthony Class	St. Martin Class	St. Therese Class		
	Please note there is an overlap on skills during the Autumn term to enable staff to conduct retrieval practise and consolidation of core skills						
Shelter Building	Introduction of basic shelter building with support (some indoor and outdoor equipment) Mini-den building for small animals	Supported construction of tripod structures (mini-den building) Erect a lean to shelter, with support	Independent use of tripod structures (animal den building) Introduction to lashing and frapping techniques to make frames Create a lean to shelter, independently or with limited support	create a tarpaulin shelter in a woodland Work successfully as a group, having considered and evaluated each members' contributions Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose	Design and build varying sized shelters using tarpaulin and materials found in a woodland Work successfully as a group, having considered and evaluated each members' contributions Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose	Create a tipi shelter with camouflage Work successfully as a group, having considered and evaluated each members' contributions Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose	Shelter building challenge – working in teams the children plan, build and review their shelters (recap the different ways to build shelters) Work successfully as a group, having considered and evaluated each members' contributions Compare and evaluate the shelters in relation to their sturdiness, durability, weatherproofing and whether it is fit for purpose Set up a tent in preparation for going on a residential visit
Geographical Skills and Navigation	Follow rules and boundaries Promote free exploration	Use simple compass directions (North, South, East and West) Use directional language (near and far; left and right) Describe the location of features and routes on a map Recognise landmarks and human and physical features Devise a simple map and use basic	Use simple compass directions (North, South, East and West) Use directional language (near and far; left and right) Describe the location of features and routes on a map Recognise landmarks and human and physical features Devise a simple map and use basic symbols in a key	Demonstrate understanding of the concept of a basic map Navigate your way around a simple orienteering course Understand the term 'orientate or 'setting' a map Complete a simple 'star' orienteering activity in pairs / groups Record information accurately and neatly Follow rules when completing a star orienteering activity	Recognise features and symbols on the map Understand how to orientate the map Demonstrate understanding of a line orienteering course (short loop) and star orienteering Build trust with a partner and work together when orienteering	Use the eight points of a compass and four figure grid references Develop expertise in the orienteering skills of orientating a map, following a course, and recognition of relevant map symbols Demonstrate an understanding of the relationship between pacing and distance Plan a short loop course for another pair to follow Improve confidence in map	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey Maps) Further develop navigational skills by planning ahead, identifying problems and making decisions Learn to balance speed and accuracy Set, read and follow a bearing Practice and develop pacing skills Be able to take a bearing from a map and use that bearing to find a control point Combine map reading and compass skills Measure the distance between control points and,

		symbols in a key				reading and the transfer of information from map to ground Apply skills of orienteering including thumbing the map, route choice and symbol recognition Plan the most efficient route so that the course is completed in the quickest time Complete the orienteering course in the fastest time possible competing against others	using the map scale, estimate the number of paces required to reach each control Successfully undertake an orienteering competition using an unfamiliar map in a new location Demonstrate effective use of orientating a map, using a compass, setting, reading and following bearings, and scale to navigate around a score (scatter) orienteering course
Play / Exploring (linked to My Activity Passport)	Introduction to rules and boundaries Promotion of free exploration Promotion of independent learning opportunities/skills Plant bulbs and watch them grow Autumn walk Search for butterflies	Re-enforce rules and boundaries Travel safely over the terrain in Forest School Carry sticks safely Work in a team to co-operate and communicate clearly Discover what's in a pond Hunt for insects Roll down a hill Make a daisy chain Build a den	Re-enforce rules and boundaries of forest schools Move logs safely with support first Build a bridge Become a nature detective Get soaking wet in the rain Bird watching	Take part in outdoor challenges on own and in a team Climb a tree Make something out of wood Cook outdoors	Play woodland versions of games I can work in a team during wide games and scavenger hunts Make a sculpture Make up your own game and teach it to someone Treasure hunt	Orienteering with an OS map	Create a time capsule
Using Tools	Introduction to tools (peelers for whittling, hammers,	continuation of the use of basic tools	Continuation of the use of basic tools, larger ropes and independent	In Key Stage 2 children will develop their skills when	In Key Stage 2 children will develop their skills when using a range of	In Key Stage 2 children will develop their skills when	In Key Stage 2 children will develop their skills when using a range of tools.

	mallets, trowels and forks)	(cutting of string, peeler for whittling, bow saw to cut discs (1:1)	cutting of string Use of bow saw 1-1 to cut discs and peelers for whittling	using a range of tools. Tools will only be used when the children are physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages Peeler(1:1)	tools. Tools will only be used when the children are physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages Loppers Secateurs Knives for whittling	using a range of tools. Tools will only be used when the children are physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages	Tools will only be used when the children are physically, mentally and socially ready to do so. Children's ability to use tools will develop at different ages
Knots	Tying Shoe Laces	Introduction to basic knots	More sophisticated use of knots for attaching to structures and trees Example - Overhand knot and half hitch Lashing and frapping techniques to make frames	More sophisticated use of knots for attaching to structures and trees Lashing and frapping frames and dual structures Example - Cow hitch,	More sophisticated knots for attaching to structures and trees Independent use of lashing and frapping techniques	Shelter hitches and knots More complex knots and selecting the correct knot for a job	More complex knots and selecting the correct knot for a job
Using Fire and Cooking	Observe and talk about fire lighting procedures, begin to contribute by selecting fuel Safety procedures – fire safety	Be safe around a fire Contribute to fire lighting by gathering fuel	Experience using fire strikers to spark a flame Light a piece of cotton wool (fairy pillow) Fire safety and the fire triangle	Light a fairy fire and keep it going	Toast food on a fire with support Toasted Marshmallows / bread Nettle Soup	Cooking on a camp fire (Toast food) Make and tend a fire safely	Prepare and light a campfire with supervision