



Hornbill Extra!

Newsletter 8 | 16th December 2022

Merry Christmas and a Happy New Year

We have had a very exciting day in school last week with a very special visitor arriving by helicopter. It would appear that the sleigh that Santa usually arrives on is under maintenance and to come to Hornbill School- he needed the assistance of a helicopter.





Curriculum Focus—Jungle School—Part One

I am sure children will have spoken to you about the fun learning activities they take part in each week during their 'Jungle School' session. As we see this time as an important part of the Hornbill Curriculum, I thought this would be a good opportunity to give you some information about the philosophy behind this.

What is a Jungle School?

A Jungle School is a long-term outdoor education process that is holistic and learner-led. It allows children to develop themselves through healthy engagement with risk, problem-solving and self-discovery, all within a natural environment in a hands-on and thoughtful manner. All forms of outdoor education are valuable, but Jungle Schools have their own philosophies and ethos that benefit children in unique ways.

Jungle School is invested in holistic development of the participants

Holistic means 'whole' – and Jungle School is about practitioners enabling the development of the whole person. This includes:

- **Emotional development.** Periods of reflection are important parts of all Jungle School sessions and help children to expand their emotional vocabulary and understand how they feel (emotional intelligence).
- **Spiritual development.** This is not necessarily religious, but refers to having a sense of belonging to the wider world, being part of something bigger than yourself, and your connection to nature.
- **Intellectual development.** Knowledge is provided in context with situations as they arise and creates a thirst for learning.
- **Social development.** Consistent meetings with the same group of children means that social connection is gained through shared experiences and goals. Children are able to choose whether to work together or separately.
- **Physical development.** Both fine motor skills and gross motor skills are developed in the outdoor environment, as well as stamina and positive experiences in 'bad' weather.
- **Communication and language development.** Working together encourages communication and develops skilful expression of thoughts and ideas, as well as the ability to listen to others. Reflection activities increase a child's ability to understand and describe their internal state, wants and needs.

Jungle School practitioners aim to develop these aspects in a low-intervention manner rather than instructing the children to think or act in a certain way. The development is encouraged instead by measures such as raising interesting questions, being a role-model for behaviour, and allowing children to self-discover and self-regulate.



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Curriculum Focus - Jungle School—Part Two

Why is it beneficial for children to attend Jungle School?

The benefits of Jungle School are linked to the long-term, regular sessions, and echo the holistic development aims in the six guiding principles. Research has shown that children can benefit in a multitude of ways ranging from confidence to social, emotional, intellectual, physical and language development (Murray & O'Brien, 2005).

Case studies have shown children can:

- Develop self-regulation skills.
- Cope with and learn from failure.
- Build resilience (the skill of coping with risk and failure).
- Gain a sense of achievement.
- Increase motivation and concentration.
- Improve problem solving.
- Expand their vocabulary and communication skills.
- Feel empowered and have new perspectives.
- Build positive relationships with adults and peers.
- Have overall improved wellbeing and mental health.

Jungle School can increase a child's confidence and self-esteem through exploration, problem solving, and being encouraged to learn how to assess and take appropriate risks depending on their environment. The use of learner-led outcomes means information is retained better and also generally increases curiosity and motivation to learn in general. This motivation can have a positive impact on attitude to learning in school.

Previously 'quiet' children have been shown to improve in their confidence and communication to work with others, and children who were initially un-cooperative learnt that sharing and working together had positive consequences – and increasingly did this (Murray & O'Brien, 2005). Sessions with mixed ages or year groups can allow interactions between older and younger children that do not normally come into contact – allowing opportunities for children to learn from and teach each other.

Learners also gain a respect for nature through many small interactions and noticing changes around them through the seasons. Providing students with an opportunity to appreciate the wider, natural world encourages a responsibility for nature conservation in later life.

Next focus will be Art.



Extended Learning Opportunities

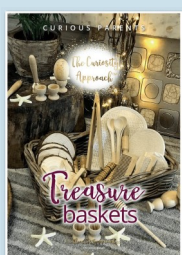
Last week we enjoyed the final ELO of the term. Thank you to all the staff who have provided an exciting range of activities for the children and have given their time to do so. Teachers very kindly volunteer for this activity and I am sure you will want to join me in thanking them for the time, dedication and care they have given to the children in the afternoon activities.

When we return to school in January we will send home our new ELO opportunities which will have something for everyone. We have Art, Crochet, Multi Skills Sports, Badminton, Table Tennis, Singing and Dancing, Drama, Coding, Cooking and more....!

Curious items

We would like to build up our stock of curious items to be used in learning. We are looking for donations of the following wooden items: curtain rings, coasters, woven mats, wicker baskets, mug trees, bread bin, pots, jewellery pots, wooden animals, serving trays, spoons, spatulas, baskets, salad spoons, boxes, massage rollers, carvings, African animals, wooden masks, trinket boxes, chopping boards, plaques, wooden carved balls, bowls, trays, dishes, serving salad bowls, ...

We are also looking for working lamps which are neutral in colour and brown or cream rugs. Please send any donations via the school office.





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Punctuality

We thank you for making such a good effort with supporting our punctual start to the school day.

As you know, the school gates are open from 07:30 and children start to walk to their classrooms at 07:40; **lessons start promptly at 07:45.** To ensure that lessons start on time, the gates around school will be closed at 07:45 and any child who arrives after that time must be taken to the school office where they will be recorded as being late.

Events

December

16th December—School closes at 12:00 for the Christmas Break

January 2023

9th January —Welcome back to Term 2

13th January—Term 2 parent hour for FS2–Year 6 12:00-13:00. Parents are welcome to come to school to join your child or children for the hour of learning.

Safeguarding

Mr Walters is the Designated Safeguarding Lead.

Mrs L Brown is the Deputy Safeguarding Lead.

