



# DPS News

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dorchester\_primary\_school



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@DorchesterP



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*"A book is a gift you can open again and again." Garrison Keillor*

24<sup>th</sup> September, 2021

Dear Parents and Carers

As you are aware, we are having a big focus on reading in school this year. It has been wonderful to see the children enjoying their new books and reading so frequently, both in the classroom and at home. All the research, and our own experience, tells us that reading is absolutely key to success at school. Thank you for all you are doing to support reading at home and to those who have volunteered to come into school to listen to children read. We really appreciate it.



Often parents ask us if they are allowed to bring treats into school to celebrate their child's birthday. This can cause issues as we have children with allergies and those who aren't able to eat certain types of food. In place of bringing edible treats we would now like to suggest that you bring a 'Birthday Book' for your child to present to their class. We will put a book plate into the book to mark the occasion, and the child will be able to show the book to their class and explain why they chose that particular book, what they like about it etc. I know that children in the class will be keen to read these birthday books and will treat them as a very special gift. It is also lovely for staff to come across a birthday book, sometimes years after the child who donated it has left the school, as it brings back wonderful memories.

Of course this is entirely optional- just something you might like to do to mark your child's birthday as well as supporting the children with their reading.

Thank you for your support with this.

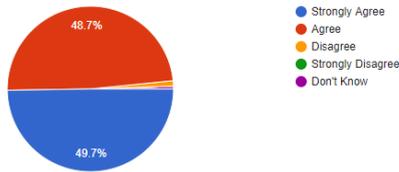
**Welcome to Dorchester:** A big welcome this week to Madhumati who has joined us this week in Red Class. It is wonderful to have you and your family as part of our community.

**FODS (Friends of Dorchester School)** – Our PTA will be holding their Annual General Meeting on Monday 4<sup>th</sup> October from 7pm-8pm at school. After so many online meetings it would be wonderful if as many people as possible could come along in person, and their will, of course, be wine and nibbles for those who do. We will also offer a join online link for those who can't make it in person. We are looking for as many parents as possible to get involved with FODS. We know parents have brilliant ideas and we want to tap into as many of those as possible. Even just coming along to listen to what goes on in the first instance will be very welcome – it's a great way to meet other members of the school community and make new friends. I look forward to seeing you there.

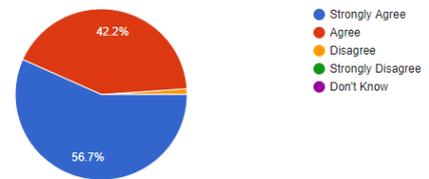
**Save the Date: Monday 4<sup>th</sup> October 7pm-8pm FODS Meeting at School**

**Parent Survey** - I wanted to take this opportunity to re-iterate my thanks to those parents who completed our parent survey towards the end of last term. The results were very positive in all areas:

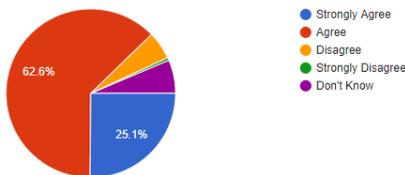
My child is happy at this school  
187 responses



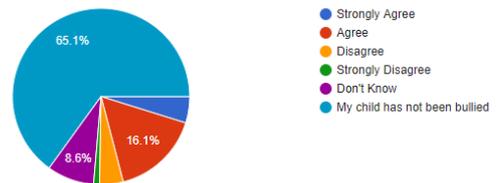
My child feels safe at this school  
187 responses



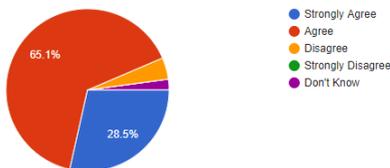
The school makes sure its pupils are well behaved  
187 responses



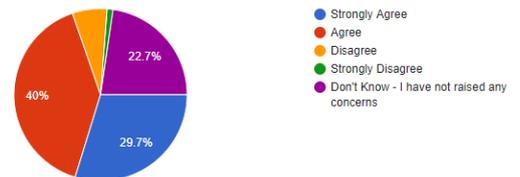
My child has been bullied and the school dealt with the bullying quickly and effectively  
186 responses



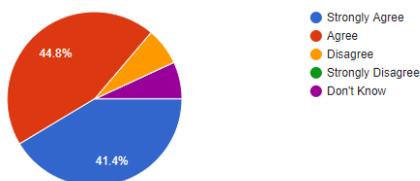
The school makes me aware of what my child will learn during the year.  
186 responses



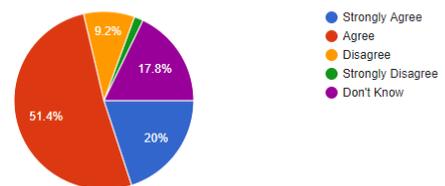
When I have raised concerns with the school, they have been dealt with properly  
185 responses



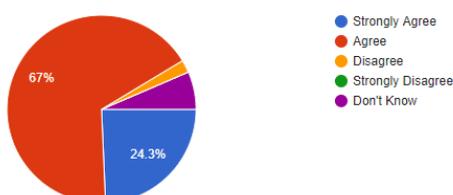
My child has SEND and the school gives them the support they need to succeed  
29 responses



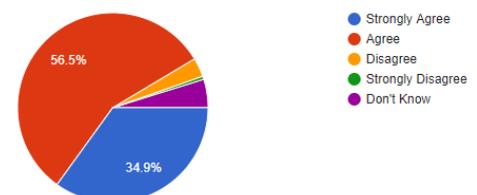
The school has high expectations of my child  
185 responses



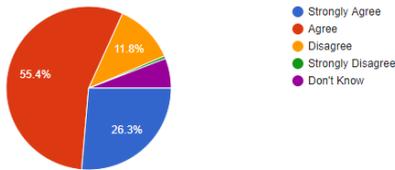
There is a good range of subjects available to my child at this school  
185 responses



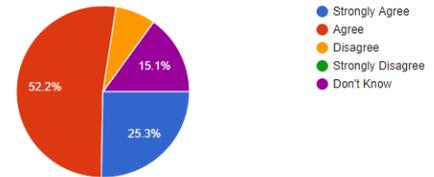
My child does well at this school  
186 responses



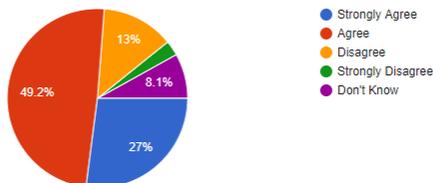
The school lets me know how my child is doing  
186 responses



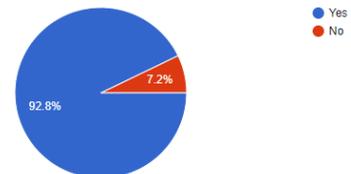
The school supports my child's wider personal development  
186 responses



My child can take part in clubs and activities at this school  
185 responses



I would recommend this school to another parent/carer  
181 responses



Whilst these pie charts show a very pleasing picture, we strive for continual improvement and your responses have been so useful in helping us to develop our improvement priorities for the coming year. Key messages from the comments made were:

- More information on how children are progressing in their learning would be welcome; 5 minute parent consultations are too short.
- Parents would like clarity over the behaviour policy. Sometimes it appears that nothing is being done when children show behaviours that disrupt or upset others.
- Parents would like improved communication about learning coming up and how they can support their child at home. This happens in some year groups but isn't always consistent.
- Parents would love to see the re-introduction of Book Looks – which they appreciate couldn't happen when Covid restrictions were in place.
- Parents would like to see greater challenge for our more able children, particularly in maths.
- A wider range of co-curricular clubs would be welcome – including non-sports clubs, language clubs and gymnastics and dance clubs.

We hope we will be able to address all of these suggestions over the coming year. Thank you again for your invaluable input and for all your comments, both those that were hugely positive and those that suggested areas for us to consider.

Enjoy the weekend.

Cathy Bell  
Headteacher



# DPS Notices

## Missing Scooter

Jaxon is missing his scooter, and has not been seen since Wednesday. It's a blue and black micro scooter. If anyone has noticed it or taken it home by mistake, please return it to the school office. Thank you

## Junior Duke Awards

Thank you so much to all those who chose to sign up this year. The packs have been ordered and we will be ready to get underway with learning and practising new and fantastic skills imminently!



In the last 11 months since starting up the lottery we have raised **£1231.20** for fods!

So please continue to support our school by taking part!

**Calling All Wizards**  
SUPPORT OUR LOTTERY & YOU COULD WIN:

Harry Potter & The Cursed Child Family Theatre Voucher & Harry Potter Warner Brothers Studio Family Tour Ticket

- Please help boost school fundraising
- Cash prize every week
- Win up to £25,000
- Tickets cost just £1 a week

**BUY TICKETS**

Supporters must be 16 years of age or older. Offer ends 30<sup>th</sup> Oct 2021. Terms and conditions apply (see website)





# Class Notes

## What did the Hungry Caterpillar eat?

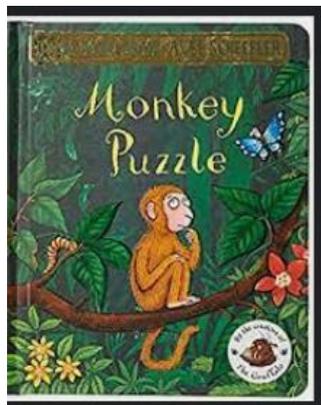
This week the children in Nursery have been developing their independence. They are beginning to find their own names to self-register when they come into Nursery, and they are getting very good at taking responsibility for their own belongings by placing them in their named box. They are also learning to wash their hands independently and many of them are trying to put on aprons and wellington boots without any help. We are so proud of them!

We have also started our second '3 a Day' story and the children are really enjoying sharing 'The Very Hungry Caterpillar' by Eric Carle. They are becoming increasingly confident when joining in with the story. They are also enjoying our daily 'Rhyme Time' and we are all developing a bank of our favourite Nursery Rhymes.



## What sounds do s, a, t and p make?

In Reception this week we have been looking at the story *Monkey Puzzle* by Julia Donaldson. It has been lovely listening to the children retelling the story using props and including the story language from the book. We have been thinking about our families and why they are special and the children have beautifully articulated just why they love members of their family. They made photo frames using a variety of collage materials and produced some very creative pieces. In their frames they have put a picture taken of them at their '*All about me session*' with Mummy and/or Daddy and they have been very proud of their work. This week the children have begun their reading and writing journey as they have started to learn some phonic sounds. They have really enjoyed our phonic sessions, especially the game 'What's in the box?' We have been so proud of how hard they have worked at learning the new sounds (phonemes) and how much effort they have put in when learning to write the letter (grapheme). Well done Reception.





# Class Notes

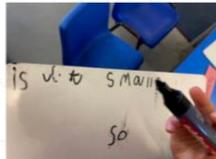
## How did the exploration of fossils help us to understand the different types of dinosaurs?

This week in Year 1 we have continued to explore our topic 'Digging for Dinosaurs' and have spent time looking at fossils and how they are used to help us find out about dinosaurs. The children have enjoyed becoming Palaeontologists and uncovering fossils, carefully using tools to ensure they don't damage them.

In Literacy, we have read a range of 'Harry and the Bucketful' stories. The children have spent time reading a range of sentences and editing them to make sure they have capital letters, full stops and finger spaces.

In Maths, we have been exploring greater than and less than, using the symbols to help. The children have used numicon, objects and symbols to help them show which is the greater number and which is the smaller number.

In Science the children have enjoyed learning about Autumn and sharing some changes that they have noticed in the environment. They have spent time exploring the objects they have brought in from home and writing amazing sentences to describe them.



## Can you describe the human lifecycle?

This week in Year 2 we have been writing sentence using question marks and exclamation marks. In Maths, we have been comparing number sentences using greater than, less than and equal to, as well as finding relating facts. In History, we have been comparing hospitals from the past to present day. We have enjoyed using Bee Bots in Computing, and programming simple instructions. We have explored the lifecycle of a human and thought about each stage in the lifecycle. We learnt about why a Church was a special place for Christians and then identified our own special place. The children were able to identify healthy and unhealthy choices in PSHE. In PE, the children had a great time practising the long jump.

## Would you have preferred to be a Roman or a Celt and why?

This week in Year 3/4 we have begun learning about the Celts and have researched what their lives were like before the Romans invaded Britain. We have also been learning about the digestive system in Science and carried out a demonstration this week to show how food passes through all the organs in the digestive system to finally become poo! We really enjoyed this, even though it made some of us feel sick. In Literacy, we wrote letters as if we were Julius Zebra, a zebra who is captured in Africa and transported to the Colosseum in Rome. We also made predictions about what we thought would happen to Julius and his friends when they finally faced the gladiators. In Maths, we have continued to learn about place value which includes Roman numerals and ordering and comparing numbers up to a thousand.

## If you were raided during a Viking invasion, how or where would you hide?

In Year 5 this week, we have been focussing in general on raising our expectation of our conduct and behaviour, and I must say the Year 5 staff have seen a marked improvement in their maturity. and we have been continuing with our Viking work, researching various element of Viking living and creating really detailed factual posters. The design process has begun for making Viking brooches, focussing on the shape, use of a mythical animal as inspiration possibly, gem stones and metallic patterns. This DT practical lesson for making the brooches will be happening next Thursday, so if you have any small gem stones or beads to bring in to add to our collection then please do! Otherwise we should have plenty to go around. We have been continuing with partitioning, counting and working with numbers up to a million, and have also done some negative numbers work in Maths also.



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# Class Notes

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**In Science, which environmental change caused the greatest effect on the animals?**

In Year 6 this week, we have completed our Star Writing, retelling the wonderful picture book 'The Great Kapok Tree', which is linked to our Geography topic of Brazil. The children have done amazingly well, and we are very proud of their efforts. In Maths, we have been revising short division from last year and introducing long division. During these lessons, the children have really practised being 'Learners for Life', one of the pillars underpinning our curriculum. They have been linking their Maths learning, chunked it into manageable parts, learnt from their mistakes and challenged themselves. In Science, we have introduced the theory of Evolution and the children enjoyed playing an online game, where they could change the environmental features and watch the effect on animals.



# Safeguarding

## Supporting our children's safety

Parents and carers often appreciate extra advice and support. This might be about how to cope with a crying baby; working out whether a child is old enough to walk home from school alone; or thinking about how to keep their child safe online. Here, you will find weekly selected advice and information for you to access.

### Have a conversation

It is really important to chat with your children on an ongoing basis about staying safe online.

Not sure where to begin? These conversation starter suggestions can help.

- Ask your children to tell you about the sites they like to visit and what they enjoy doing online.
- Ask them about how they stay safe online. What tips do they have for you, and where did they learn them? What is OK and not OK to share?
- Ask them if they know where to go for help, where to find the safety advice, privacy settings and how to report or block on the services they use.
- Encourage them to help someone! Perhaps they can show you how to do something better online or they might have a friend who would benefit from their help and support.
- Think about how you each use the internet. What more could you do to use the internet together? Are there activities that you could enjoy as a family?

### Digital wellbeing

Young people are growing up in a world where technology has always been present for them and this can have both a positive and negative impact on their lives.

On the one hand going online can mean being connected to friends, sharing experiences and learning new things but all of these experiences can also pose challenges for young people. With the online world being such a huge part of young people's lives today, it's very important that we help them to understand how to use it safely, sensibly and with an awareness of how it can impact on them.

Our overall wellbeing is determined by the physical and emotional experiences we have on a daily basis. As technology continues to be such a huge part of our lives, from the way we represent who we are to the interactions we have with others, it too has an impact on our wellbeing. This is often referred to as your 'digital wellbeing' or 'online wellness.'

It is essentially about having an awareness of how being online can make us feel and looking after ourselves and others when online. This can include recognising the impact being online can have on our emotions, mental wellbeing and even on our physical health and knowing what to do if something goes wrong.

### Help and support if your child is suffering from a mental health condition

Young Minds ([www.youngminds.org.uk](http://www.youngminds.org.uk)) - and its sister site [HeadMeds](http://HeadMeds.com).

Mental Health First Aid England ([www.mhfaengland.org](http://www.mhfaengland.org))

Time to Change ([www.time-to-change.org.uk](http://www.time-to-change.org.uk))

CALM ([www.thecalmzone.net](http://www.thecalmzone.net))

### Are you regularly checking yours and your children's privacy settings and phone, device or gaming usage?

We encourage parents and carers to make regular use of the following websites with regards to keeping children safe online.

[www.thinkuknow.co.uk/parents](http://www.thinkuknow.co.uk/parents)

[www.childnet.com](http://www.childnet.com)

[www.saferinternet.org.uk](http://www.saferinternet.org.uk)

[www.parentinfo.org](http://www.parentinfo.org)

[www.internetmatters.org](http://www.internetmatters.org)

[www.nspcc.org.uk/onlinesafety](http://www.nspcc.org.uk/onlinesafety)

[www.common sense media.org](http://www.common sense media.org)



# DPS Links

## School Nursing Duty Line

We have set up a duty School Nurse line to enable telephone contact for parents and young people to offer support to replace some current face-to-face contact at this time.

0208 770 5409

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/>

## Useful links

All school information and communication [www.classlist.com](http://www.classlist.com)

Payment link for school dinners and class trips [www.pay360educationpayments.com](http://www.pay360educationpayments.com)

Our website <http://www.dorchesterprimary.com/>

Use the website for our Twitter @DorchesterP

Our Facebook page <https://www.facebook.com/dorchesterprimary>

The value for this half term is **Responsibility.**



The secret ingredient to true happiness?  
Decisive optimism and Personal responsibility

Amy Leigh Mercree

		Monday	Tuesday	Wednesday	Thursday	Friday
<b>Week One</b>	Option 1	Macaroni Cheese	Pork Sausages * with Potato Wedges	Roast Chicken * with Stuffing, Roast Potatoes and Gravy	Beef Lasagne * with Garlic Bread	MSC Salmon Fish Fingers with Chips and Tomato Sauce
	Option 2	Vegetable and Bean Fajitas with 50/50 Rice	Vegan Sausage with Potato Wedges	Vegetable Wellington with Roast Potatoes and Gravy	Tomato and Lentil Pasta with Garlic Bread	Homily Pie with Chips
	Vegetables	Green Beans Carrots	Baked Tomatoes Sweetcorn	Caullflower Broccoli	Roasted Vegetables Sweetcorn	Baked Beans Garden Peas
	Dessert	Sticky Toffee Apple Crumble with Custard	Oaty Cookie	Fruit and Yoghurt Station	Mandarin Jelly	Carrot & Courgette Cake with Custard
<b>Week Two</b>	Option 1	Cheese and Tomato Pizza with New Potatoes	Macaroni Beef * Pasta Bake	Roast Gammon * with Roast Potatoes and Gravy	Mediterranean Chicken * with Rice	MSC Fish Fingers with Chips and Tomato Sauce
	Option 2	Vegetable Tagine with Couscous	Roasted Caullflower Curry with Rice	Roasted Quorn with Roast Potatoes and Gravy	Vegetarian Lasagne	Mexican Bean Roll with Chips
	Vegetables	Sweetcorn Broccoli	Peppers Carrots	Carrots Cabbage	Green Beans Caullflower	Baked Beans Garden Peas
	Dessert	Pear Crumble with Custard	Chocolate Shortbread	Fruit and Yoghurt Station	Peach Upside Down Cake with Custard	Apple Flapjack
<b>Week Three</b>	Option 1	Vegetarian Tortilla Stack with Rice	Beef Burger * with Wedges	Roast Turkey * with Roast Potatoes and Gravy	Chicken Arrabiata Pasta Bake	MSC Fish in Batter with Chips and Tomato Sauce
	Option 2	Vegan Meatballs in Tomato Sauce with Rice	Quorn Burger with Jacket Wedges	Mixed Vegetable Loaf with Roast Potatoes and Gravy	Wholemeal Vegetable Pasta Bake	BBQ Quorn with Chips
	Vegetables	Broccoli Sweetcorn	Garden Peas Carrots	Carrot and Swede Mash Cabbage	Green Beans Caullflower	Baked Beans Garden Peas
	Dessert	Rice Pudding with Mixed Berries	Apple Cake with Custard	Pinwheel Cookie	Chocolate Cake with Chocolate Sauce	Fresh Fruit Salad

Added Plant Power

Vegan

Wholemeal

**Available Daily:**

- Freshly cooked Jacket Potatoes with a choice of fillings (where advertised)
- Bread freshly baked on site daily
- Daily salad selection

**ALLERGY INFORMATION:**

If your child has an allergy or intolerance, please ask a member of the catering team for information. If your child has a school lunch and has a food allergy or intolerance you will be asked to complete a form to ensure we have the necessary information to cater for your child.

\* HALAL OPTION AVAILABLE



# DPS Diary

30 <sup>th</sup> September	Nursery coffee morning and afternoon
1 <sup>st</sup> October	Start of Black History Month
5 <sup>th</sup> October	World Teachers Day
12 <sup>th</sup> October	Year 1 Dinosaur morning + High School applications drop in parents session 3.30 - 4 .15
15 <sup>th</sup> October	Reading and Phonics parent drop in session 2-3pm
18 <sup>th</sup> October	High School applications drop in parents session 3.30 - 4 .15
22 <sup>nd</sup> October	SET INSET DAY
25 <sup>th</sup> – 29 <sup>th</sup> October	Half term
1 <sup>st</sup> November	First day of Autumn 2 term
4 <sup>th</sup> November	Nursery parents phonics workshops 8.45am & 2pm
12 <sup>th</sup> November	Reception phonics workshop for parents 9-10am
15 <sup>th</sup> November	Transgender Awareness Week
16 <sup>th</sup> – 17 <sup>th</sup> November	Individual Class Photos
29 <sup>th</sup> November	Booklet Week
7 <sup>th</sup> December	Foundation Stage Nativities 9.15am & 2.15pm
14 <sup>th</sup> December	Year 2 Nativity 9.30am & 1.30pm
16 <sup>th</sup> December	Nursery end of term
17 <sup>th</sup> December	End of Autumn 2 term
20 <sup>th</sup> Dec – 3 <sup>rd</sup> Jan	Christmas Holidays
4 <sup>th</sup> January	INSET DAY
5 <sup>th</sup> January	First day of Spring 1 term
11 <sup>th</sup> February	Last day of Spring 1 term
14 <sup>th</sup> – 18 <sup>th</sup> Feb	Half term
21 <sup>st</sup> February	First day of Spring 2 term
30 <sup>th</sup> March	Nursery end of term
31 <sup>st</sup> March	End of Spring 2 term
1 <sup>st</sup> – 18 <sup>th</sup> April	Easter Holidays
Tuesday 19 <sup>th</sup> April	First day of Summer 1 term
9 <sup>th</sup> – 11 <sup>th</sup> May	SATS Week + Year 5 Residential
23 <sup>rd</sup> - 27 <sup>th</sup> May	Year 6 Residential
27 <sup>th</sup> May	Last day of term
30 <sup>th</sup> May – 3 <sup>rd</sup> June	Half term

<b>6<sup>th</sup> June</b>	INSET DAY
<b>7<sup>th</sup> June</b>	<b>First day of Summer 2 term</b>
<b>20<sup>th</sup> July</b>	<b>Nursery end of term</b>
<b>21<sup>st</sup> July</b>	<b>End of Summer 2 term</b>
<b>22<sup>nd</sup> July</b>	INSET Day