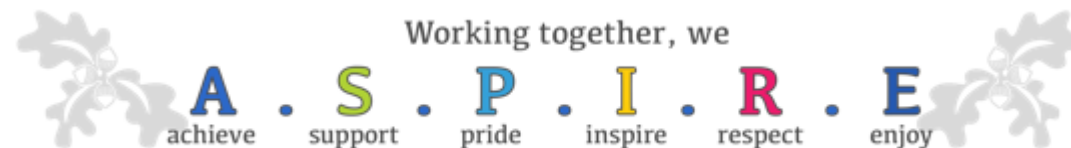




Welcome to Year 2

Meet the Teacher



Our Values



- Each half term, we will focus on one of our A.S.P.I.R.E. values. Certificates are given during Aspire assemblies to children who have shown this value throughout the week.

Achieve, Support, Pride, Inspire, Respect, Enjoy

The Aspire Animals

- In 2021, we introduced the Aspire animals to help our children understand our school values. The animals were designed by the children and are displayed in classrooms throughout the school.



Arabella the
Achieving giraffe



Seth the
Supportive Bee



Parker the
Proud Lion



Iain the
Inspiring Peacock

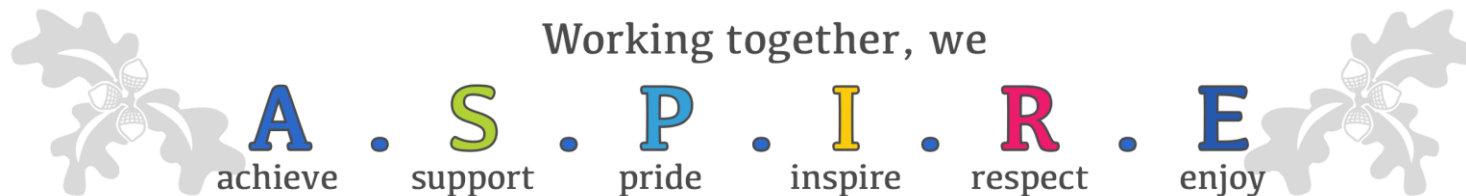


Roger the
Respectful Elephant



Electra the
Enjoyable Dolphin

Working together, we

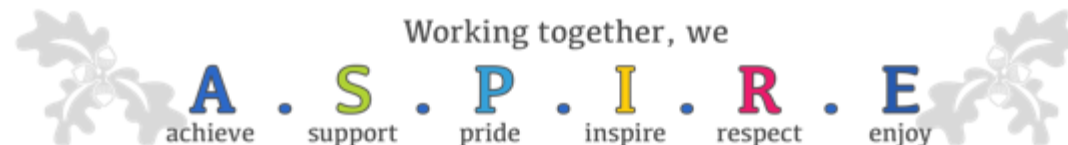


Behaviour

- Positive behaviour system
- We have a weekly Aspire assembly where up to 2 children from each class can be awarded a certificate, linking to that half terms aspire value and a wild card
- Refer to 3 school rules and sorry scripts
- Level 1-5 stages for poor choices
- Please also refer to the school behaviour policy



3 ASPIRE certificates weekly





Zones of regulation




RED ZONE

Feelings	Body Signs
angry • frustrated terrified • overjoyed devasted • out of control panicked	feeling hot • crying • sweating short of breath • shouting heart beating fast • clenching fists feeling tense • gritting teeth



YELLOW ZONE

Feelings	Body Signs
excited • frustrated anxious • worried nervous • overwhelmed confused • wiggly	tummy churning • heavy head restless • tension in neck brain racing • thinking fast muscles tight • body warming up



BLUE ZONE

Feelings	Body Signs
sad • tired • hurt unhappy • lonely bored • sick	moving slow • slow heart beat sleepy • yawning chest or tummy hurting heavy limbs • foggy head



GREEN ZONE

Feelings	Body Signs
happy • peaceful focussed • content calm • proud • cheerful	relaxed muscles • good energy engaged brain body temperature is just right

Toolkit

How could I support myself in RED ZONE?

- breathing exercises • walk away • distraction
- target throwing • ripping paper • walk and talk
- stretch bands • running on field • count to 1

Use these to calm myself in red zone

Toolkit

How could I support myself in YELLOW ZONE?

- use a fidget toy • listen carefully • breathing exercises
- movements • listening to music
- asking for help

Try my best to

A . S . P . I . R . E
achieve • support • pride • inspire • respect • enjoy

Toolkit

How could I support myself in BLUE ZONE?

- Have a drink • walk and talk • calm area
- hold a soft toy • read a book • get some fresh air
- give yourself a bear hug • wash your face • cuddle a friend
- near / far listening • 3 (hear), 2 (see), 1 (feel) senses
- think of 3 happy things • chat to a friend

Try my best to

A . S . P . I . R . E
achieve • support • pride • inspire • respect • enjoy

Toolkit

How could I support myself in GREEN ZONE?







- demonstrate our school rules • help others • listen to music
- have a drink • pause for a mindful moment
- ASPIRE in my learning • challenge myself • try my best

Working together, we

A . S . P . I . R . E
achieve • support • pride • inspire • respect • enjoy

Topics for the Year

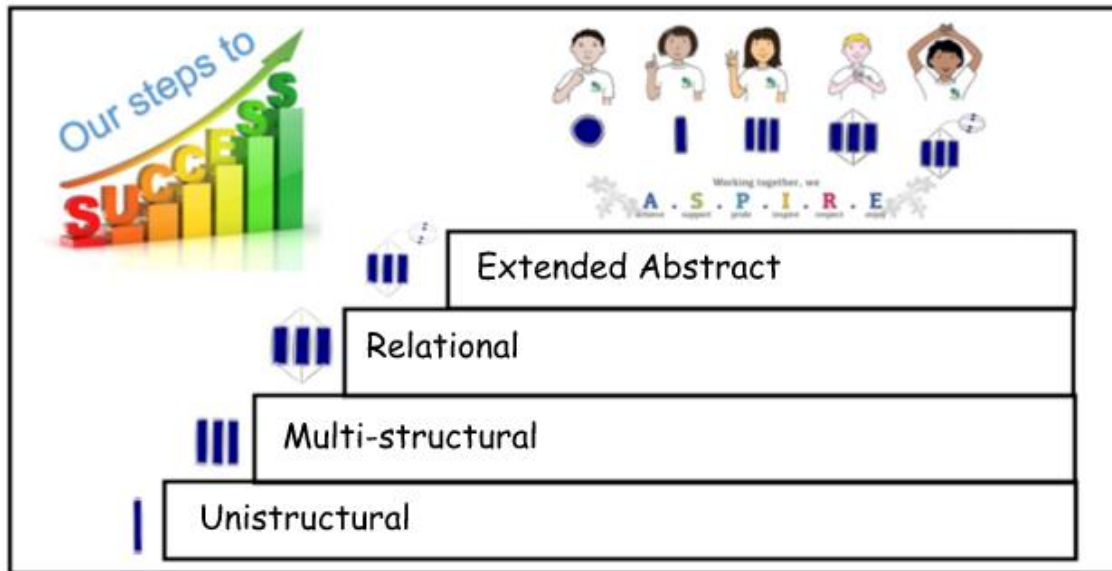


<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
 Fire and Fury	 Ice	 Fur, feet and feathers	 In the wild woods	 I need a hero	 Now and then

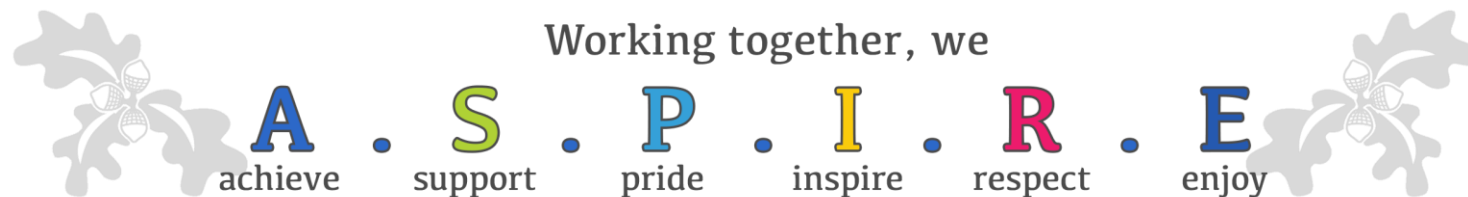
SOLO taxonomy



As a school, we recently included a pedagogical approach called Solo Taxonomy into our teaching. Each lesson is planned to follow a sequence through the following steps:

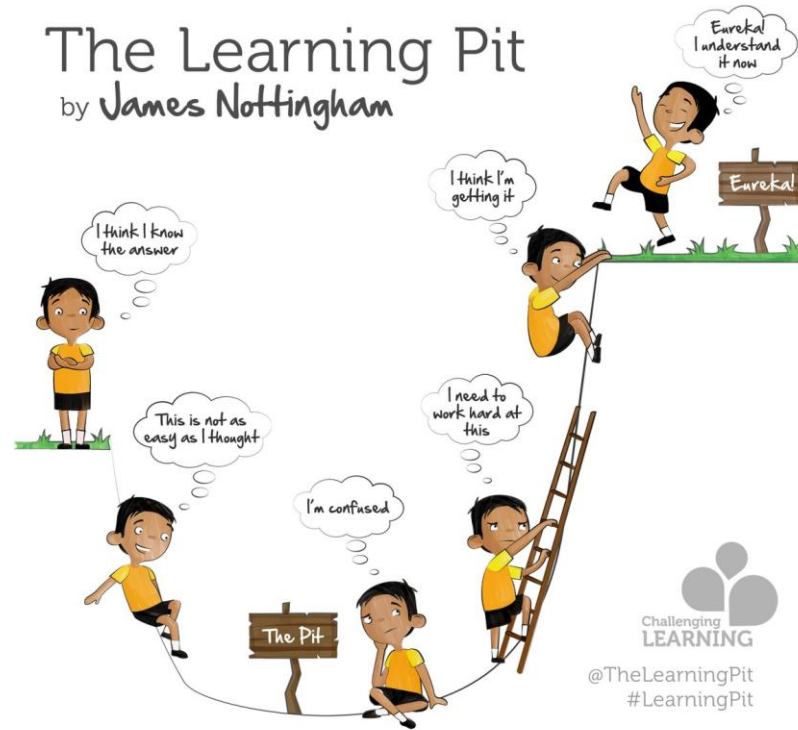


Each lesson is planned in consideration with this pedagogy and helps support the children to achieve the main objective of the lesson. Not every child will reach all stages of the lesson, however the scaffolds have been planned to help them achieve as well as challenge and extend some learners.

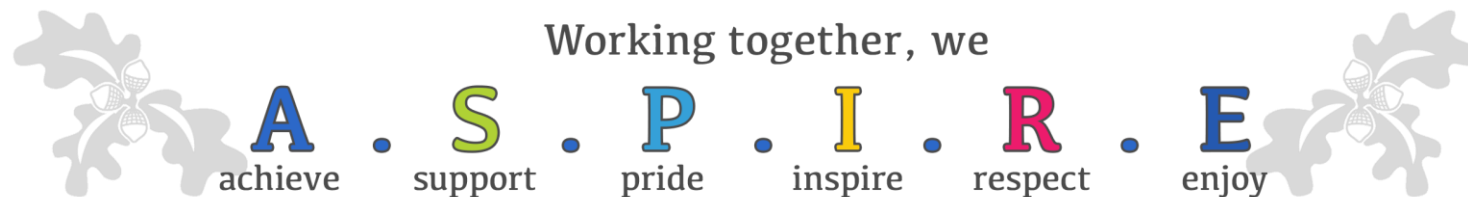


How we teach?

In order to make learning accessible for all children, we use different techniques such as the Learning Pit and F.A.I.L. These are displayed within the classroom so they can help the children be successful in their learning everyday.



FIRST
ATTempt
IN
LEARNING



Homework books are sent home on Friday.

Children can hand in their book (into the homework box) any day of the week.

If homework has not been completed for that week, it does not need to be handed in.

We encourage a minimum of 4 pieces of homework to be completed across the half term.

Weekly Mathletics is assigned by the class teacher.



Autumn 1 - Fire and fury



Topic Project homework: The blue highlighted tasks are compulsory. All other tasks are optional. Please complete all homework in the homework book (or stick it in). Homework books will be marked weekly on a Wednesday. You will receive 5 dojos for each piece of completed homework. Please sign the homework that you have completed on this grid. /

Task 1: Create an A4 fiery picture using a range of resources and materials.	Task 2: Samuel Pepys kept a diary of events during The Great Fire of London. <i>Keep your own diary for a weekend and write about all the things you do.</i>	Task 3: Get together with everyone within your household and create a fire escape plan. Check the smoke alarms in your homes.
Parent signature:	Parent signature:	Parent signature:
Task 4: The Great Fire of London started in a bakery on Pudding Lane. Have a go at baking something you could sell in bakery (e.g. bread). Take a picture of the final product to show us!	Task 5: Using recycled materials, make something that could either be used by a baker (e.g. apron or hat) or a firefighter (e.g. hose or bucket).	Task 6: Design a new bakery for Thomas Farnon. Try to include some fire safety advice for him. Remember what essential items a baker would need e.g. oven.
Parent signature:	Parent signature:	Parent signature:
Task 7: Make up a song about the Great Fire of London. Write it in your home learning book and maybe even perform it to your class.	Task 8: Design an information poster that could teach other children about The Great Fire of London. You could include pictures, facts or even a timeline! Be as creative as you like!	Task 9: Use your safe internet skills to research 5 facts about the Great Fire of London. Record them in your home learning book to be shared with your class.
Parent signature:	Parent signature:	Parent signature:
Task 10: Take a trip to London to visit The Monument that commemorates the Great Fire of London. Maybe you could even climb the 311 steps to reach the top! Tell us about it in your book and upload some photos to dojo.	Task 11: Design a new shop sign for the bakery on Pudding Lane.	Task 12: Make a Stuart London house for Pudding Lane. This can be made from any materials of your choice e.g. Lego, cardboard, shoeboxes etc.
Parent signature:	Parent signature:	Parent signature:

You achieved a total of _____ points for your project work!



Stationery

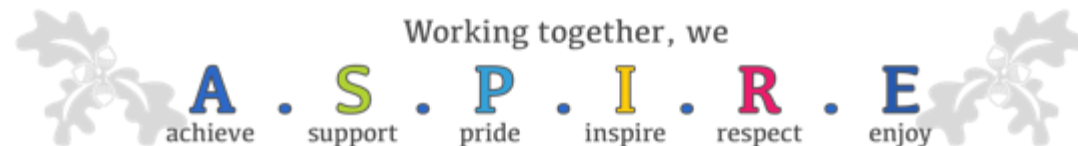
- Some stationery is provided by the school.
- Please do not allow your children to bring in pencil cases or any other stationery.



P.E



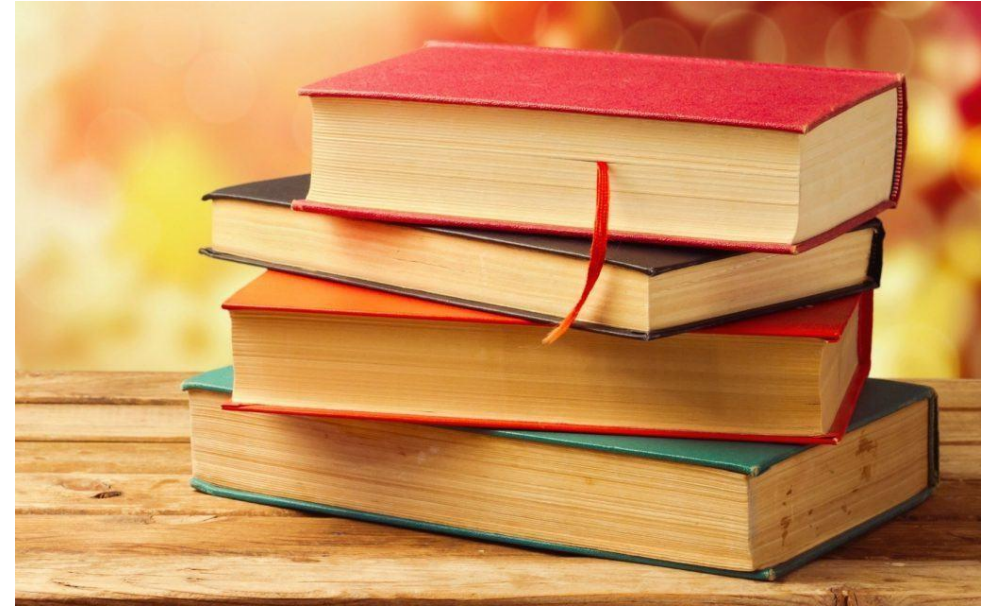
- P.E days are Tuesday and Friday.
- Please send your child to school in P.E kit on these days.



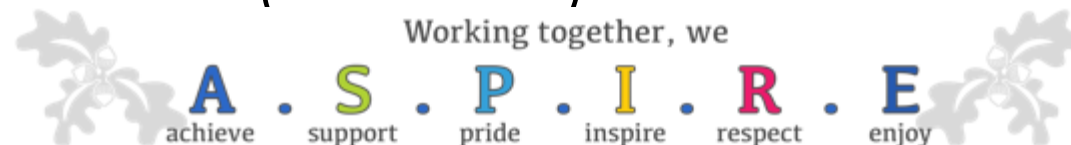
Reading



- We follow the Read Write Inc phonics programme.
- Children will be assessed every half term and placed into the appropriate level group.
- Children who complete the phonics programme will join a comprehension group.
- Phonics books will be changed every Friday during phonics lessons.
- There will be a phonics workshop for parents in the Autumn term. (Date TBC)



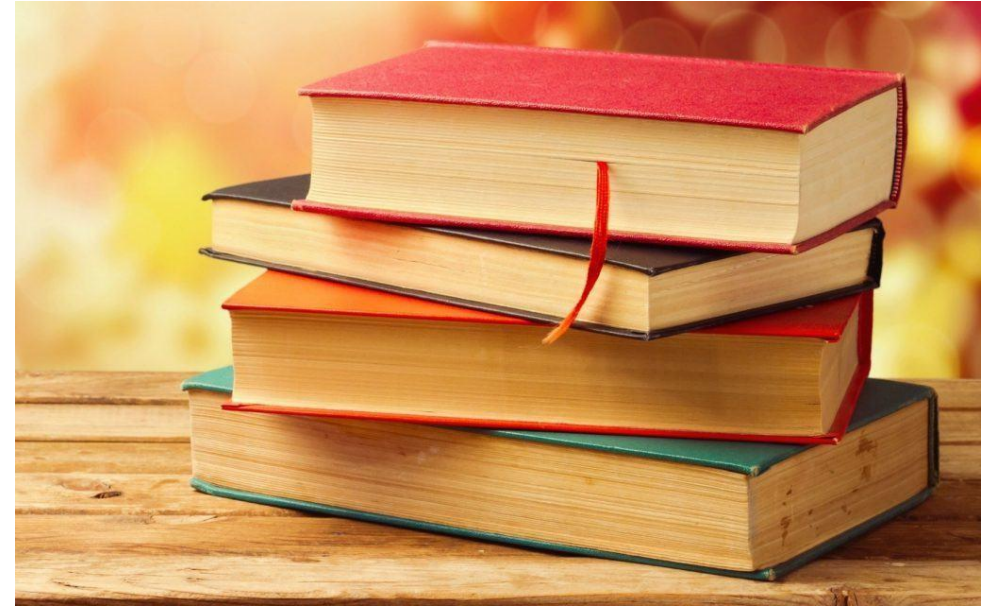
**Subject to time.*



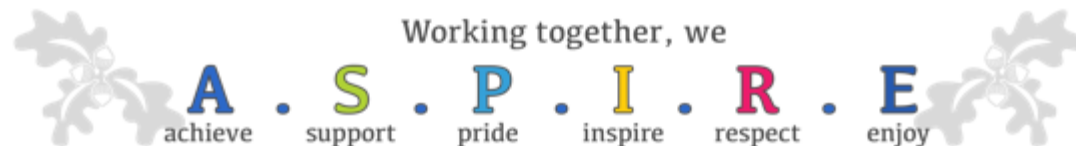
Reading



- Year 2 will change their library books on Thursday! (sometimes this might not be possible but we will keep you informed)
- We do weekly **Vipers** reading comprehension sessions as a whole class.
- Whole class reading takes place daily*.



**Subject to time.*

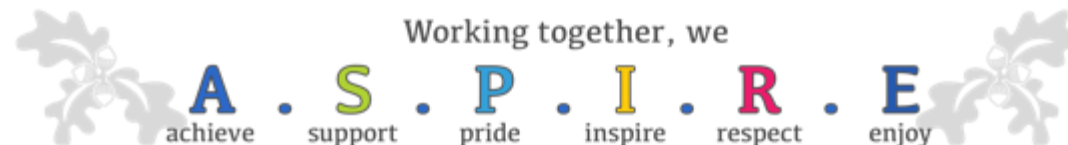


Reading

- Please encourage your children to read for 20 minutes per day.



**Subject to time.*



Spelling



- Children will be sent home with 7 spellings weekly (5 words that follow the weeks spelling rule and 2 common exception words).
- Spelling tests will be on Thursday and the spelling books will be sent home again on Friday.



Uniform and PE

- Please clearly name every piece of your child's uniform.
- Only trainers on P.E. day
- On PE days, no jewellery is to be worn and earrings cannot be taped up.
- Only stud gold/silver earring – no hoops or fancy earrings
- Hair must be tied back.
- No hoodies for P.E. This is all due to health and safety.
- If black shorts are worn under dresses, these need to be short and not longer than the dress eg cycling shorts are too long)

If your child comes in wearing incorrect uniform, a green slip will be sent home.



Show and tell



- We welcome show and tell for the following achievements:
 - A certificate, trophy or medal
 - A photograph of an event (e.g. wedding, birth of a cousin)
 - Any additional research or trip relating to our topic



Communication



- If you need to contact us...
 - Speak to us at the gate after dismissal
 - Send a note in with your child
 - Comment on the class story
 - Email the school office
 - Please request a face to face or a telephone call specifying what you wish to discuss.
- Any changes to dismissal need to be sent to the school office.

Thank you



Thank you for coming to this meet the teacher afternoon.

Any questions?

