



Wellbeing Newsletter

Spring 2023



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)

We believe that outdoor learning is an essential way of learning and it should not be restricted to the summer or as an 'add-on' after core or foundation subject have been taught. At Nutfield Church Primary school we are blessed with an abundance of land and we want our children to have frequent access to continuous and progressive experiences in the school grounds. These experiences are utilised as a tool for teaching, learning and delivering the curriculum across all subject areas. Outdoor learning is powerful learning tool that is proven to raise attainment, bolster social, emotional and personal development and contributes to the health and wellbeing of our children. Having access to the outside also promotes the theological belief of stewardship. At Nutfield Church School children live out the Christian belief that God created the universe and all that is within it therefore that they must take of creation and look after it.

Chickens :Year 1

Our four chickens, Cleo, Pecky, Dotty and Rosie are now two years old. We wondered what this meant in terms of the lifecycle of a chicken. We have noticed this year that our chickens have begun to lose their feathers. This is normal as somewhere between 12-18 months chickens experience their first full molt. This is when all the old and tatty feathers start to fall out and get replaced by new shiny feathers. These new feathers help to keep her warm through the cold nights, keeping them dry and insulated. By the end of their first year our chickens reached their full weight. They changed from slender chickens into more homely and cuddly hens, their shape becoming more rounded and softer.

Our chickens are the ISA brown variety, which is a fairly recently developed hybrid chicken designed by man to lay eggs. As our chickens are reaching their second year, we can expect to see the egg laying slow down. The chickens will still lay but they won't be as productive as the first 18-24 months. This is the usual age that industrial hens are culled sadly.

As part of the Wellbeing + Curriculum it is the responsibility of children in Year 1 to look after the welfare of the chickens each morning. Their duties primarily involve refreshing their water and food as well as collecting their eggs. This term in Wellbeing lessons, the children have been thinking about a chicken's diet. The children have learnt that chickens love fruit and vegetables but they are not allowed any raw green peels (such as green potato peel) and any citric fruits such as oranges and lemons. The children have spent time in their Wellbeing Theory lessons researching different treats they could make for the chickens and also thinking about different ways they could present the treats to keep the flock mentally and physically stimulated. In the end the children decided to make fruit kebabs—which also included popcorn as a treat, as our chickens love corn!



The children in Year one practised their fine motor skills when cutting up the fruit and threading it on a string to make a kebab.



The year one children proudly display some of the fruit kebabs they have made.



Our chickens really enjoyed their treats!

Year one have been learning these key words in their Wellbeing Theory lessons:

Pullet, chick, rooster, hen, layers, feathers, shaft, comb, leg scales, wattle, down, mite, dust bath, molt, diatomaceous earth, egg, coop, roost, nesting box,

We would love to welcome a visit from a local farmer to talk to the children about animal welfare on their farm. If you know of anyone who would be willing to come and talk to the children, please contact the school office at info@nutfield.surrey.sch.uk

Chickens: Year 5

Year 5 are also the principle carers for the chickens. Year 5 tend the chickens in the afternoon and it is their job to ensure the coop is hygienic at all times. Before tending to the chickens the children know that must have their wellies on, wash their hands and wear rubber gloves. Once all this is done, they can set to work poo-picking the coop, refreshing the bedding, disinfecting the chicken perch and refilling the chicken's sand bath. The children in Year 5 also run the 'Nutfield Church Market Stall' which is located in the playground on Monday and Thursday afternoons. The children ensure the eggs are correctly date stamped before they are offered to the community for a voluntary donation.



Nutfield Church Market Stall

On Mondays and Thursdays at 3.15 pm there will be a market stall with freshly laid eggs from our chickens. The chickens lay four eggs a day our collected every morning by the children in Year 1. Children in Year 5 date stamp the eggs and prepare the market stall. There is an honesty box for donations. All money raised will go towards the upkeep of the chickens.



In Year 5's Wellbeing Theory lessons, we have been thinking about whether it matters how a farm animal is treated and what do they need to be happy and healthy.



The children looked at images which showed a range of different environments that animals could be kept in, but not all of them meet the animals' welfare needs. The children then considered what each of the animals in the images needed to live a comfortable life. For example a chicken, needs to dustbathe which is a natural behaviour that is not possible in a cage.

In groups, children imagined that they were holding a competition to find the best farmer in the country. They needed to come up with the criteria and work out how they would judge the winner. They also needed to decide what would the prize be. They then created posters to promote the competition and also wrote letter to send to farmers explaining what they need to do on their farm to be in with a chance of winning,



How do we know that animals have thoughts and feelings?

Would it be better for an animal to have a shorter life if it was a happier one?

Is a farm animal's only purpose in life to produce food for humans?



Trinity Gardens: Year 2

As winter had started to bite this term, you may think there wouldn't be much going on in Trinity Gardens. However, our children in Year 2 have been as 'green fingered' as ever, preparing for the spring. Year 2 continued to weed the plots, pulling out any annual weeds and digging out perennial ones that were revealed. Our greenhouse which is conveniently located in the courtyard next to the Year 2 classroom, has been in constant use. This term the children have planted: lettuce, beetroot, sweet-peas, spinach, cauliflower, carrots, pumpkin, broccoli and pumpkin. In May, once the seedlings are hardened off, they will be transferred to the beds in Trinity Gardens and the Kitchen Gardens. Children have also been hard at work designing spring hanging baskets, which can be seen up around the school.

As part of their Wellbeing lessons children have been researching food they could grow to feed Peter Rabbit and the guinea pigs, subsequently they made information posters showing what these animals liked to eat, and as a result of their research, they have started growing carrots and lettuce in the greenhouse.



Year 2: Gardening

Planting Plan

September	October	November	December	January	February
				Dahlia - Bishops Children (sow indoors)	
March	April	May	June	July	August
Lettuce Beetroot Sweet-Pea Spinach Cauliflower Carrots pumpkin	Broccoli Sweetcorn (sow outdoors)	Runner Beans Courgette (sow outdoors) Sunflowers Dahlia - Bishops Children (sow outdoors) Pumpkins (sow outdoors) Spinach (sow outdoors) Cauliflower (sow outdoors) Carrots (sow outdoors)			

Year 3: The Wildlife Area

This Spring we have welcomed Mrs Bellamy, who has been helping Year 3 with their Wellbeing + lessons. Every week Mrs Bellamy has been taking small groups up to the bird hide. The children have been refreshing the seeds, fat balls and water in the wildlife area and then spending time in the hide listening, observing and recording what birds they have seen. The children have also been checking on the hedgehog hide for activity. Whilst up in the Wildlife area the children also assess the area and think about the ways in which they could attract more wildlife. Together with Mrs Bellamy, the children prepare a report with their observations for that lesson and share it with the class.

Year 3 took part in the RSPB 'Big Garden Birdwatch' this term. The 'Big Garden Bird Watch' helps the RSPB monitor how garden birds are faring. Shockingly, we've lost 38 million birds from UK skies in the last 50 years, so it really is vital we do all we can to look after our birdlife and taking part in this wildlife survey is just one way we can help. By providing a snapshot of the UK's bird population each winter helps experts monitor and determine how the birds are faring across the country. In advance of the bird-watch taking place the children researched the different ways they could attract new birds and also a wider variety of bird onto the school ground. Some of the suggestions for attracting birds the children found were: setting up bird feeders, providing fresh water, giving them somewhere to nest, planting some bird friendly plants such as Rowan, Hawthorn, Holly, Ivy and Honeysuckle.

Here are our results:

- 9 Jays
- 2 Nightingales
- 14 Great tits
- 44 Blackbirds
- 9 Blue Tits
- 14 Crows
- 41 Magpies
- 21 Sparrows
- 25 Starlings
- 59 Pigeons
- 21 Doves
- 33 Robins



Year 3: Bats

This term, the children in Year 3 have been learning about bats and bat conservation with a view of installing bat boxes into the wildlife area. There are 18 species of bat in the UK, from the tiny pipistrelle to the chunky noctule. The loss of old buildings, woodland and ancient trees have led to a decline in bats' habitats. Bats rely on woods and hedgerows to navigate and are therefore often left lost and disorientated when landscapes are flattened for development or agriculture. Year 3 have been learning that there are simple steps that can be taken to support the declining bat population, this ranges from attracting insects to providing roosting spots and navigational aids. They used the i-pads to research the following questions about bats:

- How many species of bat are found in England?
- Describe a bat's habitat.
- What do they look like?
- How big are they?
- How long do they live for?
- What do they eat?
- Are they endangered and why?

Bat **Fact File** UK Animal Report



Type of Animal:
 Mammal Bird Fish Reptile Amphibian Insect Spider

Where does this animal live?
 Most bats live in the UK
 Most UK bats live in caves
 trees

How big is this animal and what does it look like?
 Most bat's bodies are small with
 long pointy sniffer than a mouse
 The largest bat the noctule can be with wings

What does this animal eat?
 UK bats eat insects bat's mostly
 eat flies

Interesting facts about this animal:
 The noctule bat is the largest bat in
 the UK, there are more than 100 species
 - bats they can live upto 20 years old

bat **Fact File** UK Animal Report



Type of Animal:
 Mammal Bird Fish Reptile Amphibian Insect Spider

Where does this animal live?
 Most bats in the UK evolved
 to roost in trees

How big is this animal and what does it look like?
 A bat has brown and black wings and a pink
 face. Their under sides are a pale silvery colour

What does this animal eat?
 All UK bats eat insects. Each species has
 its own type and hunts them in its own special
 way

Interesting facts about this animal:
 All UK bat species use echolocation to
 communicate

Year 4 - Bug Hotel

This Spring we have welcomed Mrs Bellamy, who has been helping Year 4 with their Wellbeing + lessons. Every week Mrs Bellamy has been taking small groups to the wildlife area and overseeing the build of the Bug Hotel. Firstly the children spent time de-constructing the previous Bug Hotel. The children cleared the area and sorted the materials which could be re-used. Mr Summers (Mrs Summers' husband,) kindly came in one weekend and constructed the Bug Hotel for us following the children's designs, which now includes a water feature for the birds. Once this had been done, under the supervision of Mrs Bellamy, the children carefully painted the Bug Hotel.

During their Wellbeing Theory lessons , children wrote letters to local garden centres requesting a variety of materials such as soil, broken pots, wood chip and bamboo canes to help create different habitats in each layer.





“Sometimes at the weekend, I come with my dad to look after Peter.” Arabella.



“Not all rabbits live in a hutch. At our school we have lots of wild rabbits who live on the field too.” Jack

Peter Rabbit

The children in Reception are responsible for looking after Peter. Peter lives in a cosy hutch which is situated within a barn. His hutch has a zippi tunnel attached to it, meaning he has constant access to his outside run. The run is tall enough to allow the children to go in with Peter and play with him. It is the job of the Reception children to ensure that Peter is fed, watered, cleaned and played with. During our Wellbeing + time the children also have the opportunity to talk about looking after Peter and learn facts about rabbits.



“Peter can’t eat lots of carrots, because that is not healthy for Peter.” Mathilde



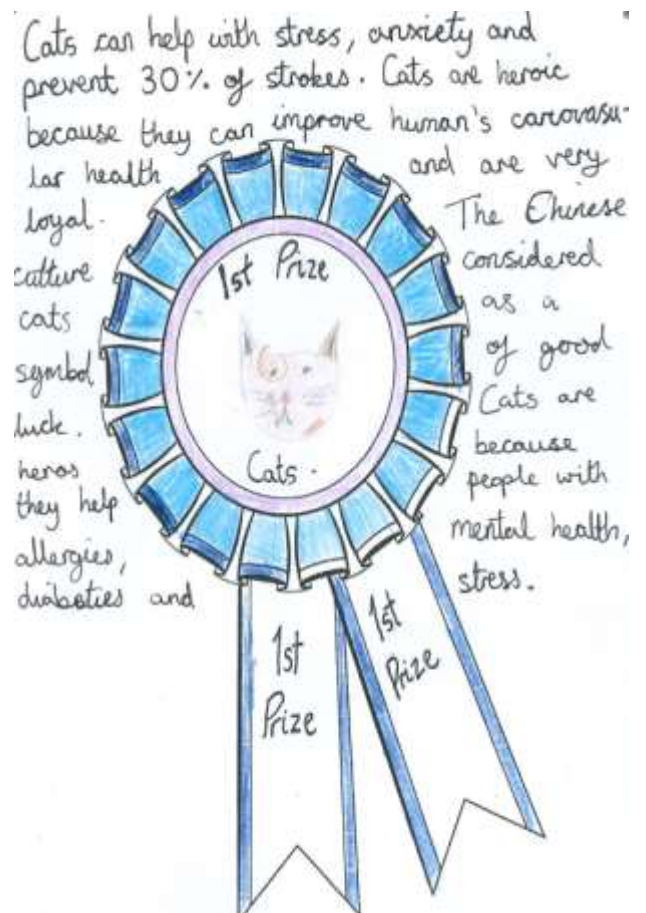
“Rabbits don’t hibernate. Hedgehogs hibernate.” Ted

“Burrowing means they dig holes, but Peter doesn’t dig holes. He must be happy.” Rosie

Year 6: Guinea Pigs

During the summer term we welcomed the arrival of our two female guinea pigs - Charlotte and Daisy. Every day the children in Year 6 tend to the guinea pigs. Daily tasks include refreshing the water, hay and vegetables and handling the guinea pigs. Weekly tasks include changing the bedding, cleaning out the hutch and giving the guinea pigs a health check. During their health check the children observe the guinea pig's teeth, eyes, nose, ears and mouths and check that they all look healthy and there are no obvious signs of infection. The children also trim the guinea pigs nails.

In their Wellbeing Theory lessons this term, children in Year 6 have been thinking about whether an animal can be a hero and whether an animal can think for itself. Children learnt about the story of Mandy the hero rat. This is based on a real story covered in a BBC documentary. In areas affected by landmines humans usually use metal detectors to search the area and identify possible mines under the surface. This is dangerous and takes a long time. An African Giant Pouched Rat can be trained to cover the area the size of a tennis court in just 30 minutes, which would take humans four days. Hero rats use their sense of smell to find the explosives and dig the surface when they detect one and get rewarded with a treat. The rats are too light to set off the mines when they step on them making it much safer for them to do this than humans. Hero rats must pass a series of tests before being taken to work in a live landmine area. After watching the documentary the children thought of different ways animals help humans, such as police dogs and horses as well as military and fire and service dogs, and assistance dogs that support people with disabilities. The children discussed whether we should put animals in danger to help humans. They then discussed: What does it mean to be a hero? Do animals choose to help humans? Do you think Mandy wants to do this job? How might Mandy feel as she heads off into the minefield? Should the trainers send Mandy into the minefield when they know she would not survive an explosion?



Questions to think about

- 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?

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 the guinea pigs and Peter rabbit at weekends and during the holidays. We are always looking for new volunteers, so if you think this is something you would like to be involved in, please contact the school office: info@nutfield.surrey.sch.uk

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 so much to the Alder-Lundmark family who kindly bought the school a wheel barrow, gardening gloves and gardening equipment. We have been making very good use of the donations.

Thank you to all the families who have brought in straw, hay and treats for Peter Rabbit and the guinea pigs over the last term. He has really enjoyed munching on them! If you would like to contribute any food or bedding for the animals, there is a 'wishlist' at the end of the newsletter. Many Thanks in advance for your support.

Thank you to the PTFA

We would like to thank the PTFA for their ongoing support of the Wellbeing curriculum and the outdoor learning opportunities we are able to provide our children with. An outdoor sink.

Chicken and Rabbit Shopping List



Adult rabbit pellets



Wood shavings



Meadow hay



Disinfectant spray



Gnawing toys



Layers Pellets



Verm-X Poultry Zest



Mite and lice powder



Mixed grit



Mixed corn