



Wellbeing Newsletter

Summer 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)

Chickens :Year 1

Despite the challenges placed upon us this year by the Avian bird flu measures our chickens, under the watch of Year One and also Year Five, have continued to flourish and thrive.

Year One continue to visit the chicken coop everyday to feed and water the chickens as well as collecting the eggs. Accompanied by either Mrs Vaughy, Mrs Fowler or Mrs Matthews, the children have the opportunity to talk about animal husbandry, the new skills they are learning and whether our hens seem happy and healthy. Children in Year one will be able to tell you the signs they look out for to check the welfare of the four chickens. Firstly, a healthy chicken also consistently produces farm fresh eggs with strong shells. Strong shells are about 0.3 millimetres thick and serve to protect the inside of the egg, keeping bacteria out. Strong shells are an indicator of healthy birds and good nutrition, showing hens are receiving the calcium they need. The number of eggs chickens produce can vary greatly by breed, but most average to above-average egg-laying breeds will produce 5 – 6 eggs per week during their prime laying years. Our chickens are still producing eggs daily at the moment but we expect egg production to decrease year-over-year as they age. Our chickens produce eggs with vibrant golden yolks, which is a result of nutritious feed. If you wish to try our eggs, the market stall is on the playground on a Monday and Friday, all we ask is for a small donation, which goes towards the upkeep of the farm. When not in molt, our chickens have healthy feathers with a sheen that gives them a slick appearance. We also add a dust bath for the chickens to clean themselves. You will also notice that when a hen begins laying eggs, her comb will get larger and blood flow will increase, which causes them to be a darker red colour. When they start to molt or stop laying eggs, the combs and wattles will fade to pink or a pale red colour and will also shrink in size.



In their Wellbeing + lessons, children in Year One have been learning about the anatomy of a chicken. For example the ear lobes of a chicken serve for hearing and the eyeballs of a chicken are stationary, therefore a chicken must move its head to vary the range of vision. Feathers provide insulation and buffer the extremes of the heat and cold. Finally, the children have learnt that although chickens have wings, they can not fly very well. In the second half of the summer term children learnt about eggs and how they form an important part of our diet called protein. The children learn that they need protein as it helps our bodies to build and repair tissue and muscles. Children were asked to think about eggs and the many ways in which we eat them, which resulted in the children creating a menu with all the dishes made out of eggs.

Year 5: Farm Managers

In addition to our Wellbeing + lessons that run daily throughout the school, a group of children in Year 5 have taken on the role of Farm Managers. The Farm Managers play a key role in the daily running of the farm. They tend the farm during lunchtimes, overseeing the animals' welfare. Their jobs include cleaning out the hutches, checking food and stock levels, engaging with the animals, letting the chickens roam and watering the vegetable patches.

Through experiencing farming hands on, the children are learning valuable life lessons. Farming teaches the children where their food comes from. It teaches the children responsibility, as daily care for animals and plants is essential for raising and producing a quality, healthy and delicious product. Feeding and watering, cleaning and grooming, building and fixing are daily tasks that take place on every farm, everyday. This teaches the children how to care for the animals. Animals need food, shelter and love to grow healthy and happy. Volunteering on Trinity Farm teaches the children why and how different animals receive different feed, require different types of shelter and need different care at different times. Trinity Farm also teaches the children life skills: there are some things that you just can not learn from a book! Our children now have a greater awareness of weather and Mother Nature: weather, of all sorts, affects farming on a daily basis. Rain is extremely important but too much is never good. Extreme heat or extreme cold has it affect on everything and everyone on a farm. Farmers are very dependant on Mother Nature yet we have no control over any of if it. Children have also learnt that animals have a mind of their own and things change on a daily basis. As a farmer you need to work out ways to get chores done if animals, weather or equipment doesn't want to cooperate. Fixing fence, pulling weeds, fixing watering systems so that everything on the farm continues to function are just some problems that farmers face daily.



Year 5 Chickens

Along with Year One, Year Five are also in charge of looking after the chickens. Year Five are predominately in charge of ensuring that the coop is clean and hygienic, as well as preparing and date-stamping the eggs ready for our twice weekly 'Farmers' Market.'

In our Wellbeing + lessons this Summer term, children have been learning about animal welfare. Children have been learning, just like the children in Year One, that chickens need certain things in order to be happy and healthy. These include: flapping their wings; being with other hens; pecking and scratching at the ground; having nests to lay eggs in; dustbathing and sleeping on a perch at night.

Children were shown two images, one of caged hens and the other of free-range hens and asked to describe the difference. The children then acted out being a 'caged' chicken, by crouching underneath a table to create the effect of the cages being stacked in tiers. The remaining children in the class took the role of free range chicken and were given a defined boundary of where they could go. The free range chickens were asked if they could flap their wings, which they could. The caged chickens were then asked if they could do the same, but found they couldn't. The children all agreed that the happiest chickens were those that could flap their wings and the kindest way to keep chickens was to allow them to have enough space and the right facilities.

In the second part of the summer term, children continued to learn about the welfare of chickens in egg production. This was a continuation from the work done in Year One where they had been learning about eggs. Children in Year 5 learnt that, by law, all eggs produced in the European Union (EU) must now be stamped with a code to show where they come from. The eggs and the packaging must also be labelled to show how the eggs were produced. Children were presented with a different range of egg boxes and needed to decide whether the eggs came from caged hens, barn hens or free-range hens. The children were shown the RSPCA Assured logo and learnt that this means that a [RSPCA Assured](#) assessor has been to the farm and made sure that the hens there are being cared for under higher welfare standards.

The children were then split into small groups and took on the role of egg-producing farmers. Each group choosing their preferred farming system – cage, barn or free-range. Children then produced a range of designs for packaging for their eggs, choosing a design that they thought was the most effective for informing consumers about how their needs were met.



Year 2: Gardening

Year 2 have been incredibly busy this half term. The greenhouse has been in constant use and is bursting with produce. In the kitchen garden, Year 2 have been growing carrots, radishes, strawberries, beetroot and potatoes. They have also been researching flowers to put into our hanging baskets and keeping on top of the watering!

In their Wellbeing + lessons, the children have been learning all about food miles. This is how far your food has travelled in order to get to your plate. Children learnt that home-grown vegetables, such as those on Trinity Farm, don't clock up many food miles, but out-of-season strawberries for example would. It is also especially likely that these strawberries would have arrived in the UK by air and flying in food typically creates more carbon emissions than road transport or shipping. Children thought about ways in which they could help the environment through the food that they ate. This included shopping for food which is locally produced, cutting down on the meat and dairy in your diet and buying season fruit and vegetables from the UK when it is available.

Potato competition

The Nutfield Gardening Society has once again invited Nutfield Church Primary School to take part in their annual 'Potato Competition'. Mrs Heelis from the Nutfield Gardening Society, provided the school with a potato for each year group, which has been planted in Trinity Gardens. The potatoes will be nurtured until September, then dug up and the yield from the potato weighed. The person who has managed to produce the highest yield will win the cup. In the past the yields have been quite amazing and weights over 9kg have been recorded. The potatoes will be on display at the autumn show in the village hall when the winners will be announced. We are very excited to be taking part in this competition and can't wait to see what we produce.



Nutfield Church 'Farmers' Market'

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.

Year 3: The Wildlife Area

It is the responsibility of Year 3 to look after the wildlife area. This year it has involved overseeing the bird hide and bird feeders and also the hedgehog homes. Mrs Bellamy, our specialist parent volunteer takes small groups up to the wildlife area every week as part of the Wellbeing + curriculum. During the first part of the summer term, Mrs Bellamy worked with each group to create a footprint tracking tunnel to investigate which animals were using the wildlife area. Children would then use the i-pads to identify the tracks. During the second part of the Summer term, children worked with Mrs Bellamy to create bat boxes

Whilst up in the wildlife area the children have also been thinking about what birds should be eating in the Summer and, as a result, children prepared a selection of seeds, mealworms, cheese, apples, pear and soaked sultanas, raisins and currents to take up to the wildlife area. As usual the children spend time in the bird hide observing the activity and checking the hedgehog homes for any further activity. On their return from the wildlife area, the children present their findings to the rest of the class.

In the second part of the summer term, children in Year 3 built bat boxes. Children discovered that building a bat box gives bats somewhere safe to roost, raise their pups and sleep during the day. Bats are having a tough time finding food to eat, and many of their natural roosting places are being damaged and destroyed, so by creating a safe place for bats, we are helping to preserve them. However, once a bat box is up, it is not to be disturbed as bats are protected by law.



During Wellbeing Theory lessons this term, the children in Year 3 have been learning about habitats and how to protect them. Children went on a short walk around the school grounds and thought about all the different habitats they could see. They used their senses and firstly closed their eyes and listened out for the different sounds they could hear. This included birds, traffic, the noise of other children and animal noises. They then used their eyes and were given a short length of a cardboard tube and were encouraged to look carefully through it at the habitat and think about what they could see. They were asked to use their sense of smell and think about what they could smell and where it could be becoming from. Finally, they were asked to use their sense of touch – is the habitat shady or cool or open to the elements. Is it damp or dry? Children learnt that habitats can vary giving animals the choice of habitat. This then lead onto children learning how humans can impact animals and put them in danger. The loss of a habitat through roads and houses being built, or hedgerow being cut down, will have a significant impact on the animals that live there. The children then took part in an 'unnature trail, whereby they tried to spot all the litter left in the school ground so they could tidy it up and recycle.

Year 4: The Bug Hotel

The Bug Hotel has undergone a refurbishment and is taking bookings again! In their Wellbeing + lessons children have been going up in small groups to the wildlife area with Mrs Bellamy. The children start off in the wildlife area and using the sampling equipment spend time looking at the different habitats to discover minibeasts living within them. After this the children then spend time at the Bug Hotel checking each layer for minibeasts using the sampling equipment. If any extra work needs doing to the Bug Hotel, such as layers needing refreshing, this is also done too. Once the children have selected a sample of minibeasts they spend time doing observational drawings using magnifying glasses.

During Wellbeing Theory lessons the children have been creating a leaflet advertising the Bug Hotel to potential 'visitors.' They started by looking at different types of accommodation on travel websites such as Tripadvisor and identifying what the key features people look for when choosing holiday accommodation. The children then thought about each layer of the Bug Hotel and who they hoped would 'check in.'

During the second half of the Summer term children made a 'mini beast' code. Often minibeasts are dismissed as pets or animals, as they are too small and difficult to see, they are sometimes dirty and dangerous and some people are afraid of them- for example bees and wasps can sting, some caterpillars have bristles which may give us a rash, but minibeasts such as snails, British spiders and earwigs, are harmless. Children learnt that minibeasts are a vital part of the food chain. Some minibeasts feed on dead materials, helping to turn it into useful compost. Some make passages in soil preventing it from getting too compact. Minibeasts such as ladybirds eat aphids in the garden. Studying minibeasts helps the children to understand the diversity of life and encourages them to develop a positive, responsible and caring attitude to all living things.

As a class the children were divided into groups and wrote a minibeast code together. The codes needed to include considerations for:

- Showing respect for animals and the places where they live
- Moving slowly and quietly so you do not disturb the animals
- Leaving the animals' homes exactly as you found them. If you turn over rocks and logs put them back the way you found them



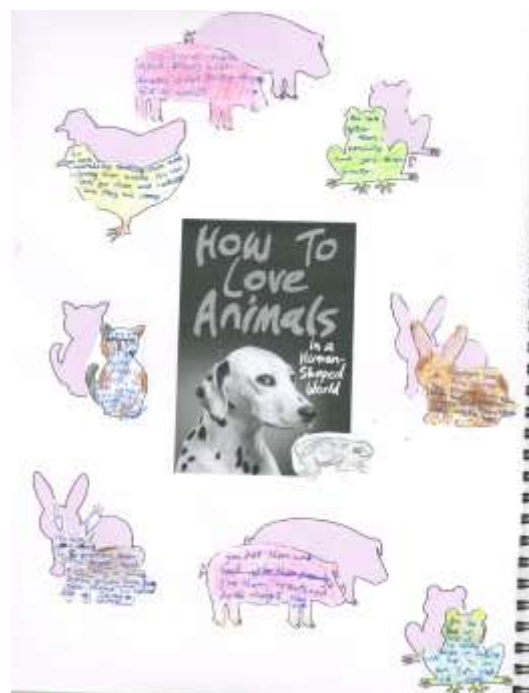
Year 6: The Guinea Pigs

Our Guinea Pigs, Daisy and Charlotte have been with us for a year now. They have settled in well to their barn and have started venturing out of their hutch and into their outdoor area, which they access via a zippi tunnel. The children in Year 6 are responsible for the daily care of the guinea pigs. Daily tasks include refreshing Charlotte and Daisy's food and water as well as ensuring they also have enough hay. Our Guinea Pigs really enjoy green vegetables such as kale. Once a week, Year 6 clean out the hutch and check their teeth, eyes, nose, ears and coats. They also trim their nails if needed.

During Wellbeing + lessons, Year 6 have been exploring the concept of cruelty to animals, with a particular focus on pets. Children looked at case studies from the RSPCA and then researched, discussed and debated whether the cruelty depicted was deliberate or based on neglect. The children learnt that we have responsibilities towards all living things and there are laws in place to protect animals.

Did you know?

- A person commits an animal welfare offence if they do not take reasonable steps to ensure that the needs of an animal for which they are responsible are met.
- Most of the cases seen by RSPCA inspectors are of neglect caused by people who do not know how to look after animals properly. People don't understand how much time, effort and money are needed to care for their pets properly. Sadly, some people are also deliberately cruel to animals.
- Every 30 seconds, someone somewhere in England and Wales dials: 0300 1234 999 – the RSPCA's cruelty and advice line for help.





Peter

Everyday we visit Peter with Mrs Kendall.
Harper-Rae



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.



We feed him.

Jake



Peter likes carrots and lettuce.

Arthur



We change his water.

Jack

Sometimes I come and look after Peter at the weekend.

Arabella

Peter likes to be stroked.

Lily

Peter does not hibernate.

Theo Measures

Rabbits like to burrow.

Ted

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 and carers. We already have a thriving volunteer programme where parents and carers help care for the guinea pigs, chickens 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 to all our wonderful volunteers those who give up their time on a regular basis to help on Trinity Farm at weekends and during the holidays.

Thank you to Mrs Hickey who volunteers on a Friday with Trinity Farm and is a great help overseeing the welfare of our animals.

Thank you to Mrs Bellamy who is currently volunteering in Year 3 and Year 4 two afternoons a week and helping with the running of the Wellbeing + curriculum in these year groups.

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. Particular thanks goes to Mr Nicholson for his donation of hay and straw barrels which he has kindly donated from his farm. 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 everyone who supported this year's Hop-A-Thon. All money raised goes towards the maintenance of Trinity Farm.



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