

# Pinfold Primary Forest School

‘Small but Mighty!’



## Parents and Volunteers Handbook



## What is Forest School?

As an experienced teacher of over 20 years, a parent of 2 boys and someone who was once a child many years ago I have seen a marked change in the independence skills, ability to self-risk assess, survival instinct and physical development in children. I have witnessed children who are not able to hold themselves on their hands for wheelbarrow race; we used to be able to do multiple piles up handstands against the wall. I have experienced two children who let go of a swing mid-swing and somersaulted in the air, to land in a heap on the floor; I had previously believed that a child's natural survival instinct would ensure they clung on for dear life.

I then heard about the Forest School's approach. Forest School as it has been developed in England from a Danish model. Scandinavia has long recognized the importance of playing and learning out of doors. The Forest School principles include building on an individual's innate motivation and positive attitude of learning, offering them opportunities to take risks and make choices and initiate learning for themselves.

### Why is the Forest School approach so valuable to your children's learning?

We have developed a booklet to show you all the learning potential from being at Forest School plus all the amazing fun we have! Have a good read so you can get the most out of the woods, whether on a day out or if you are volunteering to help at school. If you feel inspired we also offer qualifications you can gain whilst you are exploring and playing with us in the woods!

**Learning Objectives:** These are taken from the Early Years Foundation Stage Curriculum 2012, NC 2014. We do also use the 2021 EYFS, but for the purpose of this booklet, we feel the progression and learning objectives are still relevant to how children learn.

I will light this fire!

- Concentration, determination and pride

I am determined to get on this swing!!



### Choosing ways to do things

- Planning, making decisions about how to approach a task, solve a problem and reach a goal. Checking how well their activities are going. Changing strategy as needed. Reviewing how well the approach worked



Below are the important elements that underpin all outstanding teaching and learning. There are many opportunities for these during a Forest School session. If you are aware of them we believe your interactions with the children will be richer and therefore the learning will be richer. In response to observations, parent interviews and questionnaires we felt the best way to help adults who are unsure what to do in the woods was to show them what learning we are hoping to achieve. Sometimes standing back and letting the children lead the play, letting them lead you in their play with you asking strategic questions makes their learning far greater! As adults we are often tempted to do the thinking for them!

### Characteristics of Effective Learning and Teaching

#### **Playing & Exploring: Engagement**

##### **Finding out and exploring**

- Showing curiosity about objects, events and people. Using senses to explore the world around them .
- Engaging in open-ended activity. Showing particular interests

##### **Playing with what they know**

- Pretending objects are things from their experiences. Representing their experiences in play. Taking on a role in their play. Acting out experiences with other people

##### **Being willing to 'have a go'**

- Initiating activities. Seeking challenge. Showing a 'can do' attitude

#### **Active Learning: Motivation**

##### **Being involved and concentrating**

- Maintaining focus on their activity for a period of time. Showing high levels of energy, fascination. Not easily distracted. Paying attention to detail.

##### **Keeping on trying**

- Persisting with activity when challenges occur. Showing belief that more effort or a different approach will pay off. Bouncing back after difficulties.

##### **Enjoying achieving what they set out to do**

- Showing satisfaction in meeting their own goals. Being proud of how they accomplish something—not just the end result. Enjoying meeting challenges for their own sake than external rewards of praise.

#### **Creating & Thinking Critically: Thinking**

- **Having their own ideas**
- Thinking of ideas. Finding ways to solve problems. Finding new ways to do things.

##### **Making links**

- Making links and noticing patterns in their experience. Making predictions. Testing their ideas . Developing ideas of grouping, sequencing, cause and effect.

##### **Choosing ways to do things**

- Planning, making decisions about how to approach a task, solve a problem and reach a goal. Checking how well their activities are going. Changing strategy as needed. Reviewing how well the approach worked.

### PSED Managing Feelings and Behaviour (EYFS 2012)

- Can usually tolerate delay when needs are not immediately met, and understands wishes may not always be met.
- Can usually adapt behaviour to different events, social situations and changes in routine. **30-50m**

- Aware of the boundaries set, and of behavioural expectations in the setting. **40-60m**

### Early Learning Goal

Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

### National Curriculum: 2020 Relationships, Sex and Health Education (RSHE):

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.



The children know there are rules to keep them safe in the Forest and on the journey. The children take pride in entering our gate and closing it and especially being the gatekeeper. You can see their confidence grow when they hear another child or adult walk through and say "**Thank you, gate keeper!**" Having this gate and blue rope border to their classroom sets the expectations that we are trusting them to play safely in the woods.

### PSED Making Relationships

- Can play in a group, extending and elaborating play ideas, e.g. building up a role-play activity with other children.
- Initiates play, offering cues to peers to join them.
- Keeps play going by responding to what others are saying or doing.
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults. **30-50m**

- Initiates conversations, attends to and takes account of what others say.
- Explains own knowledge and understanding, and asks appropriate questions of others.
- Takes steps to resolve conflicts with other children, e.g. finding a compromise. **40-60m**

### Early Learning Goal

**Children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.**



Here the children are working as a team, listening to each other, discussing ideas and taking each others views of how they are playing in the trees. Here the adults role would be just to enjoy the children's imagination and leave them to it!



Here the children had to work as part of a team to build a stretcher to carry a member of there team. This involved choosing who would be carried, negotiating who would saw the wood, who would tie the sticks on and so forth. An adults role would be to listen, model how to tie, oversee that the safe tool rules were being used and intervene with suggestions if children could not agree or decide who was to be carried– for example, “Will that be strong enough? Will that be long enough?”

### PSED Self-confidence and Self -Awareness (EYFS 2012)

- Can select and use activities and resources with help.
  - Welcomes and values praise for what they have done.
  - Enjoys responsibility of carrying out small tasks.
  - Is more outgoing towards unfamiliar people and more confident in new social situations.
  - Confident to talk to other children when playing, and will communicate freely about own home and community.
- Confident to speak to others about own needs, wants, interests and opinions.
  - Can describe self in positive terms and talk about abilities. (40-60m)

### Early Learning Goal

Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.



Above the lead boy is demonstrating his confidence by leading his friends through stinging nettles. He is showing leadership skills and care and sensitivity to his friends. The adults role here would just be to take a step back, watch and



Using our imagination. There is magic in the woods-and in our hearts- lets keep it there!

Here the children are learning about the fairies, the little people!



We can celebrate birthdays and festivals in the woods.

## Climbing a tree

### Learning Intention:

#### KUW: The World

Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.

Can talk about some of the things they have observed such as plants, animals, natural and found objects.

Talks about why things happen and how things work.

Developing an understanding of growth, decay and changes over time.

Shows care and concern for living things and the environment

#### PD-Moving and Handling

Mounts stairs, steps or climbing equipment using alternate feet. 30-50m

Jumps off an object and lands appropriately.

**Activity:** Children will be given the opportunity to explore the trees. Adults will be on hand to advise on where they could put the foot next, to ask questions, how did that branch feel was it strong enough? Adults must be careful not to interfere with the children's own learning and risk assessment. Adults enhance the language and encourage them as they go higher. Talk to the children about the least damage to the tree. Adults can advise children where they can put their feet on the way down, what knobbles to look for but try not to lift them down unless desperate! When children are more confident up the tree they can then add ropes etc. (See rope skills and dens).

**Children:** children may wish to work in teams or with a friend, but the actual climbing skills will be learned by themselves alone!

**Key Language Development:** branches, weight, strong, try, persevere, balance, buds, weaker

**Resources:** Suitable clothing and footwear, avoid hair and scarves dangling. Trees, rope.

### Assessment:

Do the children show an interest in the world?

Do they comment and ask questions about where they live and the natural world?

What stage of the skill progression below are they at?

### National Curriculum: Physical Education Key Stage 1 and Key Stage 2:

**Purpose of study:** A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

**Aims** The national curriculum for physical education aims to ensure that all pupils:

- ◆ develop competence to excel in a broad range of physical activities
- ◆ are physically active for sustained periods of time
- ◆ engage in competitive sports and activities
- ◆ lead healthy, active lives.

## Climbing a tree



We need more rope!



Being sloths!

### Progression of skills

- Children to be able to recognise different parts of trees.
- Children to be able to name parts of trees.
- Children to be able to find a branch that holds their weight.
- Children will develop courage.
- Children will learn how to find a branch to pull themselves up on whilst also moving their feet up to find a secure place for leverage.
- Children will climb higher.
- Children will be able to climb down, still facing the tree.

# Making and using mud

## Learning Intention

### PD-Moving and Handling

Handles tools, objects, construction, malleable materials safely, with increasing control. 40-60m

### Understanding of the World

Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.

Talks about why things happen and how things work.

Developing an understanding of growth, decay and changes over time.

Shows care and concern for living things and the environment. 30-50

### EAD: Exploring and using media and materials

- Experiments to create different textures.
- Understands that different media can be combined to create new effects.
- Manipulates materials to achieve a planned effect.
- Constructs with a purpose in mind, using a variety of resources.
- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary. 40-60m

### Activity:

- Children will talk about making mud, think about what they will need to make it.
- Children will combine mud with natural objects.
- They can make mud pies.
- They could use mud to create characters on trees.
- They could use mud to create maps on the ground.
- They could use mud to help stick a den together.
- They could use mud for painting , printing and modelling.

**Children:** Children can work alone, in pairs or groups

**Key Language Development:** wetter, more water, less water, change, squishy, sticky, is it strong enough, when it dries, what colour, what smell? how does it feel

**Resources:** Suitable clothing and footwear, avoid hair and scarves dangling. Mud basket, water, soil.

### Assessment:

What stage of the skill progression below are they at? Please record what the children say.





### Progression of skills

- Children are happy to get their hands in dirt!
- Children realise we need water to mix with the soil to make mud.
- Children discover the different consistencies of mud you can get with different amounts of water.
- Children add natural objects to the mud.
- Children discover how to mix mud in bowls
- Children discover how to tip out the mud to make pies.
- Children learn how they can stick mud to trees.

## Using Mud and Natural Materials to create, experiment and explore:

### National Curriculum: Art:

#### Purpose of study:

Art, craft and design embody some of the highest forms of human creativity.

A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

**Aims** The national curriculum for art and design aims to ensure that all pupils:

- ◆ produce creative work, exploring their ideas and recording their experiences
- ◆ become proficient in drawing, painting, sculpture and other art, craft and design techniques
- ◆ evaluate and analyse creative works using the language of art, craft and design
- ◆ know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Design and Technology: National Curriculum:

**Purpose of study:** Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art.

Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

**Aims:** The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others



- understand and apply the principles of nutrition and learn how to cook.

Wrapping potatoes to bake on the fire

**Using Mud and Natural Materials to create, experiment and explore;;Cooking on the fire; exploring natural and man made objects and there effects on each other; identifying and classifying nature**

## **National Curriculum: Science**

### **Purpose of study**

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes

### **Aims**

The na-

tional curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them

are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future

### **Spoken language**

The national curriculum for science reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their scientific vocabulary and articulating scientific concepts clearly and precisely. They must be assisted in making their thinking clear, both to themselves and others, and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions..



### CAL Understanding (EYFS 2012)

- Understands use of objects (e.g. "What do we use to cut things?")
- Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.
- Responds to simple instructions, e.g. to get or put away an object.
- Beginning to understand 'why' and 'how' questions. (30-50m)

- Responds to instructions involving a two-part sequence.
- Understands humour, e.g. nonsense rhymes, jokes.
- Listens and responds to ideas expressed by others in conversation or discussion. (40-60m)

### Early Learning Goal

**Children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.**



### **A simple tarpaulin, sticks and rope tent.**

By instructing the children you can use language such as 'throw it over'. It is better to let their brains do the thinking. For example by asking the children, "How do you think we could build it?" gives them the opportunity to problem solve, think critically and give you instructions. However if after a while they struggle, then you can impart your knowledge and show them different ways to do it.



**CAL Speaking (EYFS 2012)**

- Beginning to use more complex sentences to link thoughts (e.g. *using and, because*).
- Can retell a simple past event in correct order (e.g. *went down slide, hurt finger*).
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next, recall and relive past experiences.
- Questions why things happen and gives explanations. Asks e.g. *who, what, when, how*.
- Uses a range of tenses (e.g. *play, playing, will play, played*).
- Uses intonation, rhythm and phrasing to make the meaning clear to others.
- Uses vocabulary focused on objects and people that are of particular importance to them.
- Builds up vocabulary that reflects the breadth of their experiences.
- Uses talk in pretending that objects stand for something else in play, e.g., *'This box is my castle.'* (30-50m)

- Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.
- Uses language to imagine and recreate roles and experiences in play situations.
- Links statements and sticks to a main theme or intention.
- Uses talk to organise, sequence and clarify thinking, ideas, feelings and events.
- Introduces a storyline or narrative into their play. (40-60m)

**Early Learning Goal**

**Children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.**

When we walk to the woods: the journey provides an excellent opportunity to listen to the children and chat to the children about what they see, make links to home life and extend their

understanding and knowledge of the world and their local community.

It is an excellent opportunity to learn how to keep themselves safe on our busy roads.

The 2.5 mile walk is also building up stamina in some of our children who do not walk very far.



### PD Moving and Handling (EYFS)

- Moves freely and with pleasure and confidence in a range of ways
- Mounts stairs, steps or climbing equipment using alternate feet.
- Walks downstairs, two feet to each step while carrying a small object.
- Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles.
- Can stand momentarily on one foot when shown.
- Can catch a large ball.
- Draws lines and circles using gross motor movements.
- Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. (30-50m)

- Experiments with different ways of moving.
- Jumps off an object and lands appropriately.
- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Travels with confidence and skill around, under, over and through balancing and climbing equipment.
- Shows increasing control over an object
- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand. (40-60m)

### Early Learning Goal

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.



We will discuss testing if it can take our weight and learn about knots.



We teach children the safety of using tools for example always use them away from our bodies, never towards!



We can help the children to build a swing, first asking their ideas, follow their instructions. We can ask them, "Would that branch be safe?"

## Using tools

### Learning Intention:

#### PD-Moving and Handling

Uses simple tools to effect changes to materials.

Handles tools, objects, construction and malleable materials safely and with increasing control. 40-60m

#### Understanding of the world

##### The world

Talks about why things happen and how things work. 40-60m

#### EAD

#### Exploring and using media and materials

- Uses simple tools and techniques competently and appropriately.
- Selects appropriate resources and adapts work where necessary.
- Selects tools and techniques needed to shape, assemble and join materials they are using. 40-60m

#### Activity:

- **Children will sharpen sticks using a potato peeler/knife.**
- Children will use a saw to cut branches and sticks.
- Children will use a mallet to hit a bill hook to split wood.

**Children:** Must work on a one to one until they are aware of their own body space and that of others when sharpening or cutting. Sawing and splitting needs to be supervised at all times.

**Key Language Development:** size of branch, length, width, too wide, too short, branches, strong, try, persevere, away from your body

**Resources:** Suitable clothing and footwear, avoid hair and scarves dangling. Tool box, stumps to lean on, gloves for opposite hand when sawing. Tool area/triangle.

#### Assessment:

What stage of the skill progression below are they at?

Please record what the children say.

### Progression of skills

- Children are able to kneel down.
- Children are aware of own body space.
- Children are aware of the space around them and other children.
- Children are able to choose a suitable stick for the purpose.
- Children are able to press down and scrape the bark away with a peeler.
- Children are able to press down and scrape the bark away with a knife.
- Children are able to see that their leg is out of the way when sawing.
- Children are able to move their arms to and fro with an adult guide.
- Children are able to move their arm to and fro without an adult guide.

### PD Health and Self-care

- Can tell adults when hungry or tired or when they want to rest or play.
- Observes the effects of activity on their bodies.
- Understands that equipment and tools have to be used safely.
- Dresses with help, e.g. puts arms into open-fronted coat or shirt when held up, pulls up own trousers, and pulls up zipper once it is fastened at the bottom. **(30-50m)**

• Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.

- Shows understanding of how to transport and store equipment safely.
- Practices some appropriate safety measures without direct supervision. **(40-60m)**

### Early Learning Goal

**Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe.**



The children are very good at following rules. We have simple rules which the children are good at reinforcing. You can ask the children:

“What am I allowed to do? Why mustn't I enter the fire pit? What might happen?”

Let them teach us and explain and reinforce their learning. Sometimes staff will ask questions that you may think we should know the answer– but we will be providing opportunity for the children to use their problem solving brains!



### UW The World (EYFS 2012)

- Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.
- Can talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talks about why things happen and how things work.
- Developing an understanding of growth, decay and changes over time.
- Shows care and concern for living things and the environment. (30-50m)

- Looks closely at similarities, differences, patterns and change. (40-60m)

### Early Learning Goal

Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.



Visiting the woods in all weathers means we can experience the changes in the world. Noticing change with the children, listening to their thoughts then maybe explaining more will help their understanding.

Please remember we are teaching the children to respect our environment so we only gather leaves and sticks that we find on the floor, or fallen wood, we do not snap twigs off trees. We teach the children not to bounce on branches that may break, etc.

# Winter tree identification

## Learning Intention:

### UW: The World

Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.

Can talk about some of the things they have observed such as plants, animals, natural and found objects.

Talks about why things happen and how things work.

Developing an understanding of growth, decay and changes over time.

Shows care and concern for living things and the environment. 30-50m

### CAL

#### Speaking

Builds up vocabulary that reflects the breadth of their experiences. 30-50m

**Activity:** Show the children how to look at a tree, talk about the different parts- maybe get the children to wear a blindfold and hug a tree, depending on child they could do the lead a person to a tree activity. Talk about how now it is winter, there are not many leaves- or is it an evergreen tree? Children could do bark rubbings to see the difference in texture. Talk about searching the ground for leaves that have fallen off, look for clues, the bark, the height etc. Children could name the tree parts as they climb on them.

**Children:** children may wish to work in teams or with a friend, but initially teacher will show them the parts of a tree until they have the skill of recognising a tree

**Key Language Development:** See how tall, shorter, prickly, smooth, rough, texture, smell, bud, roots, trunk, bark, buds, leaves, catkins, rings

**Resources:** Cards with trees and buds and leaves on them, tree identification books, crayons and greaseproof paper, pencils, notebooks, trees!

#### Assessment:

Do the children show an interest in the world?

Do they comment and ask questions about where they live and the natural world?

Can they use their senses appropriately?

Do they understand and use the language same and different?

What stage of the skill progression below are they at?

### Progression of skills

- Children to be able to recognise different parts of trees.
- Children to be able to name parts of trees.
- Children to be able to talk about the qualities : colour and texture of trees.
- Children be able to talk about the shape of leaves, colour, pattern, texture.
- Children begin to use a photo or book to match up the leaves, bark etc.
- Children to begin to understand the concept of different and same.
- Children begin to see the differences between trees, shape of leaves, colour and texture of bark.
- Children use the reference cards or books to identify trees.

## Flora and fauna and wildlife identification



Earth balls- a type of puff ball fungi.



A caterpillar we found in our garden. It will become a Pale Tussock moth.



Jellied ears- a type of fungi



a type of fungi



## Flora and fauna and wildlife identification: **the dangers**

There are also **potential hazards in the woods**. We teach the children about the ones we know we will find and 'dynamically risk assess' any new finds in the outdoor classroom. Please do the same. It is very important children know the basic rules to stay safe.

If they see: poo, needles, glass, red berries, squirrel traps, dogs any unknown sharp plant or any of the below they know to:

- Stay inside the blue rope
- Do not touch it
- Tell an adult
- We will then find out if it is safe, leave it alone or an adult will remove it
- Never lick, or eat a berry or a toadstool

Fly agaric toadstool



Giant hog wart



Black thorn



Destroying Angel



Web cap



Lords and Ladies



Brown tail moth caterpillars



## Pond/ditch rules

Please:

- Show children the pond or ditch
- Look at books about ponds and ditches
- Look at ponds, ditches, reservoirs, rivers and streams on the internet
- They will discuss the dangers
- the children will have 'safe pond' rules
- there will be no running by the pond AT ALL, this will ensure no one trips and falls face down into the pond
- children must kneel or sit by the side of the pond
- the children will not be allowed by the pond without ADULT SUPERVISION (within eye line) at all times
- Children will avoid touching the water, they will be taught that if they do get wet fingers not to put them in their mouth, to tell an adult and ask for a wipe/Dettol gel
- Please explain about keeping sticks, toes etc. out of the pond, it is tiny and we need the water to not get clogged up by rubbish, sticks may pop the pond liner

Please discuss the expectations we need for our pond. Our schools may be slightly different but must encompass the ones below. I will gather ideas at next weeks assembly. The guidelines the nursery children came up with are:

- *Always walk slowly by the pond, never run near the pond (you may trip up)*
- *Always kneel or sit by the edge of the pond, never stand (you may fall in, or bonk someone else in)*
- *Always sit up straight by the pond, never lean over, lying on your tummy is ok*
- *Only go near the pond if an adult is in sight*
- *Always wash your hands if you accidentally touch the water*





"Debates between practitioners about how to express what we know Forest School to be. Each 'knows' at an emotional level what it is, and because it is so special we each feel protective of it.

It almost seems that to put it into words and try to describe it is to threaten the magic."

(Knight, Sara, 2009, p15)



A big thank you to all the parents, grandparents, governors and carer volunteers who have helped and supported our Forest School fun over the years and who gave permission for their children's pictures to be used for training purposes. I think some of them will be grown up by now– but all will remember their magical, muddy, time in the woods!

If you would like to become a Forest School Trainer why not join our Fungis?

<https://www.pinfoldprimaryschool.co.uk/page/forest-school-level-3-training-the-fungis/104282>

