

Welcome to The Duston School!

It has been lovely welcoming you and your children to The Duston School. The children are settling in well and are playing beautifully with each other.

Our curriculum newsletters are designed to give our families an overview of what your children will be learning in key areas during the each term. There are also some key dates for the Autumn term at the end for your diaries.

If you have any questions or queries during the year please speak to your child's class teacher, either in person or via email as follows.

RA - Mrs Almond – jalmond@thedustonschool.org

RC - Miss Catlin – jcatlin@thedustonschool.org

General information.

Twitter

We have an active Primary Phase Twitter page where we share events and learning from across the Primary phase through the year. This can be found by searching @tdsprimaryphase



Water Bottles and snacks

We ask that all children bring a water bottle to school each day and one healthy snack. To encourage a healthy lifestyle, please ensure that only water is brought please. Each afternoon, the children will be offered a fruit snack. ***Please can we ask that no nut-based snacks or food are brought into school, due to sensitive allergies within school.***

PE Days

The children are asked to attend school in their school PE/Games kit on the days they have PE lessons. ***Our PE days are: Class RC– Monday and Class RA- Friday.***

Welly Wednesday

Every Wednesday afternoon, we take our learning outdoors and have a Welly Wednesday afternoon. We ask that the children have a pair of wellies to leave in school and that they are sent with appropriate additional clothing e.g. coats, hats, scarves, gloves, etc as we get outside whatever the weather!



Birthdays

As a healthy eating school, we ask that sweets or chocolate are not brought in for the class for birthdays. We do celebrate birthdays in school with the children in EYFS.

Uniform

Please can we ask that all items brought into school including, clothing, water bottles, shoes, lunch boxes, etc are labelled with children's names. As part of our uniform policy we ask for no earrings or jewellery to be worn.

Collection from school

For our children in EYFS our agreed policy is that, we will only hand over pupils to named adults (contacts recorded on our database provided by parents/guardians) or to older siblings (Year 10 upwards at TDS again with permission having been given in writing).

Pupils will not be handed over to other adults unless the school has been informed in writing by the parent/guardian that they have made this arrangement.

Maths

Counting

During the first term, we will be focusing on building up numbers slowly, this is so the children gain a deep understanding of the number system and their value. We will be teaching and supporting the children to gain an understanding of the five key counting principles.



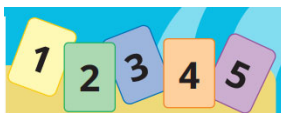
1. One to one correspondence

This involves children assigning one number name to each object that is being counted. Children need to ensure that they count each object only once, ensuring they have counted every object.



2. The stable-order principle

Children understand that, when counting, the numbers have to be said in a certain order.



3. The cardinal principle

Children understand that the number name assigned to the final object in a group is the total number of objects in that group.



4. The abstraction principle

This involves children understanding that anything can be counted, including things that cannot be touched, such as sounds and movements e.g. jumps.

5. The order-irrelevance principle

Children learn to understand that the order in which we count a group of objects is irrelevant. There will still be the same number.

Resources to use at home

Number Blocks

Number blocks, first broadcast in January 2017, is a pre-school BBC television series aimed at introducing children to early number. The engaging storylines introduce concepts of number to support early mathematical understanding in ways that mirror our work in school.

<https://www.bbc.co.uk/cbeebies/shows/numberblocks>



English

Phonics

Children will begin to learn to read and write through a systematic phonics programme called Read Write Inc. They will learn the 44 common sounds in the English language and how to sound blend words, alongside letter formation and spelling.

The letter sounds will be taught over a period of time in short, intensive and importantly, fun lessons. As we learn the sound each letter makes, the children will also learn how to write the letter.

The children will bring home a sound sheet to practise with you at home. Ask your child to teach you the sound they have learnt in school. Help them to practise their handwriting by following the instructions on the sheet.

Ask your child:

- the sound they have been taught
- how the picture helps them to remember the sound
- how to say the sound correctly
- how to write the sound.

Read Write Inc.
Phonics

When the children begin to blend sounds together to read words, they will receive home reading books. More information will be sent out about home reading books, this during the Autumn term. Further information on the phonics programme we use in school and how to pronounce the sounds can be found here:

<https://www.ruthmiskin.com/parents/>

Key texts

Children will be read to daily, using quality texts from our reading spine and class favourites that the children enjoy joining in with. The texts below are some of our key focus texts for the Autumn term.



Writing

In our phonics lessons, the children will be learning how to form lower-case letters, write their name and begin to write simple CVC words. They will have daily handwriting practise and will learn to use their phonic knowledge to spell words.



All About Me

Within this topic, the children will learn about themselves, their families, community and their new school. Alongside this, we will learn about and explore where we live and how the world around us changes through the seasons.

The children will learn about how we grow and change over time. We will explore how our families are the same and different from each other and also explore the idea that our class and school is a family too. The children will also think about what they might like to do when they grow into adults.

This will lead us to explore our local community and the people within our community that help us, such as doctors, shopkeepers, teachers, etc. We will then learn that some people help us if there is an emergency such as police officers, firefighters and paramedics. The children will then learn about the place where they live and go to school. We will explore some local landmarks that the children may already be familiar with.

Finally, after thinking about themselves, where they live and people in their community, children will finish this unit by thinking about the changing seasons. We explore how the summer is changing into autumn around us and what happens as autumn arrives.%

Our key vocabulary for this topic is:

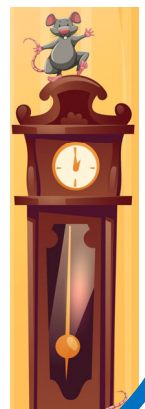
Family	People who are connected to each other
Community	A group of people who live in an area
Local area	The place where I live
Map	A picture or a drawing of a place
Emergency	When someone needs help quickly



Focus nursery rhymes and sayings.

Our focus nursery rhymes are: Baa, Baa, Black Sheep, Diddle Diddle Dumpling, Hey Diddle Diddle, Hickory Dickory Dock, Early to bed and Georgie Porgie.

Our focus sayings are: 'Well I never!'

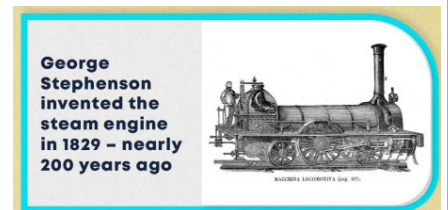


Transport

Our topic of Transport begins with a broad overview of different types of transport and why we need to transport people and things around the world. Children will learn about the importance of safety when we use transport, or when we are around transport, e.g. crossing the road.

After this, the children will learn about transport around the world. We introduce maps and globes, talk about different places around the world that the children may have links with and introduce new places. We will explore how people travel in different countries and learn about Japanese bullet trains, Thai tuk-tuks and Venetian gondolas.

Then we begin to think about transport in the past. We explore the concept of past and present and then explore how things were different in the past compared to the world we live in today. The children will learn about the first steam train and compare these to the trains we see today.



Finally, we explore how we use transport in Earth's coldest places. The children will learn about Ernest Shackleton and his travel to Antarctica. We will learn that the kinds of transport we have learnt about cannot be used in the coldest places on Earth and the types of transport we have to use instead. We will investigate ice and its properties, this will lead us into exploring the season of Winter and the changes we see between Autumn and Winter.

Our key vocabulary for this topic is:

journey	when we travel from one place to another
transport	when we travel using a vehicle
road safety	rules to keep us safe when we travel
technology	using what we know to make things that can help us , vehicles all use technology
invent	to create something new



Focus nursery rhymes and sayings.

Our focus nursery rhymes are: Little Bo Peep, Little Jack Horner, Little Miss Muffet, One, two, Buckle my Shoe, Star Light, Star Bright and Twinkle, Twinkle.

Our focus sayings are: 'Pull your socks up'

'On cloud nine'

'Don't judge a book by its cover'



Dates for your diary

September

21st September– National fitness day– please can all children wear their PE kit for the day

29th September– Individual School photographs

October

9th & 13th October– Parents evening

23rd October - 1st November– Half term

November

15th November– Stay and play followed by Parents phonic workshop

W/C: 20th November– Road Safety week

December

8th December– Christmas Jumper Day

11th December– EYFS Christmas Party

15th December– Christmas Lunch

19th December to 5th January 2024– Christmas Holiday.

School returns on 8th January 2024.

