



# Outdoor Learning Newsletter SPRING 2024



We fully embrace the vision stated in the Church of England’s Vision for Education ‘*Deeply Christian Serving the Common Good*’ published in July 2016 of educating the whole person. We aim for our children and members of the wider school community to flourish in all they do and ‘live life in all its fullness’. (John 10:10)

At Nutfield Church school we are proud to have constructed a curriculum that is ambitious and designed to give all pupils the knowledge and cultural capital they need to succeed in life. One afternoon a week is dedicated to Wellbeing. During Wellbeing afternoons, children are taught Wellbeing Theory; P4C (Philosophy for children) and PSHE on a three-week rotation. In addition, the children also have an hour of PE during their Wellbeing afternoon. Wellbeing+ sits at the core of the Wellbeing Strand. Wellbeing + is a skills-based curriculum, whereby knowledge and skills and skills are acquired by doing. Children apply what they are learning in Wellbeing Theory lessons to real-life scenarios, which helps them to fully grasp the subject and its application as well as developing the skills they will need as adults. The abundance of land at Nutfield Church Primary School allows our children to have frequent and progressive experience in the school grounds. During their Wellbeing+ lessons children have the opportunity to actively engage in hands-on activities such as animal husbandry, animal conservation and gardening. It is widely recognised that outdoor learning is a powerful tool that is proven to raise attainment, booster social, emotional and personal development and contribute to the mental health of our children, which is why so much value is place on the teaching of Wellbeing at Nutfield Church Primary School.

## Peter Rabbit

Reception class have continued to look after Peter Rabbit on a daily basis – come rain or shine!

Reception also enjoy their weekly ‘Farm Fridays’ where they visit the farm, as well as the bird hide and wildlife area. They will often take part in an outdoor activity such as tree bark rubbings.



# Chickens: Year 1

Year One researched a chicken's diet and wrote a class recipe book for treats for the chickens.





## Trinity Gardens: Year 2

This term in Year 2, the children have been learning about seeds, food production and planting. They have had several discussions on when seeds should be planted and taught to check the guide on the back of a packet of seeds. We have also been watching a variety seeds grow into herbs, which will later be planted into the kitchen gardens (as soon we have had the last frost of the year). The children have also planted their own flowers for our Summer hanging baskets and we have also been watching our onions and garlic grow in Trinity Farm. After Easter, we will be planting some more vegetables!



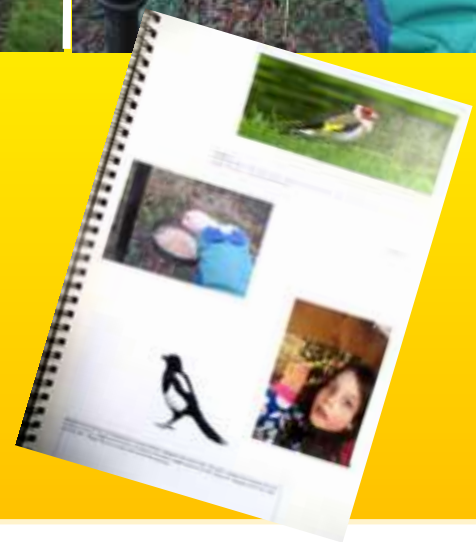
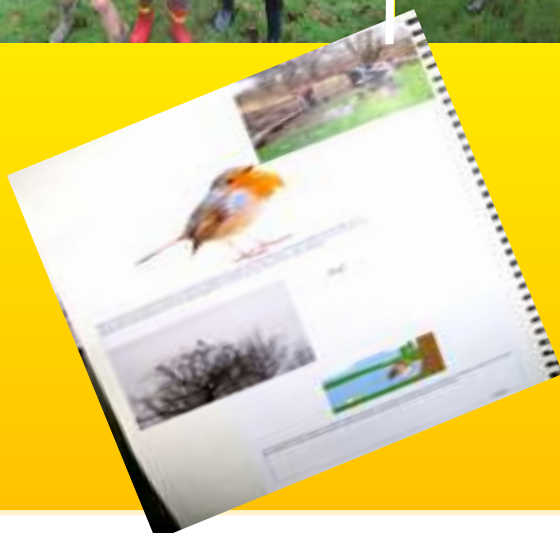


## Year 3:

We continued to understand which birds are native to our local environment, to gather, record, classify and present data in a variety of ways to help in answering question ,to explore classification keys to help group, identify and name a variety of things in their local and wider environment.

# How many birds are there in the world?

New research estimates that there are between 50 to 430 billion birds on earth.





## Bug Hotel: Year 4

Year 4 continued to explore and used classification keys to help group, identify and name a variety of living things in their local and wider environment.



### Each material supports the habitat needs of different insects

Bricks offer a great home for isopods, wasps, and solitary bees.  
 Twigs and sticks are home to beetles, spiders, and other insects.  
 Pine cones serve as a nesting place for isopods and beetles.  
 Moss and straw provide a cozy place for native bees, praying mantises, and butterflies.  
 Bamboo, sticks, and tree branches provide space for spiders, ladybird beetles, and native bees.  
 Grass and bark supply shelter for a variety of insects.



## Year 5– Chickens

In Year 5 we have continued to look after the chickens. We have a rota and different children go to the farm each morning to check they have clean water, enough food and are clean. We have taken our role very seriously.



## Did you know.....

The average hen takes between 24-26 hours to produce a single egg. She will lay between 300 and 325 eggs per year and, if she becomes broody, will turn each egg 50 times a day to stop the yolk from sticking.



We have also been thinking about the welfare of farm animals. In class we have considered the conditions they need in which to thrive and how their needs are the same or different to those of domestic pets. The children demonstrated considerable compassion for animals which were farmed for food and strongly felt that all animals, regardless of their

Should farm animals be treated the same as pets?

NO because if you fed a sheep the same food as cats then the sheep could get really sick. Also if you let a dog sleep in a field that cows normally do, it could get lost and not come back. If you kept a horse inside your house it would feel really cramped and have nowhere to sleep. If a cat went to sleep on a sofa it would feel sad and it would have to sleep with lots of noise around it.



Should farm animals be treated the same as pets?

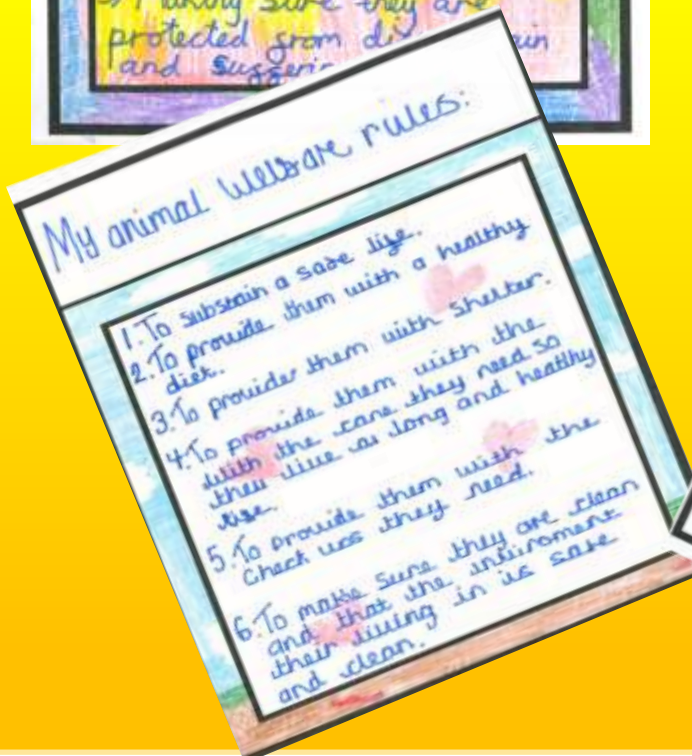
NO because if you fed a sheep the same food as cats then the sheep could get really sick. Also if you let a dog sleep in a field that cows normally do, it could get lost and not come back. If you kept a horse inside your house it would feel really cramped and have nowhere to sleep. If a cat went to sleep on a sofa it would feel sad and it would have to sleep with lots of noise around it.





## Year 6: Animal welfare

When do we choose what animals should do? Should animals be used to help in dangerous situations? When is it right for animals to work for humans? How can we ensure that humans meet the needs of 'animal heroes'? How do we know whether animals have feelings? Can animals be responsible for humans? In groups, Year 6 imagined that they were in charge of caring for all the animals in the world. We challenged ourselves to discuss and design an expanded set of rules for animal welfare.



# Volunteering and Fundraising

## Volunteers – we need you!

As you know, we are actively developing our Wellbeing curriculum as we focus on providing an outstanding Quality of Education for all children and the animals are a bold step towards that. The success of our outdoor learning curriculum is very much dependent on the generosity of our parents. We already have a thriving volunteer programme who help care for our animals at weekends and during the holidays. We are always looking for new volunteers, so if you think this is something

## Donations

If you are unable to come into school at weekends or during the holidays there are other ways you can help. We have set up a tab on Sco-Pay and are asking parents and carers to donate £3 a month to help feed and care for our animals.

Alternatively, attached to this newsletter is a list of essential items we need to care for our animals, just purchasing one of these items would help us to secure the future of our outdoor learning curriculum. These items are usually sourced from Pets at Home. Thank you so much in advance.

Thank you to the Nicholson family who continue to donate bales of straw and hay for our rabbits and guinea pigs. Our guinea pigs in particular eat an awful lot of hay so we are very grateful for the generous donation!





# Chicken/Rabbit and Guinea Pig Shopping List...



Adult rabbit or guinea - pig pellets.



Wood shavings



Meadow hay



Disinfectant spray



Gnawing toys



Layers Pellets



Verm-X Poultry Zest



Mite and lice powder



Mixed grit



Mixed corn