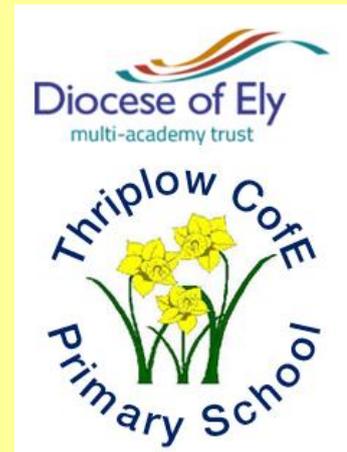


# Thriplow School Newsletter

13<sup>th</sup> March 2026



Another week has flown by. Miss Hardege and I very much enjoyed taking our Year 5/6 netball team to the tournament at Melbourn Village College. We were so impressed by their enthusiasm and commitment. They worked so well as team and it was a great start to the week! On the subject of sporting events, following on from the trip to the football development festival last week, Eloise wrote “Hello everybody, on Wednesday, 10 girls from Dragonflies Class competed in a Year 5/6 football tournament. We had SO much fun and learnt many skills. There were 14 teams. We loved spending time as a team and getting to know each other”.

The children have had lots of fun learning about their class insect this week as part of Science Week. There has also been lots of gardening going on. The children have enjoyed making use of the gardening tools to pull out weeds and plant new seeds and plants. It's been lovely to get outside and enjoy the Spring weather!

There is just over a week to go until Daffodil Weekend. Preparations are going well in school. The children's singing is sounding great and the Maypolers are doing well. We will be performing at around 11.15 on the 21<sup>st</sup>. Please meet by the stage in 'Taste of Thriplow' at 10.55am. School staff will be around and will be writing a list of children there.

For the performance, the children don't need to wear full school uniform, but it would be great if they could pop a school jumper/cardigan/fleece on over what they are wearing for the performance. Remember that everyone from Reception to Year 6 is welcome to come and perform. They all know the songs really well.

The map below shows where we 'Taste of Thriplow' is if you are not sure.

If you have any questions, particularly if you are new to the school, then please do ask.

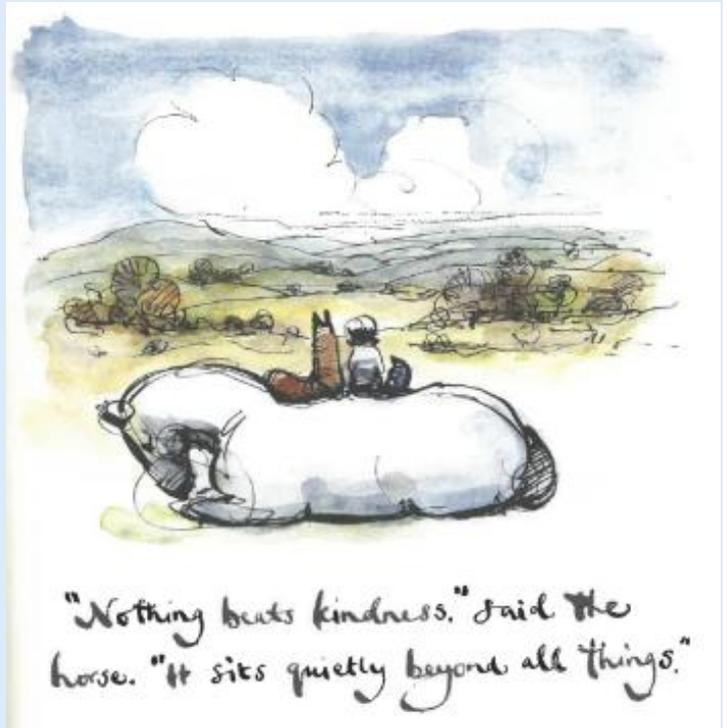


Finally, a reminder that the Parent Survey is open until Wednesday 18<sup>th</sup> March. Please follow the link <https://participate.schoolsurveys.com/jNpmT4pkYCbvI8va> It won't take long and we would really value your input.

I hope you all have a wonderful weekend.

Best wishes,

Lucy



<https://www.facebook.com/thriplowschool>



<https://x.com/thriplowschool>



<https://www.instagram.com/thriplow.school>

**MAT of  
the Year  
2024**



In the same way your light must shine before people, so that they will see the good things you do and praise your Father in heaven. *Matthew 5:16*

You are the people of God; he loved you and chose you for his own. So then, you must clothe yourselves with kindness. *Colossians 3:12*

17 <sup>th</sup> March	Bees Class Viking Day
20 <sup>th</sup> March	Non-uniform day– BRING A CAKE!
20 <sup>th</sup> March	No Celebration Collective Worship
21 <sup>st</sup> – 22 <sup>nd</sup> March	Daffodil Weekend
26 <sup>th</sup> March	Dragonflies Trip to the British Library
27 <sup>th</sup> March	Church Service (2.30pm). All welcome.
17 <sup>th</sup> April	Open Classroom event – 3pm
27 <sup>th</sup> April	Year 3/4 Bikeability level 1
29 <sup>th</sup> April	Hautbois information evening for parents (3.30pm in Dragonflies Classroom)
WB 11 <sup>th</sup> May	SATS week
WB 18 <sup>th</sup> May	KS2 Residential (Year 5 and 6)
Fortnight beginning 1 <sup>st</sup> June	Multiplication Check fortnight (Year 4)
5 <sup>th</sup> June	DEMAT Art Exhibition
WB 8 <sup>th</sup> June	Phonics Screening check week (Year 1)
WB 15 <sup>th</sup> June	Poetry Recital Competition
24 <sup>th</sup> June	Sports day (First thing – will finish 11.15ish)

### Term Dates

Spring Term 2025	
End of Term	Friday 27 <sup>th</sup> March
Summer Term 2025	
Start of Term	Monday 13 <sup>th</sup> April
<b>Bank Holiday</b>	<b>Monday 4<sup>th</sup> May</b>
Half Term	Monday 25 <sup>th</sup> May – Friday 29 <sup>th</sup> May
<b>INSET Day</b>	<b>Monday 1<sup>st</sup> June</b>

End of Term	Friday 17 <sup>th</sup> July
<b><i>INSET Day</i></b>	<b><i>Monday 20<sup>th</sup> July</i></b>
<b>Autumn Term 2026</b>	
<b><i>INSET Day</i></b>	<b><i>Tuesday 1<sup>st</sup> September</i></b>
Start of Term	Wednesday 2 <sup>nd</sup> September
<b><i>INSET Day</i></b>	<b><i>Friday 23<sup>rd</sup> October</i></b>
Half Term	Monday 26 <sup>th</sup> October – Friday 30 <sup>th</sup> October
End of Term	Friday 18 <sup>th</sup> December
<b>Spring Term 2027</b>	
Start of Term	Monday 4 <sup>th</sup> January
<b><i>INSET Day</i></b>	<b><i>Friday 12<sup>th</sup> February</i></b>
Half Term	Monday 15 <sup>th</sup> February – Friday 19 <sup>th</sup> February
End of Term	Thursday 25 <sup>th</sup> March
<b>Summer Term</b>	
Start of Term	Monday 12 <sup>th</sup> April
<b><i>Bank Holiday</i></b>	<b><i>Monday 3<sup>rd</sup> May</i></b>
Half Term	Monday 31 <sup>st</sup> May – Friday 4 <sup>th</sup> June
<b><i>INSET Day</i></b>	<b><i>Monday 7<sup>th</sup> June</i></b>
End of Term	Tuesday 20 <sup>th</sup> July
<b><i>INSET Day</i></b>	<b><i>Wednesday 21<sup>st</sup> July</i></b>



## Safeguarding at Thriplow

Lucy How and Melissa Hardege are the designated safeguarding leads at Thriplow School.

If you have a concern about a child, please come and speak to or email either of us. Alternatively please speak to any member of staff who will be able to pass on information.

If you feel that a child is at immediate risk of harm you can access further advice and guidance here.

<https://www.cambridgeshire.gov.uk/residents/children-and-families/children-s-social-care/safeguarding-children-and-child-protection>

If you would like to donate a book to our library to celebrate your child's birthday, then we would be so grateful. Please follow this link to see a list of books that we would like.

<https://amzn.eu/ez2OYOf>





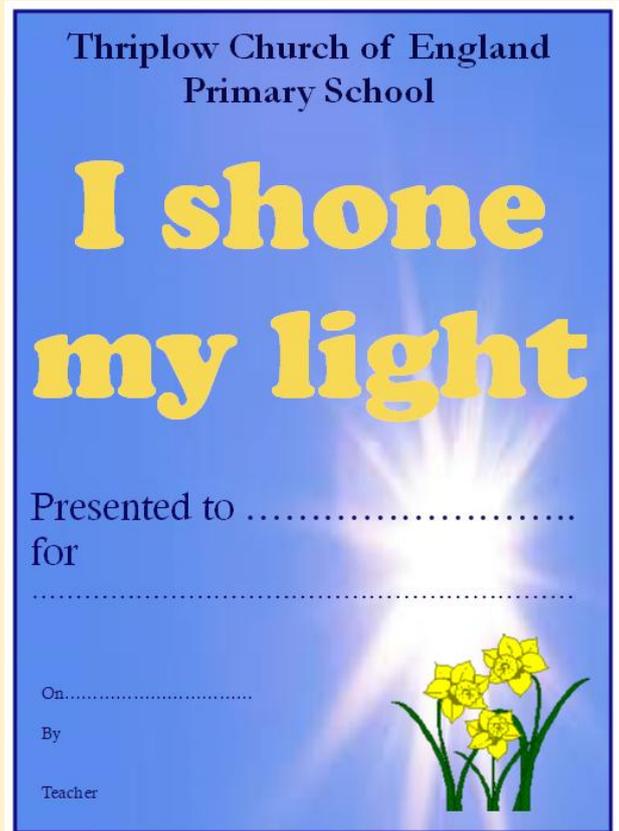
**Happy Birthday  
to Joey who has  
had his birthday  
this week!**

### House Points

<b>Our totals for this week!</b>	<b>Total this week</b>	<b>Total this term</b>
<b>Bacon</b>	<b>78</b>	<b>574</b>
<b>Barenton</b>	<b>32</b>	<b>500</b>
<b>Bury</b>	<b>49</b>	<b>485</b>
<b>Bassett</b>	<b>54</b>	<b>492</b>

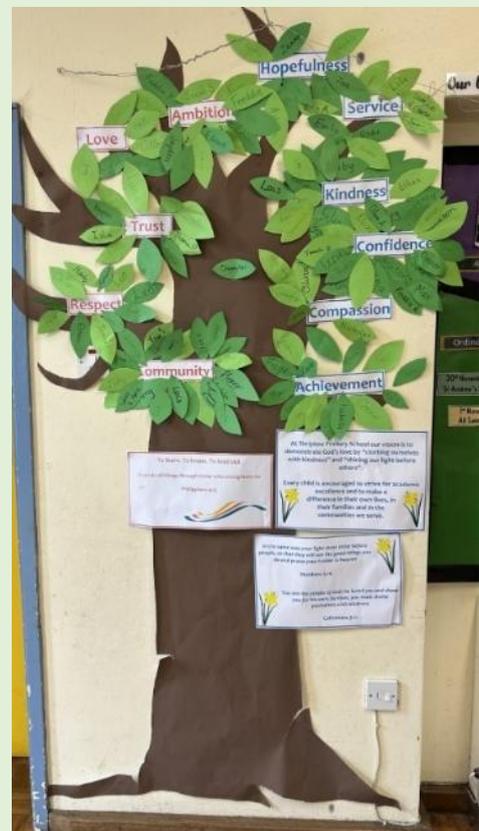
**Our certificate winners this week are: -**

- Henry (Reception)
- Oliver (Year 2)
- Logan (Year 2)
- Monty (Year 3)
- Jess (Year 3)
- Lucian (Year 3)
- Elias (Year 3)
- Josh (Year 4)
- Lois (Year 5)
- Eloise (Year 6)



**The following children were added to the 'Vision and Values' tree for living out our Thriplow and DEMAT values.**

- Olivia P (Ambition)
- Kitty (Community)
- Freddie R (Kindness)
- Izzy (Ambition)
- Sophie (Trust)





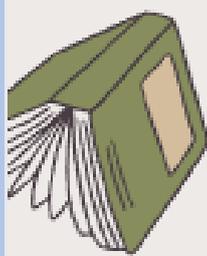
**Thriplow Primary School**



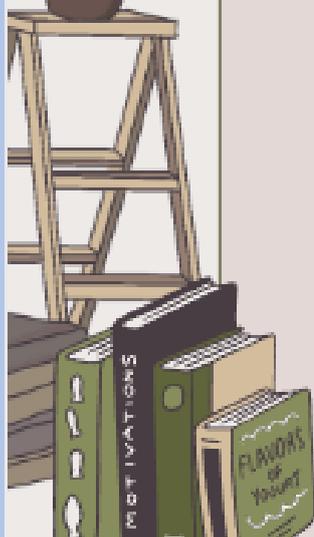
**Library**



**Open on  
Thursdays and  
Fridays after  
school.**



**Please pop in  
and visit!**





# Ants and Butterflies

## Book Café

IN THE LIBRARY

**13TH APRIL, 20<sup>TH</sup> APRIL, 27<sup>TH</sup> APRIL AND 11<sup>TH</sup> MAY**



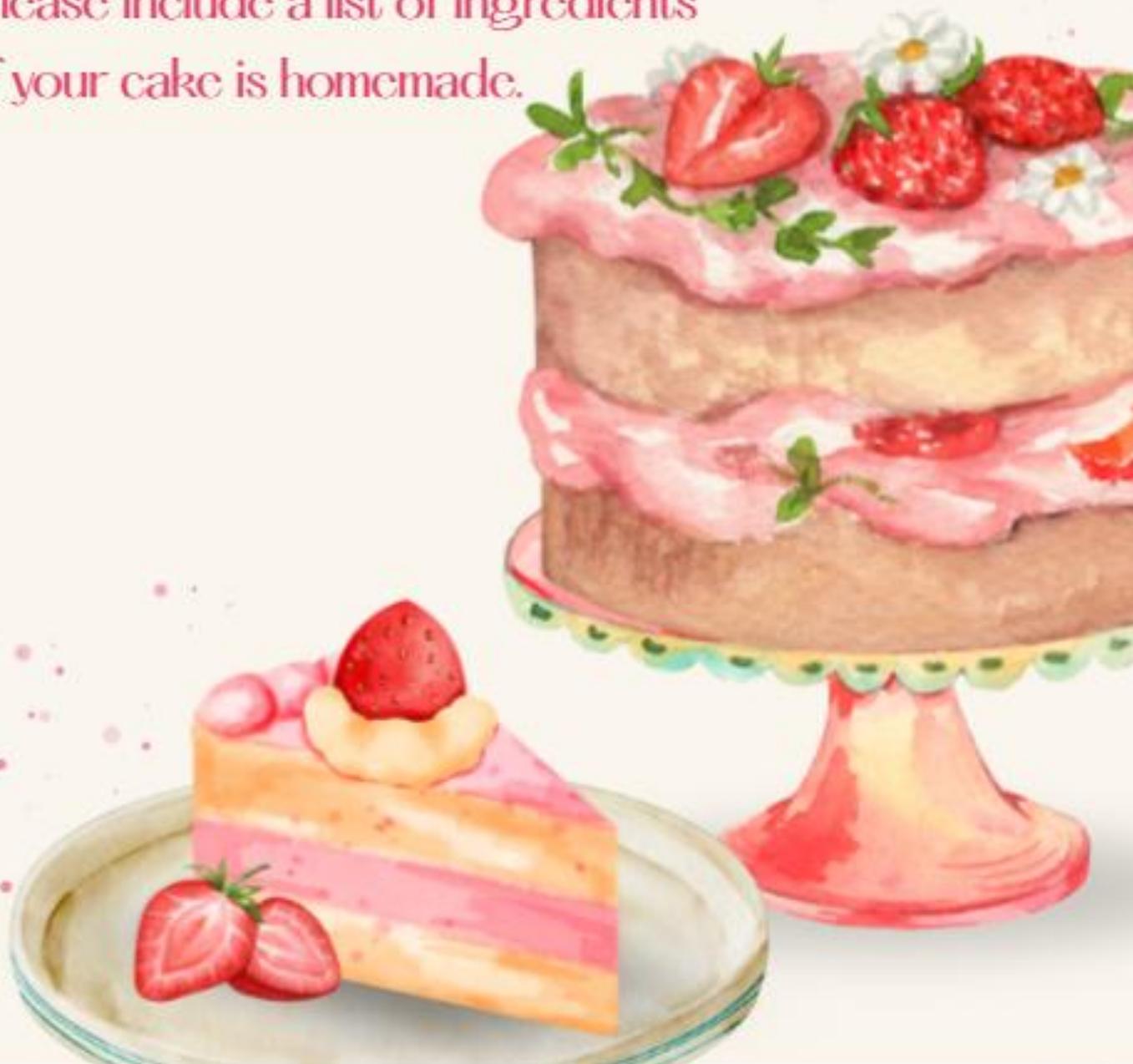
**Places are limited and will be awarded on a 'first come, first served' basis - book via MCAS from 6pm 2/3/26**

# Non-uniform day!

## 20th March 2026

**Wear your own clothes in exchange  
for cake to sell at Daffodil Weekend!**

*Please include a list of ingredients  
if your cake is homemade.*

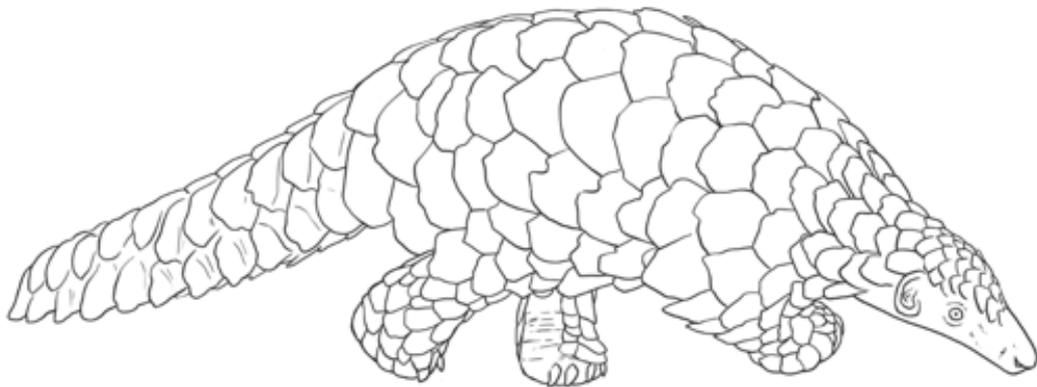


# Paint a Pangolin!

*Paint your pangolin template in any style. The winner will receive their own cuddly pangolin!*

*£2 entry.*

*Please give your painting and entry donation to your class teacher by Monday 16<sup>th</sup> March 2026.*



**Fauna  
& Flora**

**Saving Nature Together**



# Daffodil Weekend



**Don't forget to sign up to help in the tearoom using the following link!**

**<https://docs.google.com/spreadsheets/d/1RjvC1Z9HpBZPve8t2we00Jgf6BgLSCg91uBGJS1LJvU/edit?usp=drivesdk>**

**Each helper will receive one free ticket for the day that they help.**

**Please note that we will be performing as a school at around 11am in the village on Saturday 21<sup>st</sup> March.. It would be wonderful to see everyone there – from Reception to Year 6.**

**If your child performs on the 21<sup>st</sup>, you will receive a free ticket for them and for one adult for the 21st.**



## **FREE Easter Crafts Workshop for Children!**

on Good Friday, 3<sup>rd</sup> April,  
at St. Mary's Church Fowlmere  
10:00 – 12:00

Have fun making Easter gardens, Easter treat boxes, colourful pen pots, Easter decorations and lots more!

Enjoy refreshments with hot cross buns and home baked cakes.

**BOOK YOUR CHILD'S PLACE** using this QR code



Or this link <https://forms.gle/pgTMait5zaEcZtCh6>  
Children must be accompanied by an adult.



## **Information on your child's learning**

**It has been an exciting week in Ants class!**

### **Ants**

**We have been continuing on with our new topic, Growing and Changing to celebrate British Science Week! We decided to research and find out all about our class animal, Ants 🐜 ! We learnt that Ants have super strength, they live together in homes called nests, they have no ears and hear by listening to vibrations on the ground through their feet, and that they leave scent trails so they can find their way home. We also looked at the Ant lifecycle (eggs, larva, pupa, adult) and created our own versions!**

**In phonics the children have been continuing to learn and recap on different sounds and practicing reading CVCCC and CCVCC words. Each day the children**

practice sound swapping, word building, writing, and reading words and sentences. We have also continued to practice our handwriting using whiteboards.

In Literacy we have been continuing on with our story of this half term, Little Red Riding. On Wednesday we practiced building and saying our own sentences about Little Red Riding Hood by making sure our sentences have a subject and a verb e.g. Little Red Riding Hood is walking. We also looked at some repeated refrains in the story and acted them out as Little Red and the Wolf! On Thursday we had a go at writing a letter from Little Red to Grandma.

In Maths we have been developing a sense of cardinality. We have been practicing lots of counting with objects, and remembering that when we count objects, we assign 1 number name to each object, and that the last number we say is how many of something there are.

In PE on Wednesday we were practicing moving using big and small movements. We moved around the hall in a variety of ways before having a go on the equipment. On Friday the children were continuing to practice their team work and partner work through the use of balloons. Next week we will move onto using rackets and balls.

In PSHE we have been continuing on with our Identity and Diversity topic. This week we were focusing on what our families do to help each other and the different ways they spend time together.

I hope you all have a lovely weekend!

## Butterflies

The children have continued to work hard this week. In Maths, the Y1 children have been looking at putting amounts in 'equal groups of,' they found this a bit tricky - please practise this vocabulary with your child. They could practise putting items around the house into 'equal groups of.....' then say how many equal groups they have made. Y2 children have been looking at how multiplication facts link to division facts. They have learnt that division isn't commutative, but they can still write 2 facts for division. Please practise this with them, using the 2, 5 and 10 times tables. In English, the children have finished writing the ending to Woolly Wolf. They have started reading a new fable, called 'The Wind and The Sun.'

As part of science week we have been learning more about butterflies and their life cycle. The children have made spinners to show the four phases from egg, to caterpillar, to chrysalis to butterfly. We have linked our art this week to our science week learning when looking at symmetry and the children have drawn butterfly pictures focusing on making the wings symmetrical. We have also been preparing to plant up the planters on the playground. We have been talking about how flowers and plants are an important food source for butterflies and how butterflies help with pollination. We hope that as our plants grow and flowers bloom in the spring and summer we will be able to observe butterflies visiting them.

In History, the children enjoyed learning about King Henry VIII and his wives.

For Daffodil weekend, please continue to practise the poem with your child.

We have also attached the Easter service wording. Some children have taken home words to learn, if they have a specific part. If your child hasn't got a particular part, please practise the first section (title and Jesus and his twelve friends.... up to ....Jesus was sad), and the last sentence: Then Jesus and his friends....

For Phonics, we have been learning the different spellings of /l/.

We hope you have a lovely weekend.

## Bees

Bees Class have had a great British Science week. The children were fascinated to learn that there are thousands of species of bees that all play an important part in our ecosystem. The children specifically learnt about pollination and how pollen from plants can get stuck to a bee's hairy body and legs. When the bee then flies to another flower, they drop some pollen and the process of pollination can happen. The children coloured in a picture of a bee on a flower and labelled the key parts needed for pollination. The children also wrote sentences all about how bees pollinate plants and why pollination is important. Their work looks lovely! Bees Class then spent the afternoon gardening to plant some herbs for the bees to pollinate! They removed some dead plants from one of the planters and then planted some fresh mint, basil, coriander and thyme into the bed on the playground. Hopefully we will see these grow over the summer months and produce a lovely smell! We also planted some sweet peas in pots to grow in our classroom. We had a lovely time!

Bees Class have had a busy rest of our week with lots of learning about Northern Ireland. We did two Geography

lessons - the first on the partition of the island of Ireland and the second on the Giant's Causeway. The children particularly enjoyed a special guest (via video) of Mr. Forde telling them the story of the Giant's Causeway. Mr. Forde is from the county of Antrim in Northern Ireland so the children enjoyed listening to his tale and hearing his accent! All of this learning has been very helpful for our new English work. After we finished our letter from Penelope to Odysseus earlier in the week, we have started to learn about how to write a non-fiction report. Our report is going to be all about Northern Ireland and its human and physical geography. We will continue this learning for the rest of the term.

In Maths, the children have all now moved on to learning about decimals. Yr3 has learnt how to write tenths as decimals and everyone has learnt how to add decimals and completed some decimal based word problems today. This will help us next week as we move on to learning about money.

Next week is very exciting as on Tuesday it is our Viking Day! Please find all the relevant information about what the children are to wear in the letter that was sent out. The day starts promptly at 9am so I would appreciate if the children could arrive at school for 8:50am on Tuesday so we can take the register and then head to the hall together for our special day. Please also note that even though it is Viking Day, homework will be due as usual. Then, on Friday, it is home clothes day. Please do bring in a cake for Daffodil weekend.

**Dragonflies** It has been a busy week in Dragonflies. We have really enjoyed marking British Science Week.

As part of Science Week in class we explored the dragonfly! We found out about the differences between

dragonflies and damsel flies. We learned about the dragonflies incredible flying abilities and their amazing vision as well as finding out about their life cycle. We found out more information about how dragonflies contribute to a healthy ecosystem as talented predators. We looked at the dragonflies habitat and were shocked to find that, within the UK over 90% of their freshwater habitat has been destroyed, causing some species of dragonflies to be at risk with their number declining. We learned about the work of the British Dragonfly Society, who are encouraging people to rebuild dragonfly habitats. After hearing about this, we decided to create some helpful posters to share with others how to make even the smallest back garden pond to attract these amazing insects and to contribute to creating a healthy ecosystem. Make sure you have a look below where I have scanned a few of the posters!

A gentle reminder that payment needs to be made and permission given for our trip to London in a few weeks time.

# A reminder that we are a nut-aware school. Please ensure that your child's lunchbox does not include any nuts.



- Let your child help you pack their lunch box and choose what to include from a list of options.
- To keep children fuller for longer, give them a 'main' lunch item that includes carbohydrates, such as whole grain bread, rice or pasta.
- Try pasta salads, stir-fried rice, wraps or crackers and low-fat dips as alternatives to sandwiches.
- Choose lean meats, such as chicken breast as sandwich fillings, and try to include oily fish like tuna once or twice a week.
- Include vegetables such as cherry tomatoes, carrot or celery sticks or home-made vegetable crisps (slice vegetables like sweet potato or beetroot, toss in olive oil and bake).
- Always put salad (lettuce, cucumber) in sandwiches - it all counts towards their five a day.
- Swap the crisps for plain popcorn or vegetable crisps (see above).
- Pre-peel citrus fruits like oranges or satsumas to make them easier to eat.
- Include tinned fruits but make sure they are in juice not syrup which is high in sugar.
- Fruit bars are generally not healthy - try dried fruit like apricots or sultanas instead.
- If your child insists on having crisps or chocolate in their lunchbox, try to limit this to one day per week and let them choose what their 'treat' will be.

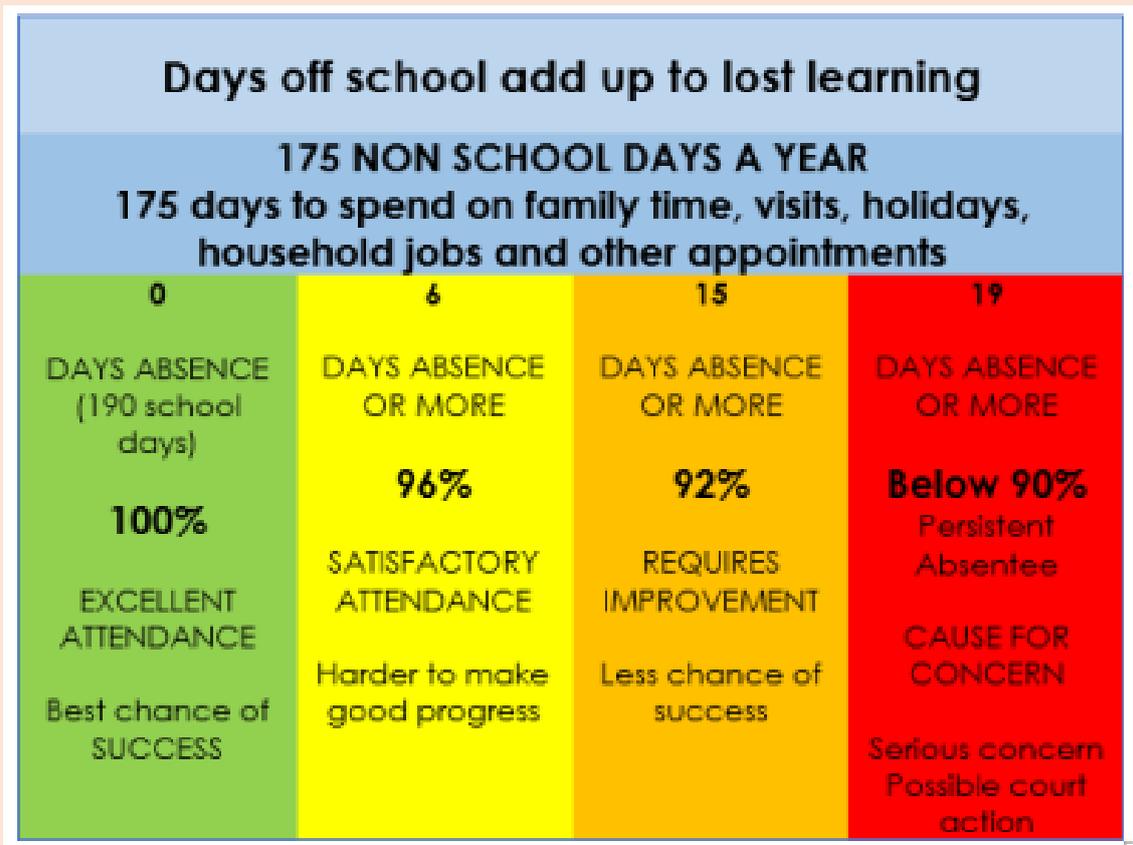
According to the NHS, the perfect lunch box for a child should contain:

- a serving of starchy foods (wholegrain bread or pasta, brown rice);
- a protein (lean meat, egg or oily fish);
- a dairy item (low-fat cheese or sugar-free yoghurt);
- a portion of vegetables (celery sticks, carrot pieces);
- a portion of fruit (berries, grapes, melon, apple slices);
- water.

We've put together five balanced lunch boxes here - one for each day of the school week. You can copy them exactly, swap items around or get rid of them all together - whatever works for your family is fine.



# Attendance Reminders



← **Three-Year Period** →

**First** Term Time Leave  
 10 sessions (5 days) or more.  
**£80** for each child per parent.

**Second** Term Time Leave  
 10 sessions (5 days) or more.  
**£160** for each child per parent.

**Third** Term Time Leave  
 10 sessions (5 days) or more.  
 Prosecution.

E.g. if two parents take 3 children away, the fine would be £80 x 3 = £240 per parent.

**The total would be £480.**

If you pay after 21 days it rises to **£960.**

E.g. if two parents take 3 children away, the fine would be £160 x 3 = £480 per parent.

**The total would be £960.**

If you don't pay after 28 days = a prosecution.

If you don't pay after 28 days = a prosecution.

# Breakfast Club at Ladybird



Open to Thriplow School  
Children & Ladybird  
Children from 3 Years



Breakfast may vary



Opens at 8:00am

Early Starters from 8:30



Contact for more information:

Email: [ladybirdplaygroupthriplow@gmail.com](mailto:ladybirdplaygroupthriplow@gmail.com)

Phone: 01763 208055

# Fundraising

## by **Ladybird Playgroup**

## at **Daffodil Weekend**



**21<sup>st</sup> & 22<sup>nd</sup> March**

# We Need Your Help



### **Jar Tombola**

Glass or Plastic jars – filled with toys, pencils, sweets etc

### **Book & Puzzle stall**

Books & complete puzzles (both child & adult)

**Donations please to:**

Ladybird Playgroup 01763 208055 [ladybirdplaygroupthriplow@gmail.com](mailto:ladybirdplaygroupthriplow@gmail.com)

**Daffodil Weekend gives Ladybird Playgroup the opportunity to raise funds for the children and the profile of the setting.**

*\*Signup sheet to help run the stall will be in place very soon\**

# 10 Top Tips for Parents and Educators

## SUPPORTING CHILDREN TO MANAGE CONFLICT EFFECTIVELY

Disagreement is a natural part of human interaction. This can seem particularly true when dealing with the sensitive issues that arise for secondary-aged pupils. This guide brings you 10 top tips which can help prevent conflicts arising or mitigate their impacts when they do.

### 1 INSPIRE RESPONSIBILITY

The best approaches to conflict resolution are restorative. This means that rather than adults imposing their own solutions on children who have had a disagreement, they should work with them. Allowing them to handle it can feel empowering to young people and will hopefully teach them to manage their own disputes as they move towards adult life.

### 2 ACTIVELY LISTEN

Remember to give every child the opportunity to voice their opinion, regardless of their age, stage of development, special educational needs, or other individual requirements. This can be done using a variety of different communication methods. For example, some children find it easier to express how they're feeling using pictures and drawings, while some prefer to write their ideas down.

### 3 BE CURIOUS

Demonstrating how to approach conflicts with a mature and empathetic mindset can set a good example to children, which can prove a useful skill for them later in life. Model this by asking inquisitive – yet – respectful questions about the issue at hand. Really try to understand where all parties are coming from, and share information between them when and where appropriate. This should encourage young people to mirror your behaviour, teaching them to be curious about the other sides of a conflict, and thus being more willing to hear them out.

### 4 PROMOTE DIFFERENCES

Children and young people may come from a range of different backgrounds and cultures or have protected characteristics which may cause them to see things from various angles. Having a school and community culture which celebrates and embraces diversity in all things – including diversity of opinion – means people are more likely to feel heard and understood.

### 5 BE SUPPORTIVE

Discussions may be sensitive or, in some cases, even trigger negative emotions. Pupils may have mixed feelings about the issue at hand. They could be nervous or anxious before even coming to the table to talk about it. Try and create a space where all parties feel safe, welcome and comfortable. Allow breaks and time-outs if the conversation gets heated, to prevent anyone from saying something they might later regret.

### 6 MENTALLY PREPARE

Think of how you can approach the conflict in a calm and regulated manner. Consider taking some extra time to prepare beforehand and finding somewhere quiet to relax. Even if you're not directly involved with the conflict, mediating can be a stressful experience in its own right. Make sure you're hydrated, fed and comfortable, and do the same for the young people involved. These may seem like insignificant factors, but it's important to remember that physical discomfort can trigger dysregulation, which can make it much harder to have a calm, productive conversation.

### 7 GET YOUR FACTS STRAIGHT

Make sure you have all the facts, figures and timelines of the situation prior to the discussion. This should be done as objectively as possible with the aim of resolving the ongoing issue. You may want to risk assess any problems that may arise and look for possible solutions during your preparation time.

### 8 STICK TO THE POINT

Make the reason for, and purpose of, any meetings or communications clear prior to setting them up. Provide an agenda. Act as a neutral chairperson who can keep all parties on track. Make sure everyone has a chance to air their concerns about the issue being discussed and try to avoid talking about unrelated incidents. Close off with some action points, detailing what everyone can do to resolve the conflict.

### 9 BE SOLUTION FOCUSED

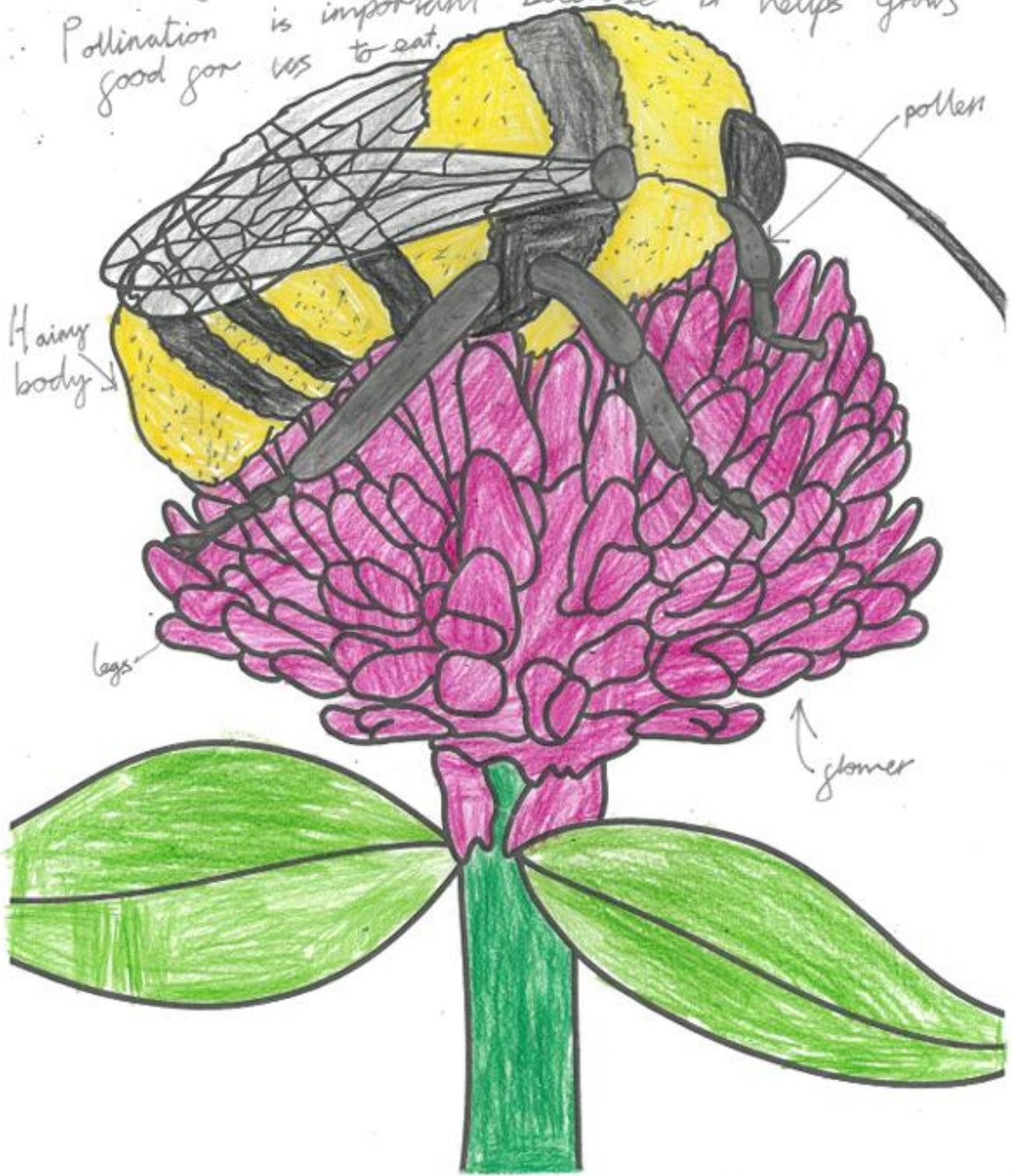
It's often said that the art of diplomacy is about giving others ladders to climb down. This means the main aim of any meeting or correspondence should be finding mutually acceptable and amicable solutions. Parents, carers, teachers and pupils should be aware there may need to be a compromise for the common good – and, most importantly, the good of the children you're supporting.

### 10 DON'T IGNORE OR AVOID CONFLICT

No one benefits from allowing concerns and grievances to fester, as this can lead to further division and mistrust, and ultimately doesn't help the children involved. Use our tips to open meaningful lines of communication. These should help you find a suitable resolution and minimise the number of conflicts you're faced with mediating overall.

Bees pollinate plants by jumping from glomer to glomer and it rubs on.

Pollination is important because it helps grow food for us to eat.



# HOW TO MAKE DRAGONFLIES

In the winter you might need to break some of the ice or else refill the pond's water!

Let the surrounding plants grow wild - the plants might attract!

Some special visitors for your pond!

Check your pond frequently

in case any land have fallen in to your pond!

Dragonflies love trees - if you can buy some!

## How To Make An Easy Pond

- Step 1. Find a sunny area with lots of plants.
- Step 2. Use a plant pot or bucket to fill up with water.
- Step 3. Add some native water plants.
- Step 4. Sink some logs and few stones in your water.
- Step 5. Use some bricks or stones to make a ramp to the water.
- Step 6. Add a couple of rocks around the base and wait for your visitors.



**Top Tip**  
Do NOT add any kind of fish to your pond  
or they might eat the dragonfly larvae!

Dragonflies are called 'kiddies' so they might need somewhere warm to stay!

Put some sunshades on + grass

# How to make a Dragonfly Habitat.



## What a Dragonfly needs.

When a Dragonfly is born it lives completely under-water or you will need a Pond. The bigger the pond the more dragonflies.

1) It will need to be deep with slow sloping edges.

2) It will need plants that stick out of the water and around the edges (British plants only).

3) You need logs towards the surface and rocks all around.

4) Some dragonflies lay eggs in moss so put some around the edges and avoid any cement walls by or on the pond it will damage the habitat.

## Loss of habitat

Dragonflies are losing their habitat because of us. People are draining fresh water habitats which are the homes of many thousands of dragonflies. One third of the dragonfly species are vulnerable which is why we need to protect them. Try not to destroy the fresh water habitats.

## How to Help

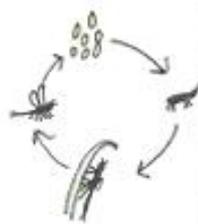
You can help by making a little pond or trying to stop being against them. They get rid of flies and may flies and are excellent hunters. There are one of the only insects that can hover in mid air.

## How to make your own pond

1. First dig a hole with sloped sides in case an animal falls in.
2. Plant tall plants in the pond which will reach out the water and English flowers all around the pond.
3. Add some ~~housework~~ wood and stones and fill it up with water.
4. Then be quite and wait for the dragonflies.



Time to fly  
Dragonflies.



Let them  
Grow

Save the  
Dragonflies  
together.



## POND NEEDS:

If you want to make a home for dragonflies then you can do the following:

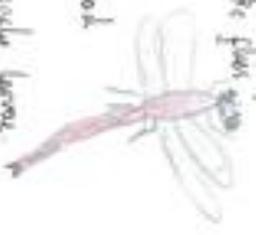


them... try not to put any fish in it by the way...  
They are born in water because the females lay eggs in the water. That's why you need a pond.  
It can be any size but it needs a home.

## DRAGONFLIES:

### GARDENER TIPS:

- The bigger the pond, the more dragonflies it can support.
- Plant willowherbs for pollinators, the flies like these are great for dragonflies.
- Try to use British plant species.
- Some non-native plants can be spread massively into the countryside.
- Don't deep fish that will eat dragonfly larvae.
- Avoid pesticides, that will reduce your garden's weed life and could poison your pond!
- Build your pond in a sunny spot away from trees that will fill the pond with leaves.



### WILL YOU KNOW?

- Did you know that winged flies were the first animals to fly?
- They have wings that are so good, that they can hover on the spot!
- 300,000,000 years ago, their wings would've been 70 to 75cm wide!
- Their body would've been the size of a puppy! (Like all animals!)



## A pond should have:

- slope coming in and out
- an area of water where adults can lay eggs
- plants to get in and out (in pond)
- plants around the pond
- rocks or stones around
- moss or wood for egg laying adults.
- net by bugs

### steps

1. Dig ~ shaping hole
  2. fill with water
  3. plant flowers tall in water
  4. plant reeds / grasses around
  5. rocks around the base
  6. **NO FISH**
  7. Sun (not too many trees)
  8. Finish
- If you need more info go online.

## Save the Dragonflies!



Dragonfly's were a key part in the food chain. but because 90% of the water gas in the UK the Dragonfly's habitat isn't suitable!

~~Save the Dragonflies~~



Most of them were improved if live in the water but after a year or less they turn into a fly.

Dragonflies are really predators and because of their speed (fast) and eyes sit (very good) they are amazing at hunting.

### Factbook

Dragonflies have the fastest stroke in the world with a 30-75cm

Wing span!



# A Home for dragonflies



This may be a home for a dragon fly. It has pebbles so the adults can sunbathe, flowers for the little ones first flight, lily pads for again sunbathing and grass for homes.

20-20 vision!

dragonflies eat pests



They can see ultraviolet

Dragonflies need to stick out on a flower when they need to warm up for their first flight so you need that, you need it to have tilted edges to let a dragonfly get in it when it can get out.

you could save lives

Why should I do it?

you should do it because the homes of dragonflies are being destroyed! they also eat annoying bugs like flies and mosquitoes!

Dragonflies help you and if we let them outland then there will be no plants! but only if it keeps going.

Dragonflies get mixed up with damselflies but the

For fact: back wings in for landing only dragonflies don't

Dragonflies have 360 million eyes! if you do that you get wonderful wildlife!

keep wings open when landing!

Help



