

Firm of M. C. Henderson, Ring Farm
The Rings
Enabling holidays for all

Learning at its best

At Ring Farm, our lambing experiences give children and young people the chance to learn in a real working farm environment. Guided by our shepherd Daniel and presenter David, learners get close to the animals, see newborn lambs, and discover how farmers care for them. The experience is hands-on, sensory, and rooted in real life — making it an ideal way to support learning across Curriculum for Excellence.

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Learning Experiences

During their visit, learners can:

- Observe lambs at different ages and stages
- Learn how farmers care for pregnant ewes and newborn lambs
- Listen, ask questions, and use real farming vocabulary
- Take part in feeding or safe handling (optional)
- Notice farm tools, technology, and equipment



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- Explore the environment, buildings, and routines of a working farm
- Reflect on caring for living things

Learning Experience	**CfE Area**
Observing lambing & life cycles	**Sciences**, **HWB**
Listening, talking & asking questions	**Literacy**, **HWB**
Handling / feeding lambs	**HWB**, **Sciences**
Exploring tools and equipment	**Technologies**
Moving around the farm environment	**HWB**, **Outdoor Learning**
Understanding farming in the community	**Social Studies**

These experiences support curiosity, confidence, communication, and connection with nature.

What We Learn at Ring Farm

During your visit, children take part in two linked learning experiences: **Learning Time in Bissett's Barn** and a **guided visit to the lambing shed**.
We tailor the depth of discussion to suit the age and stage of your learners, with extra topics covered only if children are curious.

PART 1: Learning Time in Bissett's Barn

In Bissett's Barn, learners explore key ideas that help them make sense of what they will see in the lambing shed. This usually includes:

- **Sheep vocabulary**: ewe (yowe), tup (ram), lamb, hogg, gimmer — and why we say *sheep*, not *sheeps*.
- **Lamb development**: birth weights, and how lambs can stand within minutes of being born.



- **Colostrum**: what it is and why it matters for newborn health.
- **Sheep breeds**: noticing wool type, colours, and whether sheep have horns.
- **Farm jobs**: the many roles involved in caring for animals and producing food.
- **Food journey**: how farms play a key part in Scotland's food system.
- **Predators**: which animals can pose a risk to lambs.
- **Shepherd's crook**: what it's made of, how it works, and why it's such an important tool.

This session builds children's vocabulary, confidence and background knowledge before we head to the shed.

PART 2: Visit to the Lambing Shed

In the lambing shed, learners experience real-world farming first-hand. This part of the visit often includes:

- **Hearing the sounds** of a busy sheep shed — bleating, movement, feeding.
- **Walking through the shed** to see the ewes and lambs, noticing pen colours, numbers, and markings.
- **Learning about feeding**: how single, twin and triplet lambs need different nutrition.
- **Caring for sheep**: warmth, bedding, water, quiet spaces and routine checks.
- **Hay vs straw**: what each is used for, and what a hay-heck is.
- **Common illnesses** in young lambs, and how farmers work to prevent them.
- **Heat lamps**: why newborns need extra warmth.
- **How a lamb is born**: an age-appropriate explanation of lambing.
- **Bottle-feeding a lamb** (if appropriate), and why lambs can't burp.
- **Holding a lamb** and feeling its heartbeat.
- **Watching older lambs jump and play**, seeing growing confidence and natural behaviours.



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Note: Additional Topics

We are always happy to answer questions, but we only cover extra topics if they naturally arise or are requested.

If there is something specific you would like us to discuss, please prepare your learners to ask about it — or feel free to ask directly during the visit.

Links to Curriculum for Excellence

How our experiences connect with learning

Early Level (Nursery – P1)

Sciences **SCN 0-01a** – Observes real animals and explores how living things grow and are cared for. **SCN 0-10a** – Developing awareness of care needs of living things	**Literacy Across Learning** **LIT 0-07a / LIT 0-09a** – Listening, asking questions, sharing ideas **LIT 0-04a** - Asks simple questions and shares observations about animals and equipment.
Health & Wellbeing – Food & Health **HWB 0-30a** – Food origins and choices **HWB 0-05a** – Hygiene and safety **HWB 0-16a** – Safe practices around food/animals **HWB 0-33a** - Follows simple safety and hygiene rules during the lambing visit.	**Numeracy & Mathematics** **MNU 0-01a** – Comparing quantities - which ewes have more than one lamb **MNU 0-02a** – Counting **MNU 0-20a** – Data handling (early tallies)
Social Studies **SOC 0-07a** – Exploring the local environment	**Technologies** TCH 0-10a - Explores simple tools and equipment used for animal care.



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First Level (P2–P4)

Sciences **SCN 1-02a** – Body systems & growth **SCN 1-03a** – Understanding inheritance & genetics (introductory) **SCN 1-12a** – Food sources & care for living things	**Literacy Across Learning** **LIT 1-05a / LIT 1-06a** – Listening, note-taking, retelling
Health & Wellbeing – Food & Health **HWB 1-30a** – Where food comes from; health/hygiene	**Numeracy & Mathematics** **MNU 1-02a** – Counting & comparing **MNU 1-20a** – Organising & displaying data **MNU 1-12a** – Estimation **MTH 1-11a** – Measuring **MNU 1-08b** – Time (sequencing / daily routines)
Social Studies **SOC 1-20a** – Land use **SOC 1-07a** – How local environment meets needs	**Technologies** **TCH 1-04b** – Describes how equipment (heat lamps, bottles, pens) helps farmers do their jobs.





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Second Level (P5–P7)

Sciences **SCN 2-01a** – Reproduction **SCN 2-03a** – Growth and survival **SCN 2-12a** – Sustainability & food **SCN 2-20a** – Topical science & welfare	**Literacy Across Learning** **LIT 2-05a / 2-06a / 2-10a** – Questioning, summarising, structured explanation
Health & Wellbeing – Food & Health **HWB 2-30a** – Nutrition, hygiene, safety in food contexts	**Numeracy & Mathematics** **MNU 2-20a** – Collect, organise, present data **MTH 2-21a** – Interpret graphs & tables **MNU 2-11a** – Measurement **MNU 2-07a** – Problem solving with number
Social Studies **SOC 2-20a** – Economic activity & land use **SOC 2-22a** – Ethical & environmental considerations	**Technologies** **TCH 2-13a** – Evaluates design features of lambing pens and equipment for safety and efficiency.

Third Level (S1–S3)

Sciences **SCN 3-03a** – Sexual & asexual reproduction **SCN 3-01a** – Biological systems and survival **SCN 3-12a** – Sustainability & food production systems	**Literacy Across Learning** **LIT 3-09a** – Presenting & discussing findings **LIT 3-28a** – Communicating in extended formats (reports/talks)
Health & Wellbeing – Food & Health **HWB 3-30a** – Ethical food production, sustainability, nutrition	**Numeracy & Mathematics** **MNU 3-20a** – Sampling & reliability **MNU 3-11a** – Scale & measurement **MTH 3-21a** – Statistical interpretation **MNU 3-07a** – Proportionality / ratios **MNU 3-22a** – Risk & uncertainty



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Social Studies **SOC 3-20a** – Global food security & resource use **SOC 3-22a** – Socio-economic arguments in land use & food systems	**Technologies** **TCH 3-13a** – Analyses systems (lighting, layout, water, feeding) and suggests improvements.