

# **St Leonard's Farm Park**

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## **School and Group Educational Pack**

*Let St Leonard's Farm Park help you with your planning!*

# **Planning Check List**

- ❑ **Has a FREE preliminary visit been arranged?**
- ❑ **Is there a clearly defined Group Leader who has competence to manage the visit? Is there a Deputy Leader?**
- ❑ **Is there a clearly defined purpose of the visit? Has an itinerary been planned? Have facilities been booked i.e. classroom/tractor & trailer Rides/bags of animal feed?**
- ❑ **Has a risk assessment been completed? Have all staff and volunteers read and acknowledged the risk assessment?**
- ❑ **Have all staff and volunteers accompanying the visit been suitably vetted?**
- ❑ **Is there an acceptable staff/pupil ratio?**
- ❑ **Is suitable transport being used and booked?**
- ❑ **Have arrangements been made to ensure parents are provided with suitable and sufficient information? Have parents been provided with a list of what is required i.e. suitable footwear, lunch, drink, coat, pocket money... ?**
- ❑ **Has parental consent been obtained?**
- ❑ **Are adequate arrangements in place to finance the visit?**
- ❑ **Are arrangements in place for specific educational or medical needs or disabilities of pupils, staff and helpers?**
- ❑ **Are any pupils related to anyone acting in a supervisory role?**

**You will find herein some information how St Leonard's Farm Park can fit in with the New 2014 KS1 and KS2 curriculum requirements. We also provide helpful links, resources and examples of activities you can use with your class/group prior to or following your visit.**

**At KS1 the farm visit offers an in depth and first hand experience in a whole range of visual, tactile, olfactory and other sensory situations. Learning about and understanding of a variety of life cycles and seasonal change can be experienced in the natural physical environment. Additionally, there is a wealth of opportunity for language development, reading, writing, number skills, calculating, shape work, comparing and contrasting a location, drawing and painting and much more.**

**At KS2 the visit will stimulate and excite pupils further with new experiences. It will deepen their curiosity as they begin to apply their knowledge and understanding of ideas and of the world. Pupils will learn that the farm is a good example of an environment that is sustainable and that it is an environment affected by human activity; they can investigate the rural environment and the effects on it from conflicts of interest that arise. They will have opportunities to talk about their in depth, immersed learning and its significance. They can communicate their ideas with more understanding using a widening range of vocabulary and language, writing skills, assemblies and presentations (oral, visual and electronic).**

## **BEING A SCIENTIST KS1 (taken from 2014 National Curriculum)**

### **Plants; Animals, Including Humans; Living Things and Habitats; Everyday Materials; Seasonal Changes**

#### **Learning Outcomes for Working Scientifically**

##### **Pupils can:**

Ask scientific questions

Use simple equipment to make observations

Identify and classify things

Talk about what they have found out

#### **Biology**

##### **Learning Outcomes for: Living Things and their Habitats**

Pupils can:

- Name the petals, stem, leaf and root of a plant
- Name the roots, trunk, branches and leaves of a tree
- Sort animals into categories (fish, amphibians, birds, mammals and reptiles)
- Sort living and non-living things
- Link the correct part of the body to each sense
- Identify things that are living, dead and never lived
- Describe how a specific habitat provides for the basic needs of things living there (plants & animals)
- Identify and name [some] plants and animals in a range of habitats
- Describe a simple food chain
- Describe what plants need to grow and stay healthy (water, light and suitable temperature)
- Explain the basic stages in a life cycle for animals, including humans
- Describe what animals and humans need to survive
- Describe why exercise, a balanced diet and **good hygiene** are important to humans

#### **Chemistry**

##### **Learning Outcomes for: Uses of Everyday Materials**

Pupils can:

- Group objects based on the material they are made from
- Identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard
- Suggest why a material might or might not be used for a specific job

## Physics

### Learning Outcomes for Seasonal Changes

Pupils can:

- Observe and comment on the changes in the seasons
- Name the seasons and suggest the type of weather in each season

## Being a Geographer KS1

### **Learning Outcomes:**

Pupils can:

- Explain how the weather changes throughout the year and name some seasons
- Explain the clothes that they would wear in hot and cold places
- Say what they like and do not like about a different place
- Describe the key features of a place using words like forest, hill, valley...
- Explain what a village, town or city may need and give reasons
- Explain how an area has been spoilt or improved and give reasons

## **KS1 Ideas for Activities on the Farm or Back in the Classroom**

**Observe animals** (including humans), moving in a variety of ways. Ask children to say how different animals move including which parts of the body are being used *e.g. wings*. Make a record using drawings and labels. Can they group the animals?

### **Describe a local habitat and what might live there**

Walk around the farm or school (pre-visit) to identify where plants may be growing and where there are animals

*e.g.:*

- look in paddocks/pens on the farm for which animals may be suited to living in them; look at feeding troughs, water spouts, wall or fence height; the type of food. If the paddock/pen is empty, ask them to make a guess by considering the above.
- turn over stones and lift plant pots to find wood lice; look under damp bushes or beside walls for snails; carefully dig up soil to find earthworms, observe a bird feeding area in the playground. Support children by providing a prepared table to record their findings. Talk about which animals were found and where they were found.

**Extension:** Choose *two contrasting* areas and ask the children to predict and then find out what animals and plants they can find in each. Help them to describe the differences between these two areas, using drawing and writing. Ask them to speculate on reasons for the differences and whether they found the animals and plants they expected.

**Flowering Plants:** review children's understanding of where new plants come from. Show children plants in flower and with fruits *e.g.* apple trees, dandelions, horse chestnut trees and explain that the fruits which contain the seeds are produced from the flower. Introduce the term "reproduce". Present children with a collection of seeds and fruits of different shapes and colours and invite them to add to the collection. Challenge children to find seeds in some plants *e.g.:* old wallflower plants, sunflower, pea pod.

### **Reproduction and growth**

Growing Seeds: What is needed for the seed to begin to grow? Plant seeds e.g.: broad bean, sunflower in soil/potting compost/sand or paper. Ensure children consider whether the growing medium is wet or dry by having one set of “wet” and one set of “dry” containers. Discuss what they are to look for e.g.: shoots/roots when they observe their seeds and help children to make a daily record of their observations.

**Extension:** Show children results from a previous activity e.g.: a germinated seed on wet paper and one which hasn't germinated on dry sand and ask them whether it was *fair* to compare them. Introduce the idea of a **fair test**.

**Animal Reproduction and Growth:** Use secondary sources e.g.: video, CD-ROM, reference books and/or first-hand observation e.g.: frogspawn to illustrate to children that animals in their local environment (birds, frogs, snails, butterflies) produce young which grow into adults. Use examples of the farm animals and babies they saw at the farm. Ask children to write about and illustrate the changes in one animal.

### **Produce an information sheet or a magazine**

Draw together the work by discussing the habitats with the children and asking them to produce an information sheet, for their parents, about one of these habitats and the animals and plants that were found there.

Following the visit to the farm, children could research more about a chosen farm animal and produce an information sheet to display. The same could be done for plants.

### **Grouping animals and plants**

Review children's understanding by presenting them with a collection of pictures and specimens of animals and plants e.g. *bee, spider, worm, mealworm, snail, dog, horse, bird, snake, crocodile, butterfly, whale, grass, ivy, holly, cherry tree, daffodil, oak tree, human* and ask them to group them into animals and plants. Elicit simple ideas about the groupings e.g. *the plants have green parts, the animals all move*. Ask children explicitly about some items e.g. *a green animal*.

Show children a video of a variety of animals, possibly including those not found locally. Present children with a collection of pictures of humans and other animals and ask them to consider questions e.g.:

- *in what ways are all the animals like each other?*
- *which are humans?*
- *how do we know?*
- *in what ways are all the humans like each other?*

Ask children to suggest two answers to each question. Talk about children's answers with them, revisiting parts of the video if appropriate.

### **Recording and Sorting Animals/Humans**

Ask children to bring in a photograph of themselves. Ask children to sort the photographs into groups using their own criteria *e.g. boy/girl, hair colour, hair length, height*. Ask children to write a description of a member of the class so that others can identify who it is or make and record a comparison of two individuals listing similarities and differences. Discuss with children how they could change the way they look and whether they could still be recognised (*e.g. wearing glasses*).

Give children a collection of pictures of animals (including humans) found in the local environment and ask them to find different ways of sorting them *e.g. legs/no legs, fly/walk/slither*. Talk with children about their groupings and help them to make block graphs showing their findings.

### **Recording and Sorting Plants**

Present children with a collection of plants (or pictures of plants) found locally, including some which have had the soil washed from their roots. Clarify the distinction between part of a plant and a whole plant *e.g. a daisy flower and a daisy plant* and revise the parts (plant, leaf, stem, root and flower). Show, using pictures or by going outside, that many trees have flowers. Ask children to choose two different plants and make drawings of them, labelling parts *e.g. stem, leaf, root, flower, branch* and describing how these differ.

### **Describing the Locality and its physical and economical features.**

Identify together the different manmade and natural features. Produce a class word bank.

Study a map of the school locality and the farm locality. Ask the children to identify the main land uses and features using their word banks. Then label a (provided blank) map with their findings.

Discuss the layout of the locality and reasons why it is like it is.

### **Recording the different physical, manmade and natural features.**

In the field, divide the children into pairs. Ask each pair to identify manmade features *e.g.:* houses, shops, roads, services, farm land.

In class, collate the results and ask the children to present their results using ICT *e.g.:* databases, as simple graphs, as simple pie charts (differentiate accordingly).

Discuss the findings and relate these to the land use plan/map of their local area.

## **KS2 BEING A SCIENTIST**

### **BIOLOGY**

#### **Learning Outcomes for: Animals, Including Humans**

Pupils can:

- Use food chains to identify producers, predators and prey
- Construct food chains to identify producers, predators and prey
- Describe the way nutrients and water are transported in animals, (including humans)

#### **Learning Outcomes for: Living Things and their Habitats**

Pupils can:

- Group things in different ways
- Use classification keys to group, identify and name living things
- Create classification keys to group, identify and name living things
- Describe how changes to an environment could endanger living things
- Describe the life cycle of different living things e.g. Mammal, bird, amphibian or insect
- Describe the process of reproduction in plants
- Describe the process of reproduction on animals
- Classify living things into broad groups according to observable characteristics and based on similarities and differences
- Give reasons for classifying plants and animals in a specific way

#### **Learning Outcomes for: Evolution and Inheritance**

Pupils can:

- Explain how animals and plants are adapted to suit their environment

### **CHEMISTRY**

#### **Outcomes for: States of Matter**

Pupils can:

- Group materials based on their state of matter (solid, liquid, gas)
- Describe the water cycle

## **Learning Outcomes for: Properties and Changes of Materials**

**Pupils can:**

- Compare and group materials based on their properties (e.g. hardness, solubility, transparency, conductivity...)
- Give evidenced reasons why materials should be used for specific purposes

## **Physics**

### **Outcomes for: Light**

**Pupils can:**

- Explain that light is needed in order to see
- Describe what dark is (the absence of light)
- Explain that light is reflected from a surface
- Explain the danger of direct sunlight and describe how to keep protected
- Explain how simple optical instruments work e.g. periscope, telescope, binoculars, mirror, magnifying glass etc
- Explain why shadows have the same shape as the object that casts them

### **Outcomes for: Forces and Magnets; Forces**

**Pupils can:**

- Explore and explain how objects move on different surfaces
- Explore and explain how some forces require contact and some do not, giving reasons

See [www.countrysidefoundationforeducation.org.uk](http://www.countrysidefoundationforeducation.org.uk)

## **BEING A GEOGRAPHER KS2**

### **Learning Outcomes:**

Pupils can:

- Use some correct geographical words to describe a place
- Use some basic Ordnance Survey map symbols
- Plan a journey to a place in England
- Explain why people may choose to live in one place rather than another
- Explain how a location fits into its wider geographical location with reference to human and economical features
- Describe how some places are similar and dissimilar in relation to their human and physical features
- Answer questions by using a map
- Use maps, aerial photographs, plans and e-sources to describe what a locality might be like

## **KS2 Ideas for Activities on the Farm or Back in the Classroom**

### **Finding Different Habitats**

Introduce the word “habitat” and explain meaning. Explain to children that they will be studying local habitats. Go for a walk around the farm, school and/or immediate locality to find and make a list of habitats. Review final list with the children and group habitats of similar scale or diversity together e.g.: pond, field, wood, tree, hedge, flower bed, grassy patch, plant trough, under leaf, under stone. Ask children to record the habitats identified. Compare and contrast the different habitats.

### **Different Animals in Different Habitats**

Using pictures of the farm and places in the immediate locality (or similar to places in the locality) as stimuli, ask children to predict where a particular organism will be found e.g.: woodlice, snail, butterfly, and bee. Visit locality/farm to check predictions. Explain that collecting animals must be done with care so that the animals are not damaged. Help children collect invertebrates and record locations in which they were found. In what conditions were they found e.g.: light, water, soil, shade, temperature? Ask children whether they found the organisms they expected. Help children return any animals collected to their habitat. Discuss WHY the organisms were found in a particular habitat.

### **Grouping living things**

Make sure the children understand the words “plant” and “animal”. Introduce the term “organism” as a general term for all living things. Use pictures of vertebrates, invertebrates, humans, small flowering plants, trees and challenge the children to sort them according to their own criteria and then into plants and animals. Let children choose how to record their groupings.

**Extension:** Present children with pictures including similar pairs e.g. bee/wasp, spider/beetle, daisy/dandelion and discuss features e.g.: legs, eyes, wings, colours. Ask children to group similar organisms together and explain their groupings. Use scientific inquiry to start to create a key.

### **Investigating Plants and Animals**

Ask children to generate a question to investigate or offer alternatives:

- ✓ How do we know that woodlice prefer damp conditions?
- ✓ How do we know mealworms prefer dark?
- ✓ How can we find out what snails prefer to eat?
- ✓ Do earthworms live above or below ground? Why do you think that is?

Discuss questions with the children and help them to decide how to collect evidence for their investigation and what equipment they should use:

- ✓ How many animals should be used?
- ✓ What sort of food should we give the snails?
- ✓ How can we see worms if they are underground?

Help children carry out the investigation and to make careful observations. Discuss results and ask children to explain these in terms of what they already know about the animals and their usual habitats.

### **Using Keys to Identify Plants and Animals**

Present children with an organism or a picture of organism from the local environment which is likely to be unfamiliar to most of them. Ask them to write down 2 or 3 things about it. Show some reference books and ask children how easy it would be to identify the organism from these. Show children a simple key and how to use it. Practice with other keys and other organisms.

### **Finding out about Food Sources**

Using secondary sources e.g.: reference books, CD-ROMS, videos investigate the food needs of a chosen animal from a local habitat and where it finds its food. Use one that is found locally (bird, small mammal). Record findings as a class poster book.

### **Identifying Food Chains**

Review habitats with children and ask them to say which organisms are found in specific habitats, some of which eat plants and some of which eat animals. Extend ideas about the food of animals by using secondary sources. Introduce terms “predator” and “prey” and start by considering '*what eats what?*' Challenge children with the question “*Where did the prey get its food?*” Ask children to find out about this using secondary sources. Show how a food chain is represented. Give children pictures of organisms in a habitat with information about what each eats and ask them to practise writing or sequencing food chains. Where possible, relate this to the local habitat or the farm after the visit.

### **Animal and Plant Interdependence**

Ask children what they remember from previous work about the feeding of animals and plants and ask them to suggest other reasons why animals need the plants and why plants might need the animals. Help children to use their own knowledge and observations and secondary Sources to make an information card about an animal or plant in the local habitat. Discuss how it is different for farm animals, who and what do they need to be dependent on?

### **Food Chains**

Remind children of earlier work on food chains and present them with information about the animals and plants in any habitat, together with information about what the animals eat. Ask children to construct food chains and to explain to each other what they mean. Elicit children’s understanding of the terms “producer” and “consumer”.

### **Protecting Habitats**

Ask children to think about the effects on plants and animals of changing conditions in a particular habitat in various ways e.g.: draining the pond, removing the pond weed, removing the shade or surrounding grass.

Ask the children to prepare a presentation to an audience to explain why the organisms could no longer live in a changed habitat or write a letter opposing a change that would alter a habitat.

### **The Lifecycle of Flowering Plants**

Review with children their knowledge of flower structure, pollen dispersal, pollination, fertilisation, seed development and dispersal. Choose a familiar plant and introduce the term "lifecycle", create a display sheet to illustrate the complete lifecycle of the plant. With the children, compare the lifecycles of different plants pointing out similarities.

### **Seed Dispersal**

Provide pupils with a collection of fruits with seeds e.g.: apple, tomato and some seed cases and seeds which are not from fleshy fruits e.g.: wheat, maize (sweet corn), poppy, winged seed cases (ash & sycamore) together with pictures of the plant.

Revise seed dispersal and use observation and secondary sources to find out and record how seeds are dispersed. Ask children to suggest why plants produce so many seeds. Talk to them about reasons why some seeds may not grow into new plants.

### **Human Growth and Development**

Revise the growth and development of humans and discuss different stages e.g.: babyhood, childhood, adolescence, adulthood.

Ask children to devise a time line to demonstrate stages in the growth and development of humans and talk with them about the relative lengths of each stage. Use secondary sources to compare lengths of various stages e.g. the gestation period for different animals or illustrate the differences between newly born animals of different species in terms of dependence on their parents, ask children the implications of these differences.

Compare human development to various farm animals' development following farm visit.

### **What is Reproduction For?**

Review work on lifecycles of plants and animals asking children why it is important for both plants and animals to reproduce. Discuss some examples of animals e.g.: panda, tiger, cheetah that are facing extinction and how conservationists attempt to deal with the issues.

### **Where is the farm? Where is the school?**

Ask the children to locate the UK on a globe then, on progressively larger scale maps, to locate region, county, village.

Ask pupils to locate the school site on a map of the locality...in pairs give directions from the school to specific points in the locality. Record their directions on a map and identify features along the way.

**Describing the Locality and its physical and economical features.**

Help the children to match ground photos of the main human and physical features to a base map of the village, naming features and listing questions for further research. Produce a class word bank. Study an aerial photo of the village. Ask the children to identify the main land uses and features using their word banks. Then label a plan to show key land use and boundaries. Discuss the layout of the locality and reasons why it is like it is.

**Recording the different physical and economical features.**

In the field, divide the children into pairs. Ask each pair to identify land use e.g.: houses, shops, roads, services, farm land within a small area of the village and mark it on a base map using a colour coded key. Create their own key if they are able to. In class, collate the results and ask the children to present their results using ICT e.g.: databases, as simple graphs, as simple pie charts (differentiate accordingly). Discuss the findings and relate these to the land use plan of the village produced earlier.

## **St. Leonard's Farm would like to add the following areas of learning:**

### **How do we look after animals?**

- Pets need to be looked after
- All animals should be treated with respect
- All humans have a responsibility to ensure the well-being of animals, including mini-beasts

### **Learning Objectives:**

Pupils will learn:

- To know how to take care of an animal
- To demonstrate awareness of the responsibilities they would have if they were caring for an animal
- To describe the needs of wild animals and how these can be met
- To understand that we can help wild animals by thoughtful and responsible behaviour

### **Wild animals and their needs**

Ask children to name all the wild animals they think live in the school grounds/neighbourhood/local countryside or farm animals they saw on their trip to St Leonard's Farm Park.

Show photos of common British wild animals or farm animals seen at the farm during their trip. What do these animals need to live? How can the children provide these animals with what they need to live?

Children identify some simple rules for behaviour in areas where wild animals and wild birds live AND where the farm animals live.

Ask the children to name some farm animals and discuss why they are different to wild animals.

The children design their own garden for wildlife, identifying different features that help provide the animals with the environment they need to thrive.

### **Who else looks after animals?**

- Learn about the responsibilities humans have towards animals
- Learn about voluntary/charitable organisations and why they are needed
- What is a volunteer?
- The problems of unwanted pets

### **Learning Outcomes:**

Pupils will learn:

- To be able identify different types of animals
- To appreciate the responsibility humans have to help keep animals healthy
- To know and describe what a voluntary/charitable organisation is and understand the role of a volunteer
- To understand the responsibilities of pet ownership and care

## **Voluntary/community groups/organisations**

Discuss volunteering and the role of charities. Why do people volunteer? What different voluntary and pressure groups do children know of? Why do we need these groups? What is their purpose? Show some examples (whiteboard etc)

Make a class list of different animals. Divide the list into categories – farm animals, wild animals and pets. What keeps animals healthy? Who looks after them when they are ill or injured? What happens when no one looks after them? Tell the children that it is against the law to mistreat an animal.

Focus on the work of a local and/or national organisation (e.g. RSPCA, Cat Rescue) that works to improve the lives of animals, prevent cruelty and promote kindness to animals. Create a poster/leaflet.

## **Laws of protection for humans and animals**

Introduce the idea that, as well as laws to protect humans, we also have laws in this country which protect animals. What do people in these organisations do? (Inspect conditions in which animals are kept and take action when these are found to be unsatisfactory.) It may be useful to liken the roles of these organisations to the roles of service organisations for humans i.e. the police.

Discuss the different jobs the organisation does: campaigning, prosecuting people who mistreat animals, finding new homes for unwanted/abandoned pets, rescuing animals in distress, lobbying MPs. Does it help all animals – farm animals, wild animals, laboratory animals and pets – or just certain kinds of animals? What would happen to, say, unwanted pets if the organisation did not exist?

## **Pet ownership**

Discuss pet ownership as a class. What pets do the children have at home? Why did they choose this pet? What responsibilities does having a pet bring and who takes this responsibility? The legal age for pet ownership is 12 – discuss why this might be. What would they do if they could no longer keep their pets at home?

Give the children details of pets that need a home plus a list of families that are looking for a pet. In small groups, the children decide which pet is suitable for a particular family and give reasons. This can be done in simple discussion or the animal could interview its would-be owner.

## **Discussion/debate/role play about animal welfare**

Different animal welfare organisations campaign about many issues. Provide the children with newspaper or other media articles about one or more animal welfare issues. Working in small groups the children identify the key points in these articles and share these with the rest of the class.

How might the children help to improve animal welfare? e.g.: create and maintain a wildlife habitat at home or school/providing food for birds/looking after their pets/ fundraising.

Conduct a debate/discussion on an animal welfare issue e.g. circuses, zoos, factory farming, fox hunting, the effects of pollution, foot and mouth disease or ask children to design a poster/flier to highlight their concerns about a particular animal welfare issue. Make a class display for a suitable area in the school.

Use the Countryside Foundation for Education's "The Lychford File" to develop/reinforce these activities.

## **Other areas for development**

### **English:**

- Recounts/Reports
- Animal Inspired stories/Poems
- Letters
- Persuasive writing
- Explanation writing
- Information writing
- Arguments

### **Maths**

- Estimating/Measuring/Converting
- Collecting/Presenting Data
- Shapes and their properties/Pattern & Tessellation
- Number /fractions /percentages

## **Links and Resources:**

- ◆ [www.countrysidefoundation.org.uk](http://www.countrysidefoundation.org.uk)

The Countryside Foundations Field to Fork website has interactive exercises based on staying on a farm and learning about the origins of food. It is a good introduction to food and farming and as a preparation for a farm visit.

The Lychford File is a KS2 resource that helps “to bring the countryside into the classroom.” Teacher’s notes give guidance on the activities and makes references to other resources. Suggestions are given on how to use the Lychford File for the National Numeracy and Literacy Strategies and PSHCE.

These resources are free but require registration access.

- ◆ [www.standards.dfes.gov.uk/schemes](http://www.standards.dfes.gov.uk/schemes)

This is a UK government site with practical guidance, schemes of work and good examples of good practice in schools.

- ◆ [www.ukagriculture.com](http://www.ukagriculture.com)

Follow the lifecycle of food from field to fridge.

- ◆ [www.face-online.org.uk](http://www.face-online.org.uk)

Education co-ordinators can advise on issues relating to food, farming and education. All co-ordinators have a teaching background. St Leonard’s Farm Park is a member of FACE and CEVAS accredited (Countryside Educational Visits Accreditation Scheme).

- ◆ [www.britishfoodfortnight.co.uk](http://www.britishfoodfortnight.co.uk)

Information about a food event to make young people aware of the food and drink that Britain produces.

- ◆ [www.farmsforschools.org.uk](http://www.farmsforschools.org.uk)

FFS has over 140 farms offering educational facilities across England, Wales and Scotland. All their members comply with a “Charter of Good Practice” and meet the required standards in the provision of facilities and educational resources for farm visits. St Leonard’s Farm Park is a member of FFS.

- ◆ [www.leafuk.org](http://www.leafuk.org)

Leaf is a charity linking the environment and farming. They have produced a CD-ROM – The Virtual Farm Walk – which is suitable for children encompassing all sights and sound on the farm.

- ◆ [www.rspca.org.uk](http://www.rspca.org.uk)

The RSPCA is a charity that promotes the welfare of animals, it has further activities and information to support learning.

- ◆ [www.rspb.org.uk](http://www.rspb.org.uk)

The rspb’s works to protect birds and the environment. Their website has further activities which would be useful in developing an outside classroom.

- ◆ [www.naturedetectives.org.uk](http://www.naturedetectives.org.uk)

This website is part of the Woodland Trust. It has further activities including aids for identifying mini-beasts and trees and games.