**5.2 Sustainable planning**

Remember to involve your children in the decision-making around these matters and landowners too

**Contact name:**

**Contact details:**

**No-go areas (add to site map and calendar)**

* Safety
* Natural or heritage protection: protected species, nesting, animal homes
* Private property
* Environmental impact, e.g., trampling, native bulbs
* Site work (e.g., timber operations, estate work, excavations)
* Biosecurity (invasive species)
* Other

**Group impact**

* Size of group (children and adults)
* Ages and maturity of group (first timers, additional support needs, new staff)
* Frequency of visits
* Day/time each week
* Suitability of group for the greenspace and intended area of play, e.g. noise levels
* Presence of other user groups: liaisons and shared expectations

**Can-go areas: we have agreed…**

* Main play space
* Alternative play spaces to enable rotation and/or to support children to choose where to play
* Access routes in and out of the site, including emergency procedures
* Use of existing pathways through the site

**Routines that care for the land**

* Infection control: toileting, hand hygiene, snack
* Tree climbing check
* Foraging approach
* What we can use in our play
* Fire: permission to have, designated space, leave no trace system, off-site
* Playing near water margins
* Other

**Community building: when and what**

* Litter picking (each time we visit)?
* Planting trees, bulbs, other?
* Minor maintenance, e.g., pruning at child level, weeding around newly planted trees, etc.
* Habitat improvements – what, where, when?
* Family celebrations or special events
* Reporting concerns

**Site use**

* Designated impact-resistant spaces for toileting, hand hygiene, snack, gathering
* Specific tree(s) for tree climbing, swings, rope structures, etc.
* Tree protection if using ropes
* Suitability of shelter for terrain and space
* Any structures to be created: seating, dens
* Seasonal impacts and jobs, e.g., light pollution after dark.

**Site visit notes**

**5.3 Our off-site places: planning and reflection**

This can be adapted for your spaces, children and pedagogy, then linked to your curriculum

**Date:**

**Site check (prior to use)**

* Windspeed
* Weather
* Ground conditions
* Canopy concerns
* Other changes
* Group photo
* Other concern, notes, actions
* Phone
* Wifi
* Dog mess check
* Litter pick

**Needs** of the group (social, physical, intellectual, emotional, spiritual)

**Even better if…**(sign & date when achieved)

**Support strategies** (game, story, song or poem, challenge, hook, adult modelling)

**Interests** of the group

**Review** (think SHANARRI)

**What worked well…**

**Have we…**

* Reviewed the session with the group and included needs of the place and other species
* Connected to ongoing curriculum (Not OOSC)
* Added observations for focus children to their records
* Updated our risk benefit assessments
* Contacted landowner re any site concerns
* Dried and sorted out equipment and organised resources for next session
* Thanked volunteers, listened to their reflections
* Arranged volunteers for next session

**Focus routines** (Caring for people and place)

**Nature, seasons and community events**

**5.4 Our outdoor calendar**

Rural location? Check the Countryside Calendar <https://bit.ly/3I0RqLG>

This can be adapted for your spaces, children and pedagogy, then linked to your curriculum

**Summer**

**Spring**

**Winter**

**Autumn**

**September**

* Greenspace visit with small group of children to help plan and advise on what others need to know and preparations needed (children, parents, staff)
* Harvest celebrations and explorations

**March**

* Check local ponds for frog, toad and newt spawn
* Start seed sowing, including re-grassing cordoned-off areas if needed
* Chit potatoes
* Community clean-up of greenspace.

**December**

* Play on the darkest day: winter solstice celebrations
* Winter festivals linked to our families: outside and nature-based

**June**

* Play on the longest day: summer solstice celebrations
* International mud day
* Keep gardening.
* Care for saplings

**January**

* Staying warm and safe
* New year – wishes for our special places and people
* RSPB Big Birdwatch
* Clear pond of excess plant material
* Annual external tree check and installed playground equipment check

**July**

* Harvest summer fruits such as strawberries
* Stick to paths rather than trample through vegetation
* Shallow pond and stream dipping
* Pond check

**April**

* Spring celebrations:
* Watch out for ground nesting birds
* Nettle season – good soup!
* Wild garlic – great pesto

**October**

* Getting to know local site
* Learning about how to be out and about
* Cutting wildflower meadow
* Leaf piles and leaf mould

**August**

* Landowner discussions
* Update permissions from:
* Parent/carer
* Management/organisation
* Local authority educational visits procedures
* Landowner
* Review risk benefit assessments

**May**

* Keep gardening
* Plant out seedlings
* Sorrel season – good soup
* Enjoy playing with common wildflowers

**February**

* New life – rotate or move play space if needed
* Check or make and put up bird boxes
* Prune trees, shrubs & willow structures
* Plan seed sowing
* Harvest compost bin

**November**

* Tree planting
* Feeding the birds: where, how
* Geese migrations
* Prepare for snow play and winter weather

**3.5 Daily things we do together to care for our immediate outdoor space**

Adapt for seasons, climate, landscape and features of your space as well as age and maturity of your group. Determine which actions need taken prior to children’s arrival.

Anything else? Add your own and children’s ideas

**Maintenance matters**

* Repair or remove any broken items
* Ensure tools are clean, dry and put away safely
* Keep storage areas accessible and tidy
* Check installed play equipment and self-built play structures to ensure safe as necessary

**Caring about access within our space**

* Ensure pathways are free from obstructions
* Check emergency access routes are free from obstructions
* Grit any key paths that are slippery
* Check ground surfaces – cordon off any patches that need recovery time
* Check boundaries are intact where they exist.
* Handwashing and toileting facilities available and accessible where needed

**Caring for our creatures**

* Ensure there is water and food available for birds
* Clean out bird feeders and the ground below prior to refilling, once empty
* Add spare wood and found sticks, stones to habitat piles
* Ensure our pets or domestic animals are cared for in line with animal welfare guidelines

**Caring for our sandpit**

* Remove breathable sand pit cover
* Remove debris and any hazards
* Play in sand – it adds air, keeps it fresh
* At the end of the day, rake sand. Cover if required

**Caring for our plants**

When available, add the following to the compost bin:

* fruit and vegetable peelings
* clippings and other appropriate plant material from gardening, snipped up small
* shreds of used paper and cardboard

Weed, water, prune and dead-head annual flowers as needed. Check seasonal jobs to do.

*Saying thank you, together, at the end of the day to the birds, plants, animals, trees, clouds, rain, wind, sunshine and earth for letting us share their space, builds humility and connectedness to nature for children. This can be done using a simple song or rhyme. The children can add anything specific to each day, such as seeing our first snowdrop, or catching our first falling autumn leaf.* **Dr Elizabeth Henderson**

**Local and national guidance followed, where it exists**

* Local guidance on security checks, fire prevention, loose parts, etc. in place
* Latest infection control guidelines for cleaning schedules
* Empty stagnant water, e.g., from tyres and other holders