

Woodwork

in the early years

Pete Moorhouse



"Every so often a book is written that helps practitioners develop their work in deep far-reaching ways. This is that sort of book. It should be in every early childhood setting."

Tina Bruce CBE

Professor, University of Roehampton



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Preface

“Woodwork is popular and provides a rich source of enjoyment as well as learning. It helps develop children’s imagination and creativity as well as practical skills. The impact is long term.

For some children, working with wood was the key which unlocked the barriers to learning.

Pete’s enthusiasm is clearly apparent as is his commitment to encouraging children’s creative thinking. Working alongside Pete, I have seen children learning at the deepest level.

I encourage you to introduce woodwork in your setting, and I’m sure you will find this book an invaluable resource.”

Rachel Edwards

Head teacher, Park School and Children’s Centre





Why WOODWORK?

Children now in their early years may have future professions that do not yet exist. It is more important than ever for the new generation to be able to think creatively and develop problem-solving skills. Woodwork exercises such skills as children make their own choices and learn through trial and error. It sparks creative thinking and imagination, qualities that are at least as important in our changing world as the practical skills gained. Woodwork invites connection between all aspects of learning and development – so it can be central to your curriculum.

As an artist educator in early years settings, I introduce children to many creative provocations. Woodwork has proved a consistently excellent medium with high levels of engagement. I'm passionate about the depth of learning it inspires, encompassing maths, scientific investigation, physical coordination, language and vocabulary. It is also an activity that children greatly enjoy – a win/win situation.

Visiting teachers first notice our children's depth of engagement. Some seem surprised that we introduce woodwork to such young children, but it is in fact a low-risk activity; I have been successfully doing it with pre-school children for many years.

Initially, children are taught how to use the tools safely and given opportunity to try techniques in appropriate ways. As they gain mastery, delight and pride give their self-esteem a visible boost. Learning progresses at each child's individual pace. Once they have mastered basic skills, they move into open-ended exploration, making unique creations. Now their imagination, creative thinking and problem-solving flourish as they meet and conquer their own challenges.

I have observed how woodwork encourages independence as children come up with their own creative solutions to challenges that arise. ("How can I join these pieces together?" "How can I make that wheel turn?" "How do I get this nail out?")

I hope this book will give you confidence and practical know-how to introduce woodwork to your children. I focus on children's pre-school year, but the principles and methods are perfectly suited to reception and primary age children as well.



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Historic and geographical context

Many countries embrace woodworking. In Scandinavian countries, woodworking has long been established in the early years curriculum. Te Whāriki names carpentry as a preschool learning goal in New Zealand, where most nurseries have a woodwork corner. In Japan, many schools do likewise; I collaborate on research with a Japanese colleague whose nursery school has promoted woodwork for more than thirty years.

European education adopted woodwork in the 1800s when Friedrich Froebel – with his view of children as competent learners – had a profound influence on established education.

The Scandinavian Sloyd system was in part influenced by Froebel. Sloyd's name derives from a term for creative handcraft. It was adopted into Finnish schools by Uno Cygnaeus in 1865 with the intent of developing children's aesthetic sense. Working with the hands was believed to support brain development and give relevance to learning. In 1872 Sloyd was introduced to Sweden by Otto Saloman at the Nääs school, a teacher training college of worldwide repute attended by a number of English educational pioneers. British educators embraced woodwork, which then became commonplace in our nursery and primary schools from the late 1800s till the 1960s.

In the 1980s and 90s, increased concern about litigation discouraged activities perceived as "risky", including woodwork. This risk-aversion coincided with a curriculum shift away from

practical skills being taught in higher schools, with the result that many young people in recent decades have never learned to work with tools.

Fortunately the climate is changing. The rise of forest schools – which also originated in Scandinavia – has helped.

Equal opportunities

I initially introduce basic skills to all our children in small groups, so that every child feels comfortable in the woodwork area – because I believe all children should have the chance to experience woodwork. Later, children choose whether or not to join in (or initiate) a woodworking session. Those with additional needs may need extra help; with individual planning and enough staff support, these children benefit greatly from the experiences woodwork offers.

I have observed that girls and boys equally love woodwork. I have also observed that certain individuals, especially (but not exclusively) lively boys, have trouble concentrating for an extended period. For some of these children, woodwork has proved the key that unlocks their excitement in learning; they seem particularly drawn to tools and three-dimensional constructing. They become so interested that they focus for impressive stretches of time; their teachers are often amazed and comment that they have never seen this child so deeply involved.





Risk

The recommendations of the “Common Sense, Common Safety” review – encouraging schools and settings to embrace risk in a positive sense rather than limiting valuable experiences – were immediately accepted by the British government in October 2010. The report advocated a “shift from a system of risk assessment to a system of risk-benefit assessment”. In 2012 the Health and Safety Executive published a paper offering similar advice.

A sample risk assessment can be downloaded from my website. See page 39.

If parents are concerned about safety, an information evening will help them understand woodwork’s benefits – and reassure them that woodwork

is a low-risk activity when introduced and supervised correctly. The occasional small cut or banged finger is no worse than normal playground scrapes. In twelve years, I have had two children get tiny surface cuts. Woodwork allows children to experience risk in a controlled situation, providing opportunities for making judgements and learning to self-risk assess.

Tim Gill’s book, *No Fear*, includes helpful insights about risk that could be shared with parents. Play England also has useful resources.

Sustainability

Woodwork is consistent with the Schools for Sustainable Development agenda. We live in changing times, with global economic shifts,

depletion of resources and environmental change. Woodwork helps counteract a “consume and dispose” mentality, by teaching children to design, build and repair.

Most wood used will be recycled offcuts, and the rest should be resourced from responsibly managed forests.

Planting trees with children helps them appreciate where wood comes from and the time it takes to grow.

“Risk is a part of life, and it’s our responsibility at this stage of development to support risk-taking in a controlled environment.”

Liz Jenkins, Head teacher
St. Werburgh’s Park Nursery School



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Learning and development

Personal, social and emotional development

Children are empowered by being respected and trusted. They gain confidence and a sense of responsibility when allowed to work with real tools.

As with any new experience, young children may initially be apprehensive; but starting with soft wood and ergonomic tools ensures that their first experiences are successful, building self-esteem. As they master more tools and techniques, they

When children discuss and plan a project together, their social skills develop. They learn the value of sharing ideas and learning from others.

take pride in accomplishing increasingly complex tasks.

Children develop sustained attentiveness as they persist. There are two layers to their concentration: first, children have to focus due to the nature of the tools; second, they engage in deep-level problem solving because they are so motivated to construct their desired project.

When children discuss and plan a project together, their social skills develop. They learn the value of sharing ideas and learning from others.

The “what if?” questions that spontaneously arise enable children to detect and refine problems – and then solve them. Such problem-solving often evolves among two or three children. The “possibility thinking” thus gained reinforces children’s capabilities as confident investigators and decision-makers.

Finally, children’s delightful pride in their creations is apparent to anyone observing.



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Physical development

Hand-eye coordination is basic to woodwork. As children learn to handle tools with increasing control, they gain fine motor skills (holding a nail, screwing) and gross motor skills (hammering, sawing). One-handed tools and two-handed tools employ muscles in different ways. Some actions involve pushing and pulling (sawing, for example) while others are rotational (using a screwdriver or wrench). Woodwork is a kinaesthetic experience that embeds deep memory. Experience of using

tools becomes part of children's physical "vocabulary". Children also learn self-care, for instance the importance of protecting their eyes with safety glasses.

Communication and language

Natural conversation occurs among adults and children in the woodwork area. Because wood can be used in countless ways, possibilities are thoroughly discussed.

Children's language of thinking evolves through experience. In the project development stage, children express ideas;

dialogue ensues as they reflect and modify their plans. Adults introduce new vocabulary to enable children to discuss their work with greater clarity.

Woodwork is a universal language that engages children across cultural boundaries. Those with English as an additional language have little difficulty understanding, as processes are visually demonstrated.

Learning to use new tools builds attention skills; children learn to listen carefully in order to understand instructions.





Mathematics

Numeracy is intrinsic to woodwork. Children measure pieces of wood; they experience shape and weight. Constructing three-dimensional forms develops their spatial awareness.

Adults have ample opportunity to extend children's mathematical understanding: having them estimate which is the best length nail to use, for example, or how long a piece of wood needs to be for a particular purpose.

Many mathematical concepts are related: matching with classification; counting with measuring; comparison with weight and size. Children are fascinated to calculate a tree's age by counting its rings in cross-section.

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Understanding the world

Becoming familiar with trees and wood is part of making sense of the world. Trees are essential to life on our planet, and children are fascinated to learn about various kinds and about where and how they grow. Even young children begin to appreciate the interconnectedness of life and our dependence on oxygen released into the atmosphere by trees and other plants.

If possible, take children into the woods to investigate a tree's trunk, branches, leaves and roots. Planting a tree is a positive experience. Learning can continue indoors, for example viewing leaves on a light box, examining different vein structures, making prints with leaves, learning about animals that live in trees and so on.

Talk about wood: what it is, where it comes from and its uses. Investigate wood as a material. What are its properties? It floats, it burns, it creates sawdust when cut, it gets hot when rubbed and so on. Explorations can diversify – for instance, after wood is burned, it might be used to make charcoal drawings.

Learning how tools work builds basic knowledge. There are endless opportunities for problem solving: “How can I best join these pieces?” “Which tool shall I use?” This is true enquiry-based learning. Scientific understanding is further developed when children question why the saw gets hot, how hard to hit a nail, how to correct a leaning nail's angle or how to lever it out.



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Woodwork processes explore construction and three-dimensional design. As children create, they are designers, architects, artists... Children need to make their own decisions and construct their own learning to gain a secure foothold in the world they find themselves in. Woodwork is an avenue of open-ended learning and self-initiated enquiry.

Expressive arts and design

Woodwork's greatest asset is its contribution to children's creativity. I therefore never have every child build a bird box for example, but rather encourage them to make whatever their interest suggests. This keeps engagement and enthusiasm high, and results are amazingly varied, with anything from hedgehogs or flying lampposts to superpower heli-planes!

Initially children may explore by nailing bits together. It's the process of experimentation that captures them at this early phase. As they become familiar with the tools' possibilities, their creativity and imagination emerge, and they start forming concrete ideas of what they can achieve.

Initially children may explore by nailing bits together. It's the process of experimentation that captures them at this early phase. As they become familiar with the tools' possibilities, their creativity and imagination emerge, and they start forming concrete ideas of what they can achieve. Teaching technique is just to give them confidence and ability to pursue open-ended creative exploration, to think through and follow their own ideas and designs.

Thinking creatively is a life skill that encompasses and extends all areas of learning. It will impact how children respond to opportunity and adversity, enabling them to see options and evaluate alternatives in future.

Literacy

Many good children's books and stories relate to wood, carpentry and forests.

Literacy is about expressing thought through writing. In woodwork, children express ideas in concrete fashion. This is part of the mental foundation they build toward expressing ideas in the more abstract medium of the written word.

Reception age children will use their increasing mark-making skills to develop design ideas.



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Getting started

“Woodwork is a powerful tool for developing children’s creative and critical thinking. There are countless opportunities for children to solve complex problems and express their limitless imagination. Our experience at St. Werburgh’s has been that woodwork is one of the children’s favourite activities; the impact on children’s learning and development is clearly evident.”

Liz Jenkins, Head teacher
St. Werburgh’s Park Nursery School

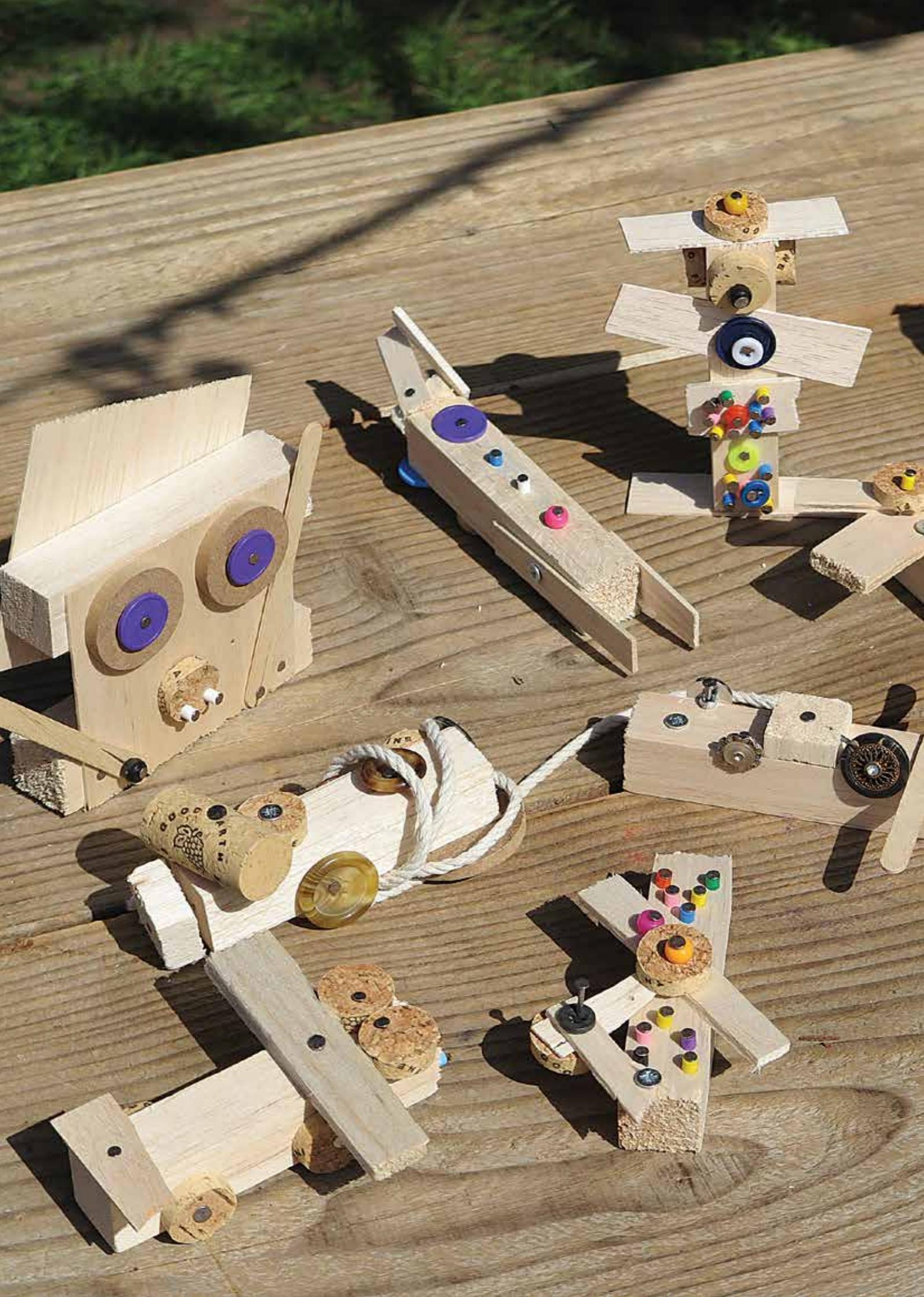
Setting up the woodworking area

The first thing to decide upon is a suitable space. Choose an area where there are few distractions as children need to remain focussed when sawing or hammering. If you don’t have a natural corner, storage shelves can be placed to prevent cross traffic.

Working outdoors is great. However, cold weather can be off-putting, and wearing several layers of clothing restricts movement. We must ensure woodwork is a positive experience. Indoors also works well.

A workbench is necessary for sawing wood. Tools can be readily accessible or brought out as needed. This depends upon your setting and on what works best for your children.





Wood

There is no substitute for balsa wood to start with. It is so soft and easy to hammer into that children quickly gain confidence; in no time, they will be knocking in nail after nail. Balsa is also perfect for learning to screw and saw. It is expensive so is best kept for these introductory stages.

Balsa wood bundles can be bought from a number of suppliers (see page 39). Lengths of 25mm x 25mm box section are perfect to start with, and thin sheets (2–3mm) of balsa wood that can be prepared into smaller sections are good for joining to the box section with nails or screws. The 25mm box section is also excellent for learning to saw; but children will soon want to progress to thicker wood.

Once basic skills are acquired, children can move to soft woods: pine, cedar, fir, larch, redwood, poplar, lime and spruce. Pine is the most readily available. Test if wood is soft enough by seeing if you can indent it slightly with your fingernail. Try to find sustainably grown wood; this means you're not contributing to deforestation and will always have a supply. Soft woods can be bought from any timber merchant; but you can probably get enough offcuts from parents and local carpenters or builders.

Hardwoods should be avoided – they are difficult to hammer and screw into. There is also a small risk of nails rebounding. Plywood (thin sheets of glued-together laminate) tends to splinter so is best avoided too.

Preformed wood, such as hardboard and MDF, creates a fine irritating dust so should not be cut by children. If used at all, preformed wood can be presented as ready-cut shapes. MDF is used by many schools for Design and Technology; and pre-cut shapes such as wheels are available from educational suppliers. MDF is quite hard and needs to be drilled before being hammered or screwed. Thin slices of cedar from a saw mill would be a great alternative. These can be cut into various shapes with a jigsaw.

Unprocessed wood is an interesting addition – sticks, sawn sections of branches and so on. A large tree stump makes a great surface for practicing hammering nails into.





First steps

When I introduce woodwork, my first sessions emphasise becoming familiar with tools, acquiring skills and gaining confidence. I generally start with children sitting at a low table. This allows them to take their time and investigate at their own pace. When working with a group of mixed experience, I ask older children to demonstrate how to use the hammer and screwdriver.

First we learn to use the hammer. Some children are apprehensive at first; but soon after knocking in their first couple of nails, their satisfaction is obvious as they busily pound in one after another. We start with 1-inch or 25mm round nails.

Then we start screwing and joining. These two skills already allow many creative options, as children get inspired to make aeroplanes etc.

We start with small screws. Number 8 or 10s, $\frac{3}{4}$ inch long, make the task relatively easy so strengthen children's confidence. Always use cross-head screws as they are easiest.

Next I introduce the drill and G clamps. I explain that tools have specific purposes and should be returned after use.

"The emotional impact of woodworking is that it gives children that sense of achievement: 'Yes! I can do this!' Experience builds skills and knowledge which strengthen understanding: a positive cycle. Parents see happy children, further strengthening the whole ethos of positivity and empowerment."

Terry Gould

Early Years Consultancy Ltd
Former Ofsted inspector



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Tools

You will need a basic toolkit: hammers, screwdrivers, saws, hand drill, a couple of G clamps and lots of nails and screws. We use a regular old table to work on and a solid Community Playthings workbench to hold wood being sawn or drilled. The toolkit can be added to as children's skills increase. They enjoy using wrenches and a small battery screwdriver (used as a drill) with hex drill bits.

Having the right tools makes a big difference. For example, a short-handled hammer with large head, good grip and reasonable weight is excellent for children; whereas a long-handled pin hammer is difficult to use and invites frustration.

Most of the tools are standard, but there are four specific items I strongly recommend:

- The 8oz Stubby Ball Pein Hammer is perfectly suited to young children.
- Draper pistol grip hand drill and drill bits. This drill is perfect for young children to hold and the mechanism is enclosed.
- Bahco tool box saw. This Swedish saw is a good size to allow children's sawing to succeed. It can cut through thick sections of wood. Blade length about 40cm with fine teeth.
- A small Japanese saw is a great addition and very easy for children to use, cutting on the pull stroke. Ice Bear brand is readily available. Blade length about 160mm. Some Japanese saws have teeth on both sides so avoid these.

Suggested tool kit

- A sturdy wooden workbench with vice from Community Playthings
- Safety glasses
- Short stubby hammers
- Short stubby screwdriver (cross head)
- Saw
- Japanese saw
- G clamps
- Wrenches
- Spanners
- Pliers
- Hand drill
- Drill bits
- Battery screwdriver and hexagonal drill bits
- Tape measures/rulers
- Wood glue
- Sandpaper
- Nails, screws, nuts, bolts





Hammer

I have discovered that “stubby” hammers are best. These are actually adult hammers with short handles to enable work in confined spaces, but they are ideal for children. They have a good weight that helps hammer the nail in easily. They have a relatively large hitting face, have good grip and are easy to control. Stubby hammers generally come in 8oz and 10oz weights. Some are claw type and other ball pien. I recommend the ball pien 8oz for starting, being safer with the round end. You will also want a claw hammer in the toolkit for removing nails using the claw as a lever.

I recommend a 1:3 supervision ratio, to ensure children are using the hammer correctly. We initially hammer 25mm round nails with a head into balsa wood. I start by demonstrating how to hold the hammer in the middle of the handle and how to hit the nail. I emphasise the importance of constantly looking where you are hitting and of not distracting others. I discuss with the children how it might feel if we hit our finger. I then show them how to hold a nail with finger and thumb, and demonstrate gentle taps whilst still holding the nail upright. These gentle taps will not hurt even if they hit a finger. Once the nail is standing on its own, children move their hand away and hold the wood firmly, away from the nail. Now they can hammer more vigorously until the nail is all the way in.

Screwdriver and drill

The second tool I introduce is the screwdriver, which provides children with another way of joining pieces of wood. Short cross-head screwdrivers are easy for children to control. Demonstrate how to turn the screwdriver with a downward turning motion, and have children experiment turning both directions to see how the screw goes into the wood and how it can be removed. When starting to screw, first make a small indentation in the balsa with a sharp point such as a pencil or large nail and then twist the screw in with finger and thumb till it stands upright.

Screwing into balsa wood is easy. With soft wood, it helps young children if a small hole is drilled first; otherwise screwing can be difficult, which could be off-putting. There are several types of hand drill

available. I recommend the Draper pistol grip drill, as the mechanism is enclosed. Instruct children to turn in the right direction; and teach them to keep the drill upright so drill bits don't bend or break.

Children like using the old brace and bit style drills. The turning motion is easy, and it is particularly useful for drilling larger holes. A small battery screwdriver that takes hexagonal fitting drill bits also works well and is popular. It rotates slowly and is manageable for children.



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Saw

Different saws work better for different woods, but most important is that the saw is sharp. I recommend two saws – a regular western saw and a Japanese saw. The Japanese saw is held with both hands. The western saw is best used one-handed. Show children how to hold the saw with one hand and demonstrate how the other must hold the table well away from the saw. The wood should be held firm in a vice and be cut close to the workbench where it is firmest. The workbench must be stable. A heavy one is best; if using a light workbench, a practitioner may need to hold it steady.

When introducing the saw, show children how sharp it is. Explain the importance of keeping the saw straight so it

doesn't get stuck. Emphasise keeping eye, arm and saw lined up. Starting with a back stroke (pull) is easiest. Demonstrate how to get into a rhythm and how to avoid too much pressure.

When a child is sawing, one-on-one supervision is needed at all times to ensure that the child is using the saw correctly and to prevent other children passing in front of the saw or trying to watch from in front. Keep the area clear by positioning yourself directly in front. Children do love to watch – but have them stand well back.

When a task is complete, put the saw away in a safe place, inaccessible to children.

When a child is sawing, one-on-one supervision is needed at all times to ensure that the child is using the saw correctly and to prevent other children passing in front of the saw or trying to watch from in front.





Health and Safety checklist

- Safety glasses (more comfortable than goggles) should be worn at all times during woodwork.
- Each child must be given proper instruction on correct use of all tools.
- Ratio for introducing most tools is 1:3. Ratio for sawing must be 1:1.
- Sawing – Wood always clamped when being sawn. Practitioner to stand in front of sawing area to prevent other children getting close to saw. After use, saw immediately put out of reach.
- Japanese saw: child should hold saw with two hands.
- Western saw: child should hold saw with one hand; other hand should be well away, holding bench.
- Avoid hardwoods, plywood and treated wood.
- Do not cut MDF in setting due to excessive dust.
- Remove protruding nails from finished pieces before they are taken home.
- Keep floor clear to prevent tripping.
- Be aware of children with additional needs – some may need 1:1 ratio.
- Avoid splintery wood.
- Set up space to prevent distractions.
- Keep first aid kit available. Know who is appointed first-aid qualified person.

Staff training

It is unnecessary to have a specialist lead children's woodworking sessions. Although many teachers hesitate to introduce woodwork (if they've had little experience), some basic training will quickly alleviate any worries. These sessions both build confidence and allow staff to experience what children do all the time: learning something new. Training days are always enjoyable, with a lot of shared inspiration and laughter.

Training workshops can include:

- Learning and development through woodwork
- Safety issues
- Tools and instruction
- Suitable woods
- Set-up of woodwork area
- Suggested activities including long-term projects
- Practical session



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Projects

Projects that last over many sessions can be a great way to extend learning. They foster in-depth investigations, build on developing skills and unite different areas of learning.

Sculpture

Sculpture is an excellent way to expand woodwork skills, as children enjoy it so much. They develop spatial awareness while constructing three-dimensional forms, and they spontaneously bring in ideas from other areas of learning. I'm always amazed how thoughtful children are in their arrangements, seeming to have a natural understanding of aesthetics. To start, bring in and discuss pictures of various sculptures. Next explore making sculptures in paper and card before moving on to wood.

Much as a piece of paper is the starting point for drawing, a great starting point for sculpture is a piece of wood vertically mounted on a base. I then bring a huge box with all sorts of shapes and sizes of offcuts.

The children choose pieces they like and start to construct their sculpture, deciding whether to join with nails or screws or wood glue. As soon as they start joining wood, they are creating three-dimensional forms. They employ an array of skills in the process, and there are countless ways they solve problems

and think creatively whilst expressing their imagination.

Another option is to work together on a larger sculpture. Here it would be good to discuss options and follow the children's interest. Various ideas may evolve such as a totem pole type structure, giant spider web or windmill. Children enjoy creating mixed-media sculptures by adding other materials like drilled bits of coloured plastic, sections of pipe and so on. Such sculptures are fine to leave out in the garden and look great for months.





Sound garden

Children love designing a sound garden. Begin by becoming familiar with metal as a material, investigating the sounds metal makes; most parents are glad to contribute old kitchen utensils.

The design process is fluid, and it is important that children make decisions about how their arrangement will look. Metal objects might be placed on the floor to see how they sound when hit like a drum, or rattled, or scraped, or hung and banged. Children then select elements that they like the sound of.

We then explore various designs by loosely arranging the pots and pans etc and supporting some temporarily with rope. Some children use their mark-making skills to further

develop design ideas. We also explore sorting sounds into groups: banging drum sounds, bells, scraping sounds etc.

The final stage is construction. Children are fully involved, sawing the wooden supporting structure and bolting it together. Their woodworking skills are fully employed: sawing, drilling, nailing, screwing and using the wrench and coach bolts. Lastly, you will work with them to add the metal objects. There is lots of teamwork as children give their input and take it in turns to saw through thick boards.

Being designed by the children ensures that the sound garden will engage them. There is rarely a moment when a child is not busily making a wonderful cacophony in ours.

Mud kitchen

This project could start by choosing a space in the garden and discussing ideas. Children can be fully involved: sawing, drilling, nailing, screwing and bolting the mud kitchen's frame or shelves together. Our children also decided to construct some tables and chairs, a homely addition which stimulated imaginative role play. Children use pots, pans, dishes, sinks and pipes contributed by parents and the local plumber.

We decided to keep our water source at some distance so children would discover various methods of transporting. They initially used jugs to fetch water; they also created a stream from drainpipe sections.





Deconstruction

Children enjoy deconstructing, in part because they are fascinated to discover how things work. They focus intently on this detective role, and learning often expands as they investigate the way cogs work, or magnetism, or how a wheel turns.

I collect things like old bikes, prams, weighing scales – apparatus containing no electronics. Parents too may bring old fans, large clocks, old radios, tape recorder, and so on. However, do not accept electronic equipment, which could contain toxic chemicals.

There is conflicting advice about potential contact with toxic

elements in deconstructing electronic equipment, so I recommend avoiding electronic equipment with any printed circuit boards and pay attention to what other materials may be contained.

You may need to purchase a new set of screwdrivers, as many gadgets and appliances include all sorts of screw types and sizes.

Young children often then use the deconstructed parts to make constructions! I've seen the bits turn into robots, sculptures or mobiles, often combined with wood constructions; as designs develop, children's imagination takes off and amazing narratives evolve.

Conclusion

Woodwork is worth the effort, and I hope this book helps you start. Every child should have these experiences! It is a joy to see children so deeply and happily involved.

Once everything is in place, you'll be amazed by the depth of children's engagement and the breadth of their explorations. Watching their creativity, witnessing their problem solving, and seeing their pride in achievement will lift your own spirit.





Appendix

Risk assessment

Example risk assessment form:
www.petemoorhouse.co.uk/education

Article on weighing up risks and benefits from the Health and Safety Executive: www.hse.gov.uk/entertainment/childrens-play-july-2012.pdf

Further reading

Early Years Educator,
“Woodworking Wonders”,
Volume 13, No 11, March 2012

Early Years Update, “Introducing Young Children to Working with Wood”, Issue 97, April 2012

Nursery World, “All About Woodwork”, 14 May 2012

No Fear, Tim Gill, Calouste Gulbenkian Foundation, 2007

The Little Book of Woodwork, Terry Gould and Linda Mort, Featherstone Education, 2012

Suppliers

Workbench: Community Playthings
www.communityplaythings.co.uk

Tools: All recommended tools can be found at major retailers including many online suppliers

Bristol Tools (mail order):
0117 9237413 stocks most tools
sales@bristoltools.co.uk

Safety glasses: Rapid Electronics- JPS
Junior safety glasses
www.rapidonline.com/facilities/junior-laboratory-spectacles-72695

Also from
www.thesafetysupplycompany.co.uk/

Balsa wood:
Balsa cabin
www.balsacabin.webs.com
01621 859711

Aldous www.fredaldous.co.uk/model-shop/wood-craft/balsa-wood.html 0161-2364224

Yorkshire Purchasing Organisation www.ypo.co.uk



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Pete Moorhouse



Pete Moorhouse is a professional sculptor, public artist and educator, having over twenty years' experience in educational settings. He is currently Artist Educator at St. Werburgh's Park Nursery School in Bristol (a National Teaching School) where he supports children with various activities and provocations that promote creative thinking, in the spirit of Reggio Emilia atelieristas. Pete also delivers CPD trainings and conference presentations throughout the UK and abroad.

Pete collaborates on an international research project to promote woodworking in early years education, has several journal articles published about creative woodwork and is the author of *Woodwork in Early Years Education*. He conducts ongoing research on woodwork in early years education and is honorary research fellow at the Graduate School of Education, Bristol University.

Contact Pete about his trainings

“Introducing Woodwork in Early Years Education”

– INSET and CPD training sessions

www.petemoorhouse.co.uk/education

Contact: studio@petemoorhouse.co.uk

All advice is offered with the best intention for positive outcomes for young children's learning and development. It is important that woodwork is introduced properly and safety guidelines are adhered to. No responsibility can be taken for accidents. It is your responsibility to introduce woodwork appropriately to your particular setting and respond to the particular children taking part.



Workbench for hands-on learning



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Tool cabinet can be attached on the long edge



Tool cabinet can be latched in various positions



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