



Dunchurch Boughton C of E Infant Academy and Nursery

Roots to grow. Wings to fly.



Newsletter number: 17 Date: 17.01.2025

We have had a great week in school this week, with lots of learning taking place. Owlets have doubled their numbers and the children have had a great time getting to know each other. Pre-School have carried out some great penguin craft as part of their topic work. Reception have been carrying out experiments with ice, acting as scientists and making careful observations. In year one, the children have carefully planned and made a maze as part of their design and technology lesson, and year two have been working hard to develop their knowledge of geometry.

Over the past two weeks we have been busy planning events for the spring term. Please keep an eye on the diary dates section over the coming weeks for more information.

Over February half term, we will be having a new library installed for the children, located in the middle of the school where the old ICT suite was. As part of the library project, we will be auditing our library stock so that we can buy some new high quality texts where we have identified gaps. At the end of January, we will be asking for all school library books to be returned to school so that they can be included as part of the audit. Children will then start to bring home library books again from the end of February. If you know that you have some library books at home but you are not sure where they are, we would appreciate you starting to look for them.

Wishing you all a lovely weekend,

Suzanne Marson

Headteacher



PUPIL ACHIEVEMENTS THIS WEEK

LEARNER OF THE WEEK

(these children will also sit on the Golden Table)

Little Owls: (Mrs Rawes & Miss Shrimpton)	Posy	Barn Owls: (Miss Lodge)	Charlottet	Spectacled Owls: (Miss Cowlen)	Toby
Elf Owls: (Mrs Carrington)	Iris	Tawny Owls: (Mrs Preston)	Ridhan	Snowy Owls: (Mrs Menzies)	Madeleine

LEARNING BEHAVIOUR OF THE WEEK (children will share a piece of work they are proud of)

Little Owls: (Mrs Rawes & Miss Shrimpton)	Isabelle	Barn Owls: (Miss Lodge)	Emma	Spectacled Owls: (Miss Cowlen)	Emilia
Elf Owls: (Mrs Carrington)	Wren	Tawny Owls: (Mrs Preston)	Minahil	Snowy Owls: (Mrs Menzies)	Iris

Lunchtime Stars

Little Owls: (Mrs Rawes & Miss Shrimpton)	Lilian	Barn Owls: (Miss Lodge)	India	Spectacled Owls: (Miss Cowlen)	Hattie
Elf Owls: (Mrs Carrington)	Harvey	Tawny Owls: (Mrs Preston)	Isaac	Snowy Owls: (Mrs Menzies)	Stanley

Nursery Learner and Lunchtime Star of the Week

Owlets	Learner : Myla Lunchtime: Fides	Spotty	Learner : Michael Lunchtime: William	Stripy	Learner: Izhaan Lunchtime: Isla
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ACHIEVEMENT CHILDREN IN THE GOLD BOOK THIS WEEK (based on the half termly value):

Reception: Nilan **Year 1:** India **Year 2:** Esme & Amelie

Achievements from home: **Reception:** Isabelle **Year 1:** Asees

Year 2 : Hattie, Lyra & Matilda

Spotlight on

Reading

In addition to using the 'Little Wandle Letters and Sounds Revised' approach to teach phonics, we use this approach to teach reading throughout reception, year one and year two. All children read to an adult three times per week, taking part in a reading practise session within a group of children who are of a similar ability level. Each reading practise session has a key focus:

Decoding – a focus on reading the words in the text, ensuring they make sense and applying phonics knowledge

Prosody – learning to read with intonation and expression

Comprehension – answering questions and demonstrating an understanding of what has been read. There is always a key focus for this session, such as retrieving information from the text or reading between the lines to make inferences.

The books that we use to teach reading in reception and year one are from the 'Big Cat Collins Little Wandle' range of books. These match our phonics programme and are fully decodable. Children take part in a six weekly informal phonics assessment with their class teacher, which is used to inform a reading level stage. When the children have read their reading practise book three times in school, they will bring them home to celebrate their reading with you. As children will already know these books really well, please do not worry if they can already read these books fluently – they are celebrating and practising their reading with you! Within these books, there are parental prompts and questions that you can ask the children on both the front page before reading, and on the back page after reading. There is also a story map within many of the books, which children can use to retell the key events of the story.



Before reading

Practising phonics Phase 3

- Your child is learning that new words can be represented by two or more letters.
- Point and say each phoneme (letter sound) together:

ee igh oa oo ar ur ow air er or

- Read the words together:

feeds high goats pool arm

Common exception words:

the (on)to are

Check understanding

- Ask your child:
- What do these words mean?

coax hoots cavort talons curl sheds gathers Harper

- In this book the word **sheds** is used as a verb 'to shed' meaning to moult or fall off. **Harper** is a name of a character in the book.

Talk about it

- Look at the cover and read the title together. Ask your child:
 - What do you think an animal with longer hair does? (looks after animals)
 - Is this a fiction or non-fiction book? (non-fiction)
 - What animals can you see on the front cover? (spells)
- Read the book. Enjoy looking at the pictures and talking about them.

Review: After reading

Use your statements from hearing the children read to choose any CFCs words or tricky words that need additional practice.

Read 1: Decoding

- Focus on the words with long vowels on pages 6 and 7. Ask the children which words have the /ee/ sound (see, feed), which has the long /oi/ sound (goat) and which has the long /ee/ sound (sheep).
- Challenge the children to find the word with the short /oo/ sound. (swallow) Ask the children to read the words aloud: pool, book, goat.

Read 2: Prosody

- Choose two double page spreads and model reading with expression to the children. Ask the children to have a go at reading the same pages with expression.
- Show the children how you read sentences with exclamation marks with extra emphasis and enthusiasm.

Read 3: Comprehension

- Turn to pages 14 and 15 and ask the children if they know the poem at the beginning or end of the story. Can the children remember what happened in the story and how the poem changed? Encourage them to read the story.
- For every question ask the children how they know the answer. Ask:
 - On page 2 to 3, who isn't very happy, and why? (Nipper, because there is too much litter in her park pool)
 - On page 7, what is the sharp thing? (Cat's back)
 - On pages 8 to 9, why is Cat's hairless? (e.g. He doesn't want to be Nipper, he has just brought a basket to help)
 - What sort of book is this - a story or non-fiction? Why do you think this? (e.g. a story because it has illustrations and not photos, a story because the animals are talking)

We're teaching every child to read with



In year two, once the children are fluent readers, we have a further set of books that we use to teach children to read. Through these books, children have the opportunity to read texts containing increasingly complex sentence structures and ambitious vocabulary, and develop further stamina for reading.

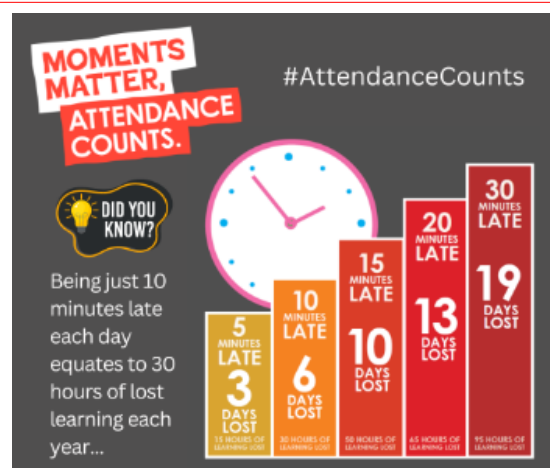
In addition to the children bringing home their school reading book, they will also bring home a weekly book from the library that they will have chosen independently. Children are unlikely to be able to read this independently, especially in the younger year groups. This is a book for you to share together. We term these our 'sharing books'.

We take the approach that we want the children to read a wide range of texts and books, opening the children's eyes to the world around them and building their knowledge of vocabulary. Please do not feel that you only have to read school books with your child. Trips to the library, book shops and reading books from home have just as much value. It is also important

Attendance Weekly Summary

Whole school: 96.11% (Target 97%)

		
Little Owls	Elf Owls	Snowy Owls
92.04%	92.33%	98.89%
		
Barn Owls	Tawny Owls	Spectacled Owls
98.64%	98%	97.04%



PE Days

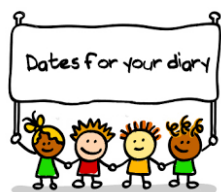
Children should wear their P.E. kits to school on the following days. On other days, normal uniform should be worn.



Monday	Tuesday	Wednesday	Thursday	Friday
Tawny Owls	Tawny Owls	Snowy Owls		Snowy Owls
Barn Owls	Barn Owls	Spectacled Owls		Spectacled Owls
Little Owls				
Elf Owls				

After School Clubs: Spring Term 1

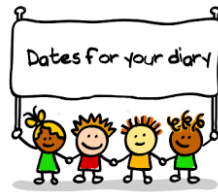
Monday	Tuesday	Wednesday	Thursday	Friday
Martial Arts Y1—Y2 3:20-4pm	Spanish Y1-Y2 3:20—4:20pm	Football Y1-Y2 3:20– 4:45pm	Football Y1-Y2 3:20-4:45pm	Musical Theatre Rec—Y2 3:20—4:20pm
	Bounce and Beat Rec—Y2 3:20-4:20pm	Ukelele Club Yr 1 and 2 3.20-4pm		



Any new dates will be added in red

Upcoming dates:

Tuesday 21/01/2025	Vision Screening Reception only . Opt-out letters have been sent home. Please contact the school office if you need another opt-out letter sending home.
W/C 3/02/2025	Children's mental health week This will be a focus within school this week.
Tuesday 11/02/2025	Safer Internet Day Children will be learning about Safer Internet Day within school
Wednesday 12/02/2025	Passport to world views afternoon Children will be learning about the festival of Losar
Tuesday 4/03/2025	Shrove Tuesday Year two children will be making and eating pancakes in school as part of Shrove Tuesday.
Thursday 6/03/2025	World Book Day Children are invited to come to school dressed as their favourite book character. Competition for those who would like to take part—As we love reading at Dunchurch Infants we have decided to run a 'potato' competition to showcase our favourite books. Children are invited to think about how their favourite book or character could be represented as a potato, for example, by decorating as a character or providing clues about a story. If your child would like to take part in the competition, please send the potatoes into school on book day.
Monday 17/03/2025	City of Birmingham Symphony Orchestra (CBO) school trip More information will be communicated neared the date. Years Reception/Year 1/ Year 2.
Friday 21/03/2025	Red Nose Day Children are invited to come into school wearing non—uniform, including something red if they have it, for a voluntary donation. Children are also invited to bring their favourite joke into school to share with their class.
Tuesday 25/03/2025	Parents' Evening You are invited to come into school for a 10 minute slot to talk about your child's progress so far this academic year. Please book your slot via the information received from the school office from 7pm on Thursday 27th February. Appointments are available from 3:30 pm—6:30pm.
Wednesday 26/03/2025	Parents' Evening You are invited to come into school for a 10 minute slot to talk about your child's progress so far this academic year. Please book your slot via the information received from the school office from 7pm on Thursday 27th February. Appointments are available from 3:30 pm—6:30pm.



Any new dates will be added in red

Future dates:	
Wednesday 2.04.2025	Passport to world views afternoon Holi
Tuesday 10.04.2025	World Art Day We will be combining world art day and recycling day together. The children will be creating a collaborative piece of art work. We would be grateful for any donations of bottle tops between now and the 10th of April.

Panto maniacs

Beauty and the BEAST

an original pantomime
written by Sue Protheroe
directed by Paul le Poidevin

Dunchurch Village Hall

Special Performances

Fish & Chip supper - £15
Friday 17 January 7.30pm

Gala Night - £18
Wednesday 22 January 7.30pm

Standard Performances

Saturday 18 January
Matinee - 2.30pm
Evening - 7.30pm

Sunday 19 January
Matinee - 2.30pm

Thursday 23 January
Evening - 7.30pm

Friday 24 January
Evening - 7.30pm

Saturday 25 January
Evening - 8.00pm

Standard prices:

Adult - £8.00
Child - £5.00
Senior - £7.00

Tickets on sale at Wanda Fashions
alternatively, visit
dunchurchpantomaniacs.com
or scan the QR code to purchase

SCAN ME

A FOOD STORY

Weekly Menu

Week two

Warwickshire, Coventry: 2/9, 23/9, 14/10, 4/11, 25/11, 16/12, 20/1/25, 10/2, 10/3, 31/3
Oxfordshire: 2/9, 23/9, 14/10, 4/11, 25/11, 16/12, 20/1/25, 10/2, 10/3, 31/3

Choose a main meal...

British Pork Sausages with Diced Potatoes (G.SU.SB)

Vegetarian Only
(vg)Vegetarian Sausage with Diced Potatoes

MONDAY

On the side...
Fresh Salad Bar
Vegetables of the Day

For dessert...
(vg)(h) Flapjack (G)
Fresh Fruit

Choose a main meal...

(h) British Beef Bolognese with Garlic Bread (G/ cheese D)

Vegetarian Only
(h)(v) Cheese and Tomato Pasta (G.D)

TUESDAY

On the side...
Fresh Salad Bar
Vegetables of the Day

For dessert...
(v) Cheese Crackers and Apple Wedge (G.D)
or Fresh Fruit

Choose a main meal... **WEDNESDAY ROAST**
British Roast Chicken Fillet; and Gravy (G)

Vegetarian Only
(vg) Quorn Roast in Gravy (G)

Crispy Roast Potatoes

WEDNESDAY

On the side...
Fresh Salad Bar
Vegetables of the Day

For dessert...
(v) Ice Cream (D)
Fresh Fruit

Choose a main meal...

(h) Italian Chicken Pasta (chicken and pasta in a tomato sauce) with Freshly Baked Wholegrain Baguette (G)

Vegetarian Only
(v)(h) Veggie Fingers, Pasta Bake with Freshly Baked Wholegrain Baguette (G)

THURSDAY

On the side...
Fresh Salad Bar
Vegetables of the Day

For dessert...
(v)(h) Up Beet Chocolate Cake (G.E.)
or Fresh Fruit

Choose a main meal... **FISHY FRIDAY**
(msc) Salmon Fish Cake with Chipped Potatoes (G.F)

Vegetarian Only
(h)(vg) Quorn Dippers, Chipped Potatoes (G)

FRIDAY

On the side...
Fresh Salad Bar
Peas or Baked Beans

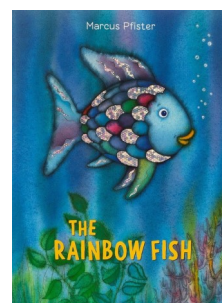
For dessert...
(v)(h) Ginger Cookie (G)
or Fresh Fruit

BOOK OF THE WEEK

Title: The Rainbow Fish

Author: Marcus Pfister

Recommended by: Mrs Chauhan



Rainbow Fish has glittering scales and is the most beautiful fish in the ocean. When his vanity gets in the way of friendships with the other ocean creatures, Rainbow Fish becomes lonely and isolated. He shares his beautiful scales and learns that connecting with others is much more important than being the shiniest fish. A lovely storytime favourite about the value of sharing and friendship.

TERM DATES 2025

Spring Term

Half Term: Monday 17th Feb to

Friday 21st Feb

Teacher Training Day Monday 24th

February

Term Starts Tuesday 25th Feb

Term Ends Thursday 10th April

Teacher Training Day Friday 11th April

Summer Term

Term Starts Monday 28th April

Spring Bank Holiday: 5th May

Bank Holiday: 26th May

Half Term: Monday 26th May to

Friday 30th May

End of Term Friday 18th July

Disaggregated Teacher Training Day

Monday 21st July

CHRISTIAN VALUE THIS HALF TERM



LEARNING BEHAVIOUR THIS HALF TERM

Tough tortoise



COLLECTIVE WORSHIP

In collective worship this week, we have considered our learning behaviour tough tortoise through the stories of 'Stuck' and 'The girl who never made mistakes'. We talked about how we can demonstrate perseverance and resilience within our everyday lives.

We also considered the value of courage, using the story of Daniel in the lion's den.



Mental Health in Schools Team
Tips For Wellness



Online Safety

With lots of our young people accessing different online platforms, it is important we are making sure this online activity is accessed in a safe and positive way. Online activity is a big part of day-to-day life and for young people is the norm. This may involve watching YouTube videos, online gaming, having social media accounts (e.g. Instagram, TikTok) or using the internet to support completing homework tasks. As a parent/ caregiver, this can at times be difficult to navigate and stay on top of these ever-evolving platforms. It is good to remember that online activity can be positive: there are lots of opportunities to learn new things, spread joy and positivity, connect with others and show creativity.

Our Top Tips For Online Safety:

1. **Have regular conversations about online safety.** Making communication about online activity a normal part of the conversation will create an open and more relaxed dialogue around what your young person is accessing online. This can also make it easier for your young person to come and speak to you if they do have any worries.
2. **Encourage time away from devices.** Spending too much time online and looking at a device can begin to blur the lines between the online world and what is happening right in front of us. Encourage regular screen time breaks. This could be by completing an activity which the whole family can get involved in e.g. playing a board game or going for a walk. There are also wellbeing setting on apps, including Instagram and Tik Tok to support setting these boundaries.
3. **Keeping it real.** It can be useful to remind our young people that not everything they see online is real. Some of this content may have a negative impact on how they feel about themselves and what they are doing. It can be useful to remind young people that an online post is only one snapshot of time. Encourage your young person to take control of what they are looking at and help them to feel empowered to choose to access online content that encourages positivity and makes them feel good.

Online safety is an ongoing conversation. By setting boundaries, providing guidance and being open, this encourages young people to navigate the online world safely and responsibly.



NSPCC- Talking to your child about online safety



Barnardo's- Keeping children safe online

In Coventry and Warwickshire, for any urgent mental health concerns, contact the RISE Crisis Helpline available 24/7, by calling NHS 111. Alternatively, call 999 or visit A&E in an emergency, for example if medical attention is required.

MHST are available to support you and your school throughout the school year including term time and school holidays.

Please contact your school's Mental Health Lead for information and advice.

E-SAFETY TIP OF THE WEEK :

Help manage what they see and do online

Parental controls and privacy settings can help you manage how your child spends time online and help to keep them safe.

- Device settings – manage things like location sharing, screen time and in-app purchases. Most tech and gaming companies have dedicated pages to support with setting these up.
- App or game settings – in-app tools that can help to keep your child's account private and manage who they are talking to. You can normally find information on these in account settings or directly on the platforms websites.
- Mobile or network provider settings – help to manage browsing access and stop your child from visiting inappropriate sites or downloading apps that aren't suitable. Contact your mobile or broadband provider for more information about setting this up.

Make sure to talk to your child first before implementing any new settings and explain to them how they help to keep them safe



Click on [Family Information Service](https://www.warwickshire.gov.uk/children-families) for a wide range of information to support families, or to request support.
www.warwickshire.gov.uk/children-families



Connect for Health

Find lots of useful links click [here](#).



Warwickshire Local Authority SEND newsletter can be found here. [Click link](#)