



Newdale Primary School and Nursery

## Forest School Policy

Reviewed March 2017  
Next Review March 2019

# AIMS

Forest School uses the natural environment to help all children learn in areas of the Early Years Foundation Stage Curriculum and National Curriculum. Children are encouraged to develop independence skills, improve their decision-making and raise their self esteem through small achievable tasks which children really enjoy!

Outdoor Learning sessions are child led to accommodate individual learning styles and schemas. Children are encouraged to make choices and follow their own learning. The adult's role is facilitative and enables observation and assessment.

Nursery and school staff involved with Outdoor Learning have reported significant changes in Independence, Self Esteem, Social Skills and Concentration Skills.

Children will be given the opportunity to; explore the wildlife and local environment, take appropriate and managed risks, build and construct using natural materials, begin to use basic tools. This is achieved by setting small achievable tasks. It is a child centred and child led programme that provides the opportunity for the children to use their personal learning style to complete their chosen tasks.

## Putting Policy into Practice:

Our policy and scheme of work have been written with reference to the National Curriculum areas of study. Forest School aims to develop children's sense of place. Children will be taught to appreciate the world around them, respect their local environment, abide by safety rules, work cooperatively in a small group and develops a sense of awe and wonder. Children in the EYFS and KS1 visit Forest School every week and the forest school curriculum has strong links to the Geography, Art and Science curriculum.

## Environmental Considerations and Conservation

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, evaluation and careful consideration of the environment around us. Encouraging children to care for the environment is an essential part of Wild at Heart. In order to encourage the children to look after the site we will always leave it tidy and never damage anything growing in it. We will only collect things that are on the ground and leave the area as we found it when we leave.

## Health and Safety at Forest School

Legislation of importance to Forest School includes the Health and Safety at Work Act 1974. This act makes it a statutory that an employer has a duty to ensure the Health, Safety and Welfare at work of their employees (in the case of schools adults and children) and any equipment used by them, and that employees are responsible for the Health and Safety of themselves and others they may be affected by their acts. The risk assessments carried out for Forest School are written with the Health and Safety of all participants in mind; children, volunteers and members of staff.

The Forest School Risk assessment is regularly reviewed to ensure that all children and staff are safe at all times. The Forest School leader will carry out a thorough sweep of the site for hazards and risks before the group enter the site and appropriate measures will be put in place, e.g. the removal of an object, or warning the group of specific dangers related to the site.

The Forest School curriculum supports children to develop responsibility for themselves and others. It will encourage early risk management strategies that will ensure that young children start to consider the impact of their actions on themselves and on others.

A first aid kit is taken on all sessions as well as relevant medication that the children will need. Forest School is carried out on site and all emergency contact details are within easy reach. In the case of an accident requiring further assistance, emergency contacts are stored within the office and a mobile phone is carried.

Fires are a valuable part of the Forest School experience but will only be lit according to the procedures. Only a trained Forest School Practitioner (Sally Evans) will take responsibility for the fire. This will be their sole responsibility for the session. They shall be responsible for lighting it, manning it while it is burning and putting it out at the end of the session. The fire shall be contained within the area marked out within the centre of the log square. The ground around shall be cleared of flammable material. We need to check for overhanging trees. At all times there must be a container of water beside the fire to put it out and deal with burns. The children will receive a safety briefing prior to the session and extra adults will be taken to help supervise.

Forest School may need to be cancelled in extreme weather conditions, e.g. high winds, or blizzards, thunder and lightning or fog. Adapted classroom activities will take place instead.

## Routines

Prior to the session children will be toileted, put on their waterproofs. The Forest School safety rules will be shared with the group. Children will put wellies on the outside the classroom door and walk in pairs to the site.

During the session children participate in a variety of activities which are totally inclusive, thus catering for all ability levels. They are taught a variety of woodland skills through practical hands on activities. They also learn how to light fires safely. The children learn the care and safe use of a wide range of tools. This is a tightly supervised activity on a 1:1 ratio of adult to children. It is introduced gradually in small steps. Children are encouraged to listen attentively to instructions and to take responsibility for their actions. This is achieved by games that also encourage respect for the environment.

Back at school children will remove wellies out doors or standing on sheeting (if very wet), before entering the classroom.

On return to school, children will get changed into a clean and dry set of clothes and will wash their hands thoroughly.

Children go to the toilet prior to the session. However if they need to go, they will be escorted by an adult to the nearest KS2 toilets.

## Clothing List

Children will go out in all weathers so children will need:

- \*At least three layers of clothing
- \*A warm coat – this may get muddy!
- \*Wellies
- \*Waterproofs - trousers and jacket
- \*Old pair of warm trousers (if no waterproofs)
- \*Gloves and hat
- \*2 pairs of socks (Feet can get very cold in Wellies in the winter!)
- \*Spare clothes

For those children who do not have kit. Spares are kept in school by Mrs Evans' classroom.

## Teaching and Planning Styles

The Forest School coordinator has ensured that the skills are built on year by year and the skills they use are progressing. All of the sessions are linked to the half termly topics and cover a wide range of subjects.

## Time Allocation and Style of Delivery

In Nursery children attend Forest School on a rota basis. They visit Forest School on a Wednesday and complete a 6 week block of sessions.

In Reception, children attend Forest school every Friday for 1 hour per week. After Christmas the Forest School area is left for a half term to regenerate.

In KS 1 children visit Forest School once a week in Autumn 1, Spring 2 and Summer 2. These sessions closely link to their given topic.

## Resources

Forest School resources are kept in the Forest School Shed and is locked after every session. The books that accompany the units are kept in the Forest School Leader's classroom. Teachers are encouraged to ask for any resources that need ordering or if anything is broken.

## Personal Development

In line with our policy on teaching subject specialisms the coordinator will work alongside colleagues, provide lead lessons, monitor teaching and learning and engage in class exchange.

## Management and Review

The Forest School coordinator in liaison with all staff members is responsible for updating and implementing policy and maintaining stock. The policy will be reviewed in accordance with the School Development Plan.

# Forest School Curriculum at Newdale

## Lady Bugs

Objectives UW	16-26	22-36 Enjoys playing with small-world models such as a farm, a garage, or a train track. Notices detailed features of objects in their environment.	30-50 Months: <ul style="list-style-type: none"> <li>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>Talks about why things happen and how things work.</li> <li>Developing an understanding of growth, decay and changes over time.</li> <li>Shows care and concern for living things and the environment.</li> </ul>			
EAD	16-26 Pretends that one object represents another, especially when objects have characteristics in common.	22-36 Experiments with blocks, colours and marks. Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'	30-50 Developing preferences for forms of expression. <ul style="list-style-type: none"> <li>Uses movement to express feelings.</li> <li>Creates movement in response to music.</li> <li>Sings to self and makes up simple songs.</li> <li>Makes up rhythms.</li> <li>Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> <li>Engages in imaginative role-play based on own first-hand experiences.</li> <li>Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</li> <li>Uses available resources to create props to support role-play.</li> <li>Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>			
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Session 1	Walk to Forest School: How do we get there? Child Initiated	Muddy Footprints: Can you experiment by making footprints for your friend to follow?	No Sessions to run to allow Forest School to regenerate.	<b>Sticks Theme:</b> To read Stanley's Stick  Imagine that your stick is something else. I think it is a magic wand, pencil, walking stick etc.	<b>Whose Baby:</b> Which baby belongs to the mum? Children to match the animal pictures? Does this animal live at Forest School. Use a range of puppets to say who lives here?	Colour matching: Can you match the leaves/plants to the colour charts?
Session 2	Who can remember how we get there? Introduce base camp. When do we go back to base camp?	Mud painting: What happens to the mud when we add more water?		<b>Stanley's Stick:</b> Stanley uses his stick to write messages. Mark Making using sticks.	<b>5 little ducks went swimming</b> Where has the bird gone? Children to play hide and seek looking for the bird.	Texture hunt: What do the different leaves feel like? What do the flowers feel like?
Session 3	Who can remember how we get there? Forest School Rules. Introduce Digging pit. Explore digging tools.	Mud focus: To make mud faces. Children to mix mud and water. Mould mud onto the tree into a face shape. Decorate with leaves and sticks.  Children to make Mud Snowmen.		<b>Stanley's Stick</b> Stanley's stick is made into a fishing rod. Can you make a fishing rod and fish using sticks?	Child Initiated.	Child Initiated.
Session 4	Introduce the bug pits. What might we find hiding in here? See if the children are able to identify any.	Mud Kitchen: Father Christmas is coming for tea can you help make him some dinner? Focus : Measuring , pouring, emptying. Use plastic cup cases to pour ingredients into.		<b>Stick Man Theme</b> Children to make their own Stick man.	Worm hunting To do a worm dance by stamping your feet up and down.  Cut out different length and coloured strings. Throw them around Forest school. Can you find the red worms? Can you find the long worms?	To play 1,2,3 where are you.  Children hide and the catcher shouts 1,2,3 where are you? The children who are hiding shout back 1,2,3 over here and you have to use your ears to listen for the children.
Session 5	Introduce the mud kitchen. What could we do here?	Christmas: To make reindeer food so the reindeers know where to visit using porridge oats and glitter.		<b>Stick Man Theme</b> Can your Stickman explore Forest School? What will he see. Photograph the stick man at different points around forest school.	Spiders web. <b>icy Wincy Spider</b> What shape is a spider's web? Children to weave string/ribbon around the branches to make their own spider web.	Using magnifying glasses. How do we use them?
Session 6	Child Initiated.	End of Term.		Child Initiated.	Child Initiated.	End of term.

## Little Acorns and Mighty Oaks

Objectives: UW	22-36 Experiments with blocks, colours and marks. Enjoys playing with small-world models such as a farm, a garage, or a train track. Notices detailed features of objects in their environment.	30-50 Months: <ul style="list-style-type: none"> <li>• Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>• Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>• Talks about why things happen and how things work.</li> <li>• Developing an understanding of growth, decay and changes over time.</li> <li>• Shows care and concern for living things and the environment</li> </ul>	
EAD	22-36 Experiments with blocks, colours and marks. Beginning to use representation to communicate, e.g. drawing a line and saying 'That's me.'	30-50 Developing preferences for forms of expression. <ul style="list-style-type: none"> <li>• Uses movement to express feelings.</li> <li>• Creates movement in response to music.</li> <li>• Sings to self and makes up simple songs.</li> <li>• Makes up rhythms.</li> <li>• Notices what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.</li> <li>• Engages in imaginative role-play based on own first-hand experiences.</li> <li>• Builds stories around toys, e.g. farm animals needing rescue from an armchair 'cliff'.</li> <li>• Uses available resources to create props to support role-play.</li> <li>• Captures experiences and responses with a range of media, such as music, dance and paint and other materials or words.</li> </ul>	
	First Set of sessions	Second Set of sessions Leaf Theme	Third set of sessions
Session 1	Walk to Forest School: How do we get there? Child Initiated	To Read the <b>Leaf Man</b> : Children to comment on the different types and different coloured leaves they can find. Are any the same as in the book? To make leaf pictures using different types of leaves. To use the <b>Gruffalo Autumn Trail book</b> to show the different types of leaves.	To Read <b>'Alone in the Woods'</b> . Find a bear alone in the woods. Children to have a teddy bears picnic to make the bear feel better.
Session 2	Who can remember how we get there? Introduce base camp. When do we go back to base camp? What areas do we have around forest school?  Pond, digging area, base camp, fire pit.	To Read the <b>Leaf Man</b> : Children to comment on the different types and different coloured leaves they can find.  Children to do leaf printing and bark rubbings to see the effects of the different textures.	<b>Bear's New Friend</b> : Who can find bear that is lost in the wood? Children to search for the bear.  Who does bear hear in the woods? Children to pretend to be different animals that might live in the Forest. Movements and noises.
Session 3	Recap use of Digging tools. Digging session.	. The <b>Gruffalo Autumn Nature trail</b> book. Talk about the different shape leaves. What do they look like when we put them like this?  Children to make Leaf Bunnies/Leaf Reindeers. (Pg 5)	<b>We are going on s bear hunt</b> To retell the story at Forest School.
Session 4	Mud Kitchen: Recap Mud kitchen Rules What can we use? What could we make? How can we mix it?	To read <b>Let it Fall</b> . Have a leaf storm. Children to throw the leaves in the air and see how they travel.	To read <b>Mad about Minibeasts</b> . Can you design your own mini-beast? Paint a pebble.
Session 5	To make a woodland medal with their name on it. Children to write initial letter if name not possible. To add a woodland picture to the display. Child Initiated Session.	Child Initiated session.	Child Initiated session.

## Reception

Objectives LW	30-50 Months: <ul style="list-style-type: none"> <li>Comments and asks questions about aspects of their familiar world such as the place where they live or the natural world.</li> <li>Can talk about some of the things they have observed such as plants, animals, natural and found objects.</li> <li>Talks about why things happen and how things work.</li> <li>Developing an understanding of growth, decay and changes over time.</li> <li>Shows care and concern for living things and the environment.</li> </ul>		40-60 months: Looks closely at similarities, differences, patterns and change.		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.	
EAD	Begins to build a repertoire of songs and dances.  <ul style="list-style-type: none"> <li>Explores the different sounds of instruments.</li> <li>Explores what happens when they mix colours.</li> <li>Experiments to create different textures.</li> <li>Understands that different media can be combined to create new effects.</li> </ul>		<ul style="list-style-type: none"> <li>Manipulates materials to achieve a planned effect.</li> <li>Constructs with a purpose in mind, using a variety of resources.</li> <li>Uses simple tools and techniques competently and appropriately.</li> <li>Selects appropriate resources and adapts work where necessary.</li> <li>Selects tools and techniques needed to shape, assemble and join materials they are using.</li> </ul>		Early Learning Goal  Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques	
	Autumn 1 Once Upon a time	Autumn 2 Once Upon a time/Christmas	Spring 1	Spring 2 Dinosaurs	Summer 1 Growing	Summer 2 Pets and Animals
Session 1	Forest School Rules session Child initiated.	<b>Three little pigs</b> Can you build a Stick or straw house?	No Sessions to run to allow Forest School to regenerate.	Child Initiated session	Natural Number line: What is Growing? <b>Maisy grows a garden.</b>	Tasty Traps: Leave food out to see which animals eat them.
Session 2	Leaf Crowns: Castle Theme	<b>Red Riding Hood</b> : Make arrows to show Red riding hood the way home.		Nature detectives. Footprints: Who do they belong to?	<b>Jaspers beanstalk</b> : Planting a bean.	<b>The Wild Woods</b> Squirrel Challenge: Can you make a squirrel obstacle course?
Session 3	Magical wands: Can you create a wand and can you make tiny Elf Houses	<b>Percy the Park Keeper</b> : <b>One Snowy Night</b> : How could we make the winter animals warm?		Plaster of Paris /Clay Fossils.	<b>Titch</b> : what else can we plant? <b>A seed in need</b>  Make potato porcupines. Plant grass seed in a scooped out potato.	<b>The Great Green Forest</b> : What would happen if trees were knocked down? Can you make a nest for the birds as it has fallen out of the tree?
Session 4	Potent Potions: <b>Sleeping beauty</b> theme.	Making Woodland Christmas Decorations and Reindeer Food.		Crazy Traps for the dinosaurs. Can we catch them?  The dinosaurs are scaring the birds away, can we make a scarecrow to scare them off.	Child Initiated session.	<b>Percy the Park Keeper</b> : <b>After the Storm</b> : Can you make the woodland burrow for the fox, rabbit and mole?
Session 5	<b>Billy Goats Gruff</b> : Bridge Challenge.	Hot Choc for Father Christmas Winter Campfire.		Dinosaur cakes( Bird cake recipe).	<b>Damien Hirst and Andy Goldsworthy</b> : Natural art.	End of year campfire session.
Session 6	<b>Hansel and Gretel</b> : Can you make them a new Sweetie cottage using mud?	End of Term.		<b>Dinosaur that pooped a planet</b> : Dinosaur eggs/Planets: Paper mache. Link to yr group Artist( <b>yinka shonibare</b> ).	Damien Hirst and Andy Goldsworthy: Natural art.	End of term.

Objectives Science	<b>Plants:</b> identify and name a variety of common wild and garden plants, including deciduous and evergreen trees identify and describe the basic structure of a variety of common flowering plants, including trees.	<b>Animals Including Humans</b> identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	<b>Materials</b> distinguish between an object and the material from which it is made identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock describe the simple physical properties of a variety of everyday materials compare and group together a variety of everyday materials on the basis of their simple physical properties.	<b>Seasonal Changes</b> observe changes across the four seasons observe and describe weather associated with the seasons and how day length varies.		
Geography	Identify seasonal and daily weather patterns in the United Kingdom Use simple fieldwork and observational skills to study the geography of their school and its grounds.					
Art	To use a range of materials creatively to design and make products.  To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.					
	Autumn 1 Ourselves	Autumn 2	Spring 1	Spring 2 Plants/Growing	Summer 1	Summer 2 Vehicles/Materials
Session 1	Forest School Rules session Child initiated.	Topic Work	No Sessions to run to allow Forest School to regenerate.	<b>A seed in need:</b> Plant life cycle. What plants grow at Forest School? Throw a hoop onto the ground. Children to identify the plants growing within the hoop.	Topic Work	Child Initiated session
Session 2	Make a Forest School name badge using a wooden disc. Children to design a medal that is personal to them to show that everyone likes different things.			Plants: Measuring context. Children to find items longer than and shorter than the blade of grass, shorter than the tree trunk. What plants grow the best?  Using measuring tools, can they measure how long the items are?		<b>Natures day:</b> What season are we in now? How is different to before Christmas?
Session 3	Blind Fold Obstacle course: What can you hear? What happens to your hearing when you cant see?			<b>First book of trees:</b> Show the children that each type of tree has different shaped leaves. Leaf Baskets please see activity sheet 1.		<b>Stanley's Stick:</b> What mode of transport could your stick be? Imagination game. Could it be a flying carpet? Could it be a magic broom?
Session 4	<b>The Stick Man</b> Can you make your own stick man?			Child initiated session.		Can you collect different items from Forest School? Are they natural or man made? Where does that material come from?
Session 5	<b>The Stick Man</b> Making Stick man. Session 2. Naming parts of the body.			<b>Van Gogh</b> Linked session <b>Seed to sunflower book</b> Children to sketch sunflowers at Forest School.		<b>Mr Gumpy's Outing</b> Mr Gumpy's boat breaks when the animals rock the boat. Can you help make him a new boat? Test that they float on the pond.
Session 6	<b>Lowry: Artist for year 1</b> Can you use your stick men to make a Forest School Lowry painting.			<b>Van Gogh</b> linked session <b>Seed to sunflower</b> To plant their own sunflower.		End of term.

<p>Objectives Science</p>	<p><b>Living things and their habitats</b> explore and compare the differences between things that are living, dead, and things that have never been alive identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other identify and name a variety of plants and animals in their habitats, including micro-habitats describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</p>	<p><b>Animals including Humans</b> notice that animals, including humans, have offspring which grow into adults find out about and describe the basic needs of animals, including humans, for survival (water, food and air) describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p>			<p><b>Plants</b> observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p>Use of everyday materials identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.</p>
<p>Geography</p>	<p>Use basic geographical vocabulary to refer to: key physical features. Use simple fieldwork and observational skills to study the key human and physical features of its surrounding environment. Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map, and use and construct basic symbols in a key</p>					
<p>Art</p>	<p>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape form and space. Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their work.</p>					
	<p>Autumn 1 The Creation Story</p>	<p>Autumn 2</p>	<p>Spring 1</p>	<p>Spring 2 Habitats</p>	<p>Summer 1</p>	<p>Summer 2</p>
<p>Session 1</p>	<p>Forest School Rules session Child initiated.</p>	<p>Topic Work</p>	<p>No Sessions to run to allow Forest School to regenerate.</p>	<p>Child Initiated session</p>	<p>Topic Work</p>	<p>Child Initiated session</p>
<p>Session 2</p>	<p><b>The Creation Story</b> What grows naturally in Forest School? What was created first? Name and identify what trees and plants grow at Forest School.</p>			<p><b>Jeremiah into the woods</b> Who might live in our Forest School session? Why is it a good habitat to live in? Make some habitats for the animals : Bird boxes.</p>		<p>Pond dipping session <b>Tadpole to frog.</b> And <b>The Trouble with Tadpoles</b></p>
<p>Session 3</p>	<p><b>The Creation Story</b> God refers to the earth as a natural garden. Can you design and create your own garden?</p>			<p><b>The Wild Woods:</b> Habitats Why does the squirrel like living in the Forest?</p>		<p><b>Artist Link: Michael Craig Martin</b>  Children to make a picture in the style of Michael Craig Martin. To put different natural items on top of each other to form a frieze.</p>
<p>Session 4</p>	<p>What grows naturally at school? Can you create a natural collage using things found at Forest School. Teachers to press or laminate once finished.</p>			<p>Plants: What do plants need to grow? Do plants need water, light to grow? Plant seeds in different areas of Forest School. Which has grown the best?</p>		<p><b>Artist Link: Michael Craig Martin</b>  Children to impose their favourite toy onto a picture of Forest School.</p>
<p>Session 5</p> 	<p><b>Artist link: Joe Tilson</b> To create a Joe Tilson inspired Forest School picture. Children to each design one tile of the picture. Children to draw something they can find at Forest School.</p>			<p><b>The Trouble with Tadpoles</b> Life cycle of a frog. Who likes living in a pond? Pond dipping: identify the pond animals.</p>		<p><b>The Wind Blew:</b> Talk about how Kites travel. Children to use sticks, cellophane and sellotape to create a kite of their own.</p>
<p>Session 6</p>	<p><b>Geog Link: Through the Window.</b> What would be able to see through our Window at Forest School? Sketching Session.</p>			<p><b>The Trouble with Tadpoles</b> Life cycle of a frog. Who likes living in a pond? Pond dipping: identify the pond animals.</p>		<p><b>The Wind Blew:</b> How would we travel if we jumped out of a plane? What would keep us safe? Can you design a leaf parachute for the compare bears to keep us safe?</p>

Forest School Book List

Nursery	Reception	Year 1	Year 2
<p>The Wind Blew                      First Book of Garden                      Birds and bugs.                      Bear's new friend.                      Leaf Man                      Let it fall                      Mad about minibeasts                      Alone in the woods The                      case of the missing                      caterpillar                      We are going on a bear                      hunt.                      Owl Babies                      The Hungry Caterpillar</p>	<p>Wild Woods                      Maisy grows a garden                      Billy Goats Gruff                      Hansel and Gretel                      Percy the Park Keeper                      One Snowy Night                      Percy the Park Keeper                      After the storm.                      Jaspers Beanstalk                      Titch                      Great Green Forest</p>	<p>The Stick Man                      Natures Day                      First Book of Wildlife                      Stanley's Stick                      Seed in Need                      First Book of trees                      Seed to Sunflower                      Mr Gumpy's Outing</p>	<p>Wild Woods                      Into the Forest                      Jeremiah in the Woods                      Mad about Minibeasts                      Trouble with tadpoles                      From Little Acorns                      Acorn to Oak tree</p>