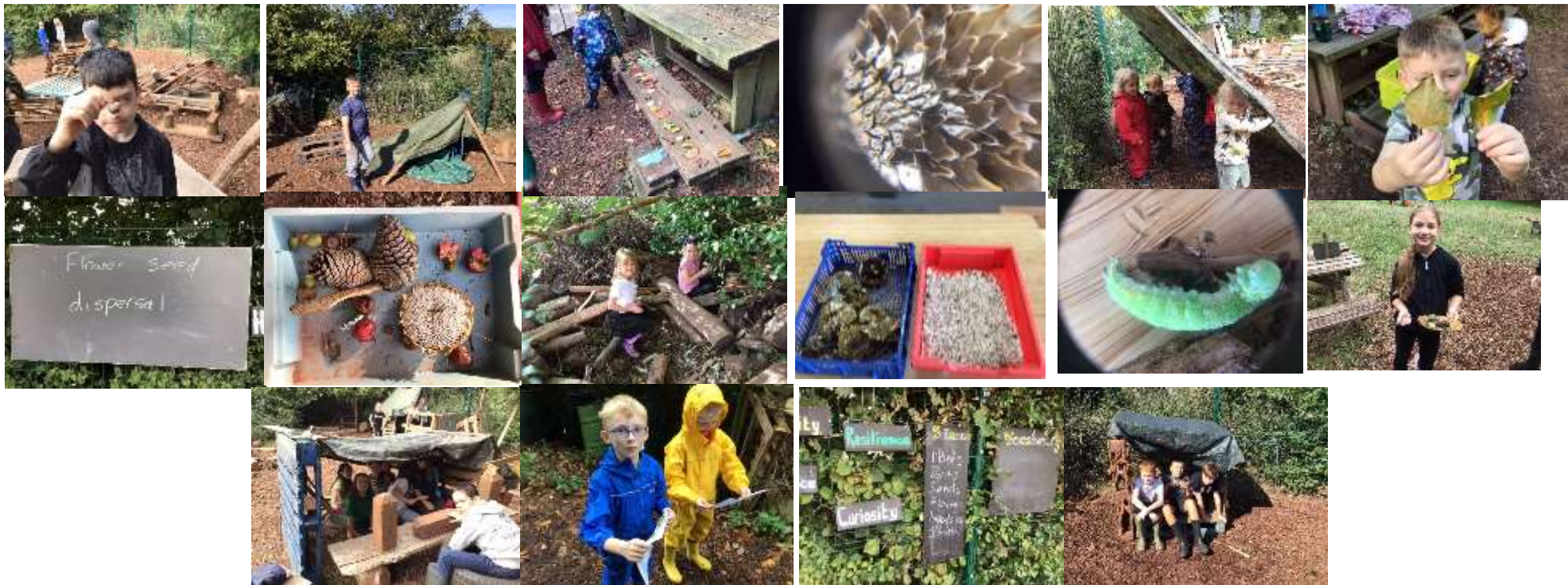


Outdoor Learning at Teignmouth Primary School

Outdoor learning sessions take place at our purpose-built outdoor learning hub, in our garden, in our woodland area and on our field. This provides the children with many different environments to explore. Activities are child-led, child centred and age appropriate. They include gardening, fire lighting, camp fire cooking, mud play, Forest School activities, tool work, shelter building, obstacle courses, slack-line walking, plant or creature identification, kite flying, games – and anything else that we or the children think of!

The sessions focus on our school's Green Behaviours - **resilience, independence, curiosity, respect, honesty and responsibility**. We link activities explicitly to these behaviours and have lots of discussions about what behaviours we have shown to achieve what we have and which we could use to do even better next time. We focus on collaboration and communication too as these are important skills especially when working on big projects outside.











We complete lots of science outdoors just through the type of activities we do. The children see the science that happens naturally through outdoor learning and we tailor activities and make links to the class-based science that they do in their topics.



Outdoor Learning should enable children to develop their personal qualities including, but not limited to, our school green behaviours of responsibility, resilience, independence, curiosity, respect and honesty.

It will do this through progressively more challenging outdoor activities based around, but not limited to, tool and garden work, fire safety and fire lighting, den building and knot/lashing skills.

The primary aims of Outdoor Learning are:

-  To build self-esteem and confidence in children.
-  To build resilient, determined and independent learners
-  To develop children's personal, social and emotional development.
-  To develop children's and encourage creativity
-  To encourage collaboration.
-  To develop and build the ideas of risk management and risk benefit
-  To improve children's life skills and experiences
-  To instil and develop a love of, and respect for, the natural world including all living things
-  To transfer negative behaviours into positive ones.
-  To let children be children

These aims will be covered with a variety of Forest School and outdoor learning teaching and strategies that not only seek to aid the children in their learning but also be provided in a positive, enjoyable, creative and inspiring manner that will allow them to transfer the skills and knowledge from the Outdoor Learning lessons into the classroom and life outside of school.

Outdoor Learning should also contribute to the breadth and depth of the curriculum through making links to class topics, especially science.

EYFS

Children will explore different areas of our school grounds. They will begin to understand how to be safe with tools, fire and when building. They will begin to evaluate risks and explain why they should or shouldn't choose different actions or activities. They will begin to develop responsibility, independence and resilience. They will start to learn respect for the natural environment.

KS1

Children will become more independent in their choices of activity and their use of tools. They will be able to explain what is safe and what isn't. They will ask questions and find ways to answer them. They will become more collaborative in their approach to some activities. They will continue to develop their responsibility, independence and resilience as well as their respect for the natural environment.

KS2

Children will continue their journey to develop their outdoor knowledge and skills. They will be able to assess risk against benefit and decide whether an action is appropriate. They will use tools with increasing control and skill. They will choose whether to work collaboratively or alone and explain their reasoning. They will be increasingly resilient, independent and responsible. Children will be able to explain the impact they have on the natural environment and how to minimise it.

What Outdoor Learning is taught at Teignmouth Primary School?

This is an overview of what the year groups will cover. Year A

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	<p>The Early Learning Goals will be approached through varied activities over the year, not in the order shown below – these are just some examples.</p> <p>Exploring our spaces. Learning boundaries – physical and behaviour. Moving over, under and through obstacles. Use all their senses in hands-on exploration of natural materials. Talk about what they see.</p>	<p><i>Making ‘hotels’ for insects, small toys.</i></p> <p><i>Digging, weeding, planting, harvesting</i></p>	<p>Use natural materials to build a small shelter for an animal or a toy.</p> <p>Digging, weeding, planting, harvesting</p>	<p>Use teamwork to build a shelter for 2 or 3 children, e.g. with a tarpaulin or tree branches.</p> <p>Use a simple ‘granny’ or reef knot to fasten 2 pieces of string</p>	<p>Use teamwork to build a shelter for 2 or 3 children, e.g. with a tarpaulin or tree branches.</p> <p>Identify and tie a clove hitch and figure of eight.</p>	<p>Build a freestanding shelter to fit at least 4 people.</p> <p>Identify and tie bowline, half hitch, re-threaded figure of 8, overhand knot.</p>	<p>Build a freestanding shelter to fit at least 6 people.</p> <p>Identify and tie a variety of knots and hitches (at least 6)</p>
Science link	<p><i>Science is not taught separately at this stage. Many of the activities we do are ‘science seeds’ – they teach knowledge, vocabulary and skills that will be used later in science lessons.</i></p>	<p><i>Identify and group things in the environment that are living, dead or have never been alive. Identify sources of food in the environment and build food chains from them.</i></p>	<p><i>Identify and group things in the environment that are living, dead or have never been alive. Identify sources of food in the environment and build food chains from them.</i></p>	<p><i>Re-visit and pre-teach food chains – look for food chains that we can identify in our environment. Can we expand them into webs?</i></p>	<p><i>Re-visit and pre-teach food chains – look for food chains that we can identify in our environment. Can we expand them into webs?</i></p>	<p><i>Look at the lifecycles of the plants and animals around us. Are they the same as the human lifecycle? How can we tell when creatures are older?</i></p>	<p><i>Look at the lifecycles of the plants and animals around us. Are they the same as the human lifecycle? How can we tell when creatures are older?</i></p>
Autumn 2	<p>Understand the effect of the changing seasons on the world about them. Recognise that some environments are different to the one in which they live.</p>	<p><i>Making ‘hotels’ for insects, small toys.</i></p> <p><i>Digging, weeding, planting, harvesting</i></p>	<p>Use natural materials to build a small shelter for an animal or a toy.</p> <p>Digging, weeding, planting, harvesting</p>	<p>Use teamwork to build a shelter for 2 or 3 children, e.g. with a tarpaulin or tree branches.</p> <p>Use a simple ‘granny’ or reef knot to fasten 2 pieces of string.</p>	<p>Use teamwork to build a shelter for 2 or 3 children, e.g. with a tarpaulin or tree branches.</p> <p>Identify and tie a clove hitch and figure of eight.</p>	<p>Build a freestanding shelter to fit at least 4 people.</p> <p>Identify and tie bowline, half hitch, re-threaded figure of 8, overhand knot.</p>	<p>Build a freestanding shelter to fit at least 6 people.</p> <p>Identify and tie a variety of knots and hitches (at least 6).</p>

Science link	<i>Science is not taught separately at this stage. Many of the activities we do are 'science seeds' – they teach knowledge, vocabulary and skills that will be used later in science lessons.</i>	<i>Discuss what we have in the OL environments that give plants and animals what they need to survive. Look at offspring of creatures and plants at OL</i>	<i>Discuss what we have in the OL environments that give plants and animals what they need to survive. Look at offspring of creatures and plants at OL</i>	<i>Look at how sounds change when we hit different sized and shaped pieces of wood. Make percussion instruments from tyres and planks. Investigate speed of sound vs light.</i>	<i>Look at how sounds change when we hit different sized and shaped pieces of wood. Make percussion instruments from tyres and planks. Investigate speed of sound vs light.</i>	<i>Revisit the particle model of materials. Look at some changes of state over the fire. Look at reversible changes and filtering mixtures.</i>	<i>Revisit the particle model of materials. Look at some changes of state over the fire. Look at reversible changes and filtering mixtures.</i>
Spring 1	Describe what they see, hear and feel outside. Explore how things work	Fire circle safety. Toast marshmallow with adult support	Fire circle safety. Toast marshmallow, with supervision and stump to lean on rather than support	Demonstrate understanding of fire circle rules. Safely toast a marshmallow. Under supervision use a fire steel. Safely help to cook flat bread, toast etc.	Light fire using a fire steel. Maintain for 1 minute. Know which materials to add to a fire. Explain how to put out a fire.	Light fire using a fire steel. Maintain fire for 5 minutes safely and appropriately. Know which materials to add to a fire. Explain how to put out a fire.	Light fire using a fire steel. Maintain fire safely and appropriately. Know which materials to add to a fire. Explain how to put out a fire.
Science link	<i>Science is not taught separately at this stage. Many of the activities we do are 'science seeds' – they teach knowledge, vocabulary and skills that will be used later in science lessons.</i>	<i>Investigate the materials around us. Can we change them by bending, stretching, squashing etc.? Why do we choose materials for certain jobs?</i>	<i>Investigate the materials around us. Can we change them by bending, stretching, squashing etc.? Why do we choose materials for certain jobs?</i>	<i>Look at the creatures that we find at OL. Are they herbivores or carnivores? What features do they have to help with their diet?</i>	<i>Look at the creatures that we find at OL. Are they herbivores or carnivores? What features do they have to help with their diet?</i>	<i>Use pulleys and hoist systems to investigate how we can change forces needed to move a load.</i>	<i>Use pulleys and hoist systems to investigate how we can change forces needed to move a load.</i>
Spring 2	Plant seeds and care for growing plants. Explore and talk about different forces they can feel.	Fire circle safety. Toast marshmallow with adult support	Fire circle safety. Toast marshmallow, with supervision and stump to lean on rather than support Look at different materials and how some can be changed by squashing, bending, twisting and stretching.	Demonstrate understanding of fire circle rules. Safely toast a marshmallow. Under supervision use a fire steel. Safely help to cook flat bread, toast etc.	Light fire using a fire steel. Maintain for 1 minute. Know which materials to add to a fire. Explain how to put out a fire.	Light fire using a fire steel. Maintain fire for 5 minutes safely and appropriately. Know which materials to add to a fire. Explain how to put out a fire.	Light fire using a fire steel. Maintain fire safely and appropriately. Know which materials to add to a fire. Explain how to put out a fire.
Science link	<i>Science is not taught separately at this stage. Many of the activities we do are 'science seeds' – they teach knowledge, vocabulary and skills</i>	<i>Plant seeds and investigate how well they grow without certain things – air, light, warmth, water etc.</i>	<i>Plant seeds and investigate how well they grow without certain things – air, light, warmth, water etc.</i>	<i>Identify producers, predators and prey in the OL environments. Discuss food chains and webs in our environment.</i>	<i>Identify producers, predators and prey in the OL environments. Discuss food chains and webs in our environment.</i>	<i>Look at animals, invertebrates, birds in our OL environments. Discuss their lifecycles. Hopefully have frogspawn (may be too late in the year)</i>	<i>Look at animals, invertebrates, birds in our OL environments. Discuss their lifecycles. Hopefully have frogspawn (may be too late in the year)</i>

	<i>that will be used later in science lessons.</i>						
Summer 1	<p>Understand the key features of the lifecycle of a plant and an animal.</p> <p>Begin to understand the need to respect and care for the natural environment and all living things.</p>	<p><i>Hammer into balsa, Saw 'real' wood using fine-toothed hacksaw Digging, weeding, planting, harvesting</i></p>	<p>Hammer into stump, Use panel or bow saw for bigger pieces of wood.</p> <p>Digging, weeding, planting, harvesting</p>	<p>Use a small knife and whittle safely, e.g. to make a toasting stick. Use a saw to make a tree cookie.</p>	<p>Use a hand drill, small saw and knife safely.</p> <p>Make a dibber</p>	<p>Use a hand drill, small saw and knife safely.</p> <p>Make a paper knife</p>	<p>Make and use mallet using saw, axe and drawknife. (in groups)</p>
Science link	<i>Science is not taught separately at this stage. Many of the activities we do are 'science seeds' – they teach knowledge, vocabulary and skills that will be used later in science lessons.</i>	<i>Identify plants and animals in our OL habitats.</i>	<i>Identify plants and animals in our OL habitats.</i>	<i>Group and classify plants and creatures that we find at OL. Discuss why we have grouped them in these ways.</i>	<i>Group and classify plants and creatures that we find at OL. Discuss why we have grouped them in these ways.</i>	<i>Perform some irreversible changes over the fire (making bread, burning)</i>	<i>Perform some irreversible changes over the fire (making bread, burning)</i>
Summer 2	<p>Compare length, weight and capacity.</p> <p>Develop overall body strength, balance, co-ordination and agility</p>	<p><i>Hammer into balsa, Saw 'real' wood using fine-toothed hacksaw Digging, weeding, planting, harvesting</i></p>	<p>Hammer into stump, Use panel or bow saw for bigger pieces of wood.</p> <p>Digging, weeding, planting, harvesting</p>	<p>Use a small knife and whittle safely, e.g. to make a toasting stick. Use a saw to make a tree cookie.</p>	<p>Use a hand drill, small saw and knife safely.</p> <p>Make a dibber</p> <p>Look at how animals can be classified</p>	<p>Use a hand drill, small saw and knife safely.</p> <p>Make a paper knife</p>	<p>Make and use mallet using saw, axe and drawknife. (in groups)</p>
Science link	<i>Science is not taught separately at this stage. Many of the activities we do are 'science seeds' – they teach knowledge, vocabulary and skills that will be used later in science lessons.</i>	<i>Investigate what happens to our bodies when we do hard work, like moving logs or digging. Why does this happen?</i>	<i>Investigate what happens to our bodies when we do hard work, like moving logs or digging. Why does this happen?</i>	<i>Look at the particle model of materials. Evaporate and condense some water over the fire. Look at clouds.</i>	<i>Look at the particle model of materials. Evaporate and condense some water over the fire. Look at clouds.</i>	<i>Revisit identifying and classifying plants and animals in the OL environments.</i>	<i>Revisit identifying and classifying plants and animals in the OL environments.</i>

Outdoor Learning Green Behaviours Map

This is how our Green behaviours are woven into our curriculum.

	Curiosity	Responsibility	Respect	Resilience	Independence
Reception	<ul style="list-style-type: none"> Asking questions about their surroundings and environment Wanting to try new things 	<ul style="list-style-type: none"> Appropriate behaviour in the garden and wildlife area. Staying within defined boundaries. Safe use of hand tools in the garden. 	<ul style="list-style-type: none"> Following rules of OL/school Showing good manners Keeping hands and feet to themselves Helping to tidy 	<ul style="list-style-type: none"> Try all activities. Continue with a challenging activity with adult support 	<ul style="list-style-type: none"> Begin to undertake tasks on their own, with support from an adult.
Year 1	<ul style="list-style-type: none"> As above plus: Asking 'why' and 'how' questions about things they have a basic knowledge of. Beginning to notice change over time and wanting to understand this 	<ul style="list-style-type: none"> Appropriate behaviour in the garden and wildlife area. Staying within defined boundaries. Safe use of hand tools and spades, rakes, hoes and wheelbarrows. 	<ul style="list-style-type: none"> As above plus Helping peers if needed Beginning to understand that others' work/buildings need to be left alone Treating equipment appropriately 	<ul style="list-style-type: none"> Persevere with a given task suitable to the child. Complete a challenging activity with adult support 	<ul style="list-style-type: none"> Begin to choose to undertake tasks on their own.
Year 2	<ul style="list-style-type: none"> As above plus: Beginning to want to learn techniques (e.g. knots) for themselves rather than ask for help. Linking questions about their surroundings to their own experiences (e.g. 'my mum plants seeds that grow into flowers. Is that how these grew?') 	<ul style="list-style-type: none"> Appropriate behaviour in the garden and wildlife area. Staying within defined boundaries. Safe independent use of hand tools and spades, rakes, hoes and wheelbarrows. 	<ul style="list-style-type: none"> As above plus Beginning to work as a team with peers Beginning to understand that others may have differing points of view/ideas Tidying more efficiently to keep equipment safe 	<ul style="list-style-type: none"> Continuing to try with a suitable task despite initial failure. Complete a challenging task with peer support. 	<ul style="list-style-type: none"> Begin to identify which tasks are better performed individually and be able to explain why. Work independently without support for short periods.

Year 3	<ul style="list-style-type: none"> • As above plus: • Beginning to ask how to improve techniques (e.g. knots, tool work). • Beginning to want to try to do things alone/with peers to see if they can do it. 	<ul style="list-style-type: none"> • As above plus: • Safety around fire – rules and behaviour code. 	<ul style="list-style-type: none"> • As above plus: • Beginning to be able to avoid conflict with peers by sensible and appropriate sharing of space/resources. • Beginning to be able to resolve such conflicts if they arise 	<ul style="list-style-type: none"> • As above plus: • Choose a task to challenge themselves and persevere despite initial failure. 	<ul style="list-style-type: none"> • Identify which tasks are better performed individually and be able to explain why. • Work independently without support for longer periods.
Year 4	<ul style="list-style-type: none"> • As above plus: • Beginning to suggest own improvements to techniques/projects and asking to try them. • Beginning to ask questions about own learning in class having links to OL 	<ul style="list-style-type: none"> • As above plus: • Safety with knives – how to hold, use and store safely. • Blood bubbles. • Safety partners. • Safe use of hand auger type drills – how to hold, use and store safely. 	<ul style="list-style-type: none"> • As above plus: • Beginning to be able to discuss feelings when conflicts have arisen and how they may have affected others through their behaviour. 	<ul style="list-style-type: none"> • As above plus: • Learn a new skill, with adult support, that is needed to complete an activity e.g. knot tying, flint and steel and then complete the activity. 	<ul style="list-style-type: none"> • Begin to explain how independent work can help group activities. • Work without adult support for extended periods.
Year 5	<ul style="list-style-type: none"> • As above plus: • Suggesting own lines of approach to science/OL questions according to their own interests. • Exploring own interests in OL (e.g. learning knots, identifying plants/creatures, gardening techniques etc.) using resources/staff available. 	<ul style="list-style-type: none"> • As above plus safety with saws – how to hold, use and store safely. • Safety circle. • Safety/saw partners. • Safe use of brace and bit type drills – how to hold, use and store safely. 	<ul style="list-style-type: none"> • As above plus: • Becoming more able to resolve issues/conflict through discussion and understanding of others' feelings/reactions. • Taking responsibility for resources/equipment in their use. • Beginning to be able to clean/maintain/sharpen equipment., 	<ul style="list-style-type: none"> • As above plus: • Begin to be able to apply skills learned in other areas, with adult support, to a new challenge and persevere to complete a task. 	<ul style="list-style-type: none"> • Explain how independent tasks help group activities and be able to explain why it is necessary to work independently for some tasks. • Identify and undertake independent tasks, choosing appropriate tools and materials with some adult support.

Year 6	<ul style="list-style-type: none"> • As above plus: • Following up interests in OL/science through own reading/research and bringing this back to sessions. 	<ul style="list-style-type: none"> • As above plus: • Use of axes – how to hold, use and store safely. • Safe positioning around axe work. • Safety circle. • Use of flint and steel. 	<ul style="list-style-type: none"> • As above plus: • Able to work with peers despite differing viewpoints/friendship groups. • Able to avoid issues/conflicts with peers through understanding of others' feelings/views and discussions around these. • Able to maintain/clean sharpen equipment. 	<ul style="list-style-type: none"> • As above plus: • Independently apply skills learned in other areas to new challenges and persevere, despite initial failure, to complete a task. 	<ul style="list-style-type: none"> • Identify independent tasks that are necessary as part of a group activity and explain why they are a) necessary and b) independent. • Identify and undertake independent tasks, choosing appropriate tools and materials without adult support.
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Honesty, our final green behaviour is expected at all times.

Subject Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Environment Hand tools Tidy Garden growing, inside, outside, weather, seasons, spring, summer, autumn, winter.	Hammer Saw Hacksaw Digging Weeding Planting Harvesting Observe Describe Plants Grow Healthy Shade Water Air Sunlight Garden Natural Tree leaf seed nut berry poisonous fungi hoe rake spade trowel build fire safety stump compare living dead alive habitats survive Seed Sow Harvest Grow nature wildlife safe tools	Shelter Animal Digging Weeding Planting Harvesting Observe Describe Plants Grow Healthy Shade Water Air Sunlight Garden Natural Tree leaf seed nut berry poisonous fungi hoe rake spade trowel build fire safety stump compare living dead alive habitats survive	Fire, smoke, fire circle, burn, spark, flint and steel, ash, heat, extinguish teamwork knot rocks compare soil classify wormery shelter fire steel levers knife mirrors shadows whittle conflict persevere challenge	Knife, blade, handle, sheath, edge, blood bubble, whittle, slash, cut improvements techniques projects store hand auger type drills teamwork build shelter tarpaulin Knots - clove hitch, figure of 8 sate of matter	Saw, handle, tooth, blade, serrated, saw horse, grip, cut, push, pull gardening techniques brace bit type drills resolve clean maintain sharpen freestanding shelter Knots – bowline, half hitch, re- threaded figure of 8, overhand knot Build Free-standing Life cycle Seeds Dispersal observe	Plant names, some Latin names, species, genus axes flint and steel freestanding shelter knots hitches classify animals mirrors investigate adapted stem cells perennial buds blossom mallet saw drawknife invertebrates minibeast

Outdoor Learning Knowledge Progression

Big Idea	N	R	1	2	3	4	5	6
Den Building	Exploring the area and woods.		Knowledge of how to build secure structures and appropriate materials.	Extend knowledge of properties of materials.	Scale up knowledge of structures to make larger structures.	Use knowledge of knots and lashings to extend scope of structures.	Continue to extend knowledge of knots and lashing techniques.	Continue to extend knowledge of knots and lashing techniques.
Fire Lighting	<i>Knowledge of risks of fire and how to be safe in a fire circle.</i>		Knowledge of what fire is and how it can hurt us.	Extend knowledge of what fire is and how it can hurt us.	Know and demonstrate rules of fire circle	Knowledge of the 3 requirements for a fire and of what is needed to start one.	Knowledge of the 3 requirements for a fire and of what is needed to start one and keep it burning for a short time.	Knowledge of the 3 requirements for a fire and of what is needed to start one, maintain t for the desired length of time and at the appropriate size.
Garden and Tool work	Knowledge of how to hold a hammer and use it safely. Extend and diversify knowledge that different plants have different requirements and grow at different times.		Knowledge of how to hold and use a hammer and saw safely and effectively. Knowledge that plants grow, change and die over time. Knowledge of basic requirements.	Extend knowledge of how to hold and use a hammer and saw safely and effectively using more resistant materials. Extend knowledge of seasons and requirements of plants for growth.	Knowledge of how to hold, use and be around knives safely. Extend knowledge of how to hold and use a hammer and saw safely and effectively using more resistant materials. More detailed and scientific knowledge of plant requirements for growth.	Knowledge of how to use a hand drill safely. Extend knowledge of how to hold and use a knife, hammer and saw safely and effectively using more resistant materials. Knowledge that different plants have different requirements and grow at different times.	Extend and diversify knowledge that different plants have different requirements and grow at different times. Extend and diversify knowledge that different plants have different requirements and grow at different times.	Knowledge of how to use an axe, mallet and drawknives effectively and safely. Extend and diversify knowledge that different plants have different requirements and grow at different times.

Outdoor Learning Skills Progression

<i>Big Idea</i>	<i>N</i>	<i>R</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
Den Building	Exploring the area and woods. Making nests for toys/clay animals		Making 'hotels' for insects, small toys.	Use natural materials to build a small shelter for an animal or a toy.	Use teamwork to build a shelter for 2 or 3 children, e.g. with a tarpaulin or tree branches. Use a simple 'granny' or reef knot to fasten 2 pieces of string	Use teamwork to build a shelter for 2 or 3 children, e.g. with a tarpaulin or tree branches. Identify and tie a clove hitch and figure of eight	Build a freestanding shelter to fit at least 4 people. Identify and tie bowline, half hitch, re-threaded figure of 8, overhand knot.	Build a freestanding shelter to fit at least 6 people. Identify and tie a variety of knots and hitches (at least 6)
Fire Lighting	Fire circle safety. Toast marshmallow with adult support		Fire circle safety. Toast marshmallow with adult support	Fire circle safety. Toast marshmallow, with supervision and stump to lean on rather than support	Demonstrate understanding of fire circle rules. Safely toast a marshmallow. Under supervision use a fire steel. Safely help to cook flat bread, toast etc.	Light fire using a fire steel. Maintain for 1 minute. Know which materials to add to a fire. Explain how to put out a fire	Light fire using a fire steel. Maintain fire for 5 minutes safely and appropriately. Know which materials to add to a fire. Explain how to put out a fire	Light fire using a fire steel. Maintain fire safely and appropriately. Know which materials to add to a fire. Explain how to put out a fire

<i>Big Idea</i>	<i>N</i>	<i>R</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
Garden and Tool work	<p>Hammer, Fine-toothed hack saw Using balsa wood</p> <p>Digging, weeding, planting, harvesting</p>		<p>Hammer into balsa, Saw 'real' wood using fine- toothed hacksaw</p> <p>Digging, weeding, planting, harvesting</p>	<p>Hammer into stump, Use panel or bow saw for bigger pieces of wood.</p> <p>Digging, weeding, planting, harvesting</p>	<p>Use a small knife and whittle safely, e.g. to make a toasting stick. Use a saw to make a tree cookie.</p> <p>Digging, weeding, planting, harvesting</p>	<p>Use a hand drill, small saw and knife safely.</p> <p>Make a dibber</p> <p>Digging, weeding, planting, harvesting</p>	<p>Use a hand drill, small saw and knife safely.</p> <p>Make a paper knife</p> <p>Digging, weeding, planting, harvesting</p>	<p>Make and use mallet using saw, axe and drawknife. (in groups)</p> <p>Digging, weeding, planting, harvesting</p>