



Year 2 Information Meeting

Meet the team.....



Teacher: Mrs Gardner

Adult support across the base:

Mrs Wilson, Mrs Rawlings, Mrs Kimber, Mrs Uden & Miss Hanham

Lunchtime:

Miss McDermott and Mrs Uden.



Teacher: Mr Cameron

Mrs Seare (Monday and Tuesday)



Staff across both classrooms:

Mrs Washbrook provides PPA cover for both teachers.



What is our 'Why'?

- With the help and collaboration of staff, parents, and governors, we have looked at 'why' Springdale is such a special place for students, parents and teachers. What beliefs underlie every reason we do what we do here?
- It is these beliefs, coupled with open mindedness and determination, which will enable us to achieve!
- This has been central to creating our overarching **Vision and Learning Values**, we believe they reflect our child centred approach: believe in your dreams, achieve great things and inspire yourself to reach the stars!



Imagine with all your mind
Believe with all your heart
Achieve with all your might



Our Learning Values.....



Perseverance and Persistence

Reflective and Resourceful

Inquisitive and Independent

Drive and Determination

Enthusiasm and Excellence



**“A NEW
SCHOOL YEAR
MEANS NEW
BEGINNINGS,
NEW
ADVENTURES...
AND NEW
CHALLENGES.”**

- Denise Witmer
ITSALLYOUBOO.COM



Things to remember...

- Water bottles to be clearly named and taken home daily
- Snacks to be provided by school (please don't bring in your own!)
- Homework goes out on a Friday and in on a Wednesday - TEAMS
- Book changing days – each group will have a different day to take home their books & return them on the following week
- Beginning and the end of the day expectations – saying goodbye in the morning, children walking with their parents out of the school grounds (not running)
- Building independence

- PE days are Tuesday (outdoor PE) and Friday (indoor PE).
- Earrings should be covered or taken out, hair tied back.

- *Royal blue shorts
- *Blue School PE T shirts
- *Velcro trainers
- *Tracksuit - any dark colour
- *Hair-band to tie back long hair



Uniform

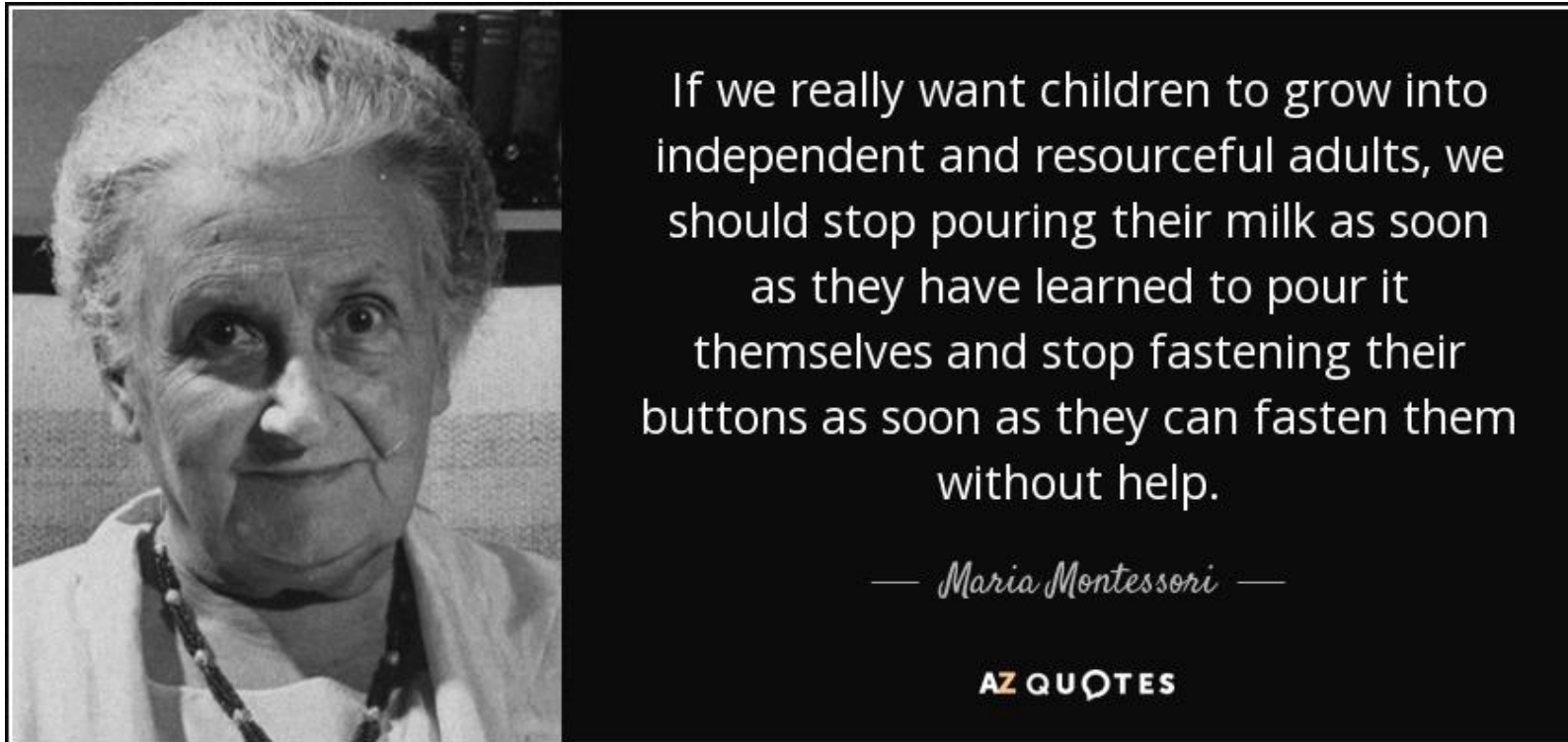
Either...

- ***Grey trousers/shorts**
- *White polo neck, polo shirt or white shirt/blouse
- ***Royal blue cardigan, sweater or school sweatshirt**
- *Grey socks

Or...

- ***Royal blue pinafore dress or Royal blue skirt**
- *White polo neck, polo shirt or white blouse
- ***Royal blue cardigan, sweater or school sweatshirt**
- *White socks, white or royal blue tights
- ***Royal blue and white checked or striped dress with FRONT opening for summer wear.**

Independence and Communication





Independence and Communication

- Walking into school.
- Reading Record Book.
- Messages to staff, eg clubs
- Saying goodbye in the morning – Year 2 expectations
- Promote small skills like finding things for themselves, problem solving, shoe tying etc!

“It is not what
you do for your
children, but
what you have taught
them to do
for themselves
that will make
them successful
human beings.”

Ann Landers

LearningStationMusic.com



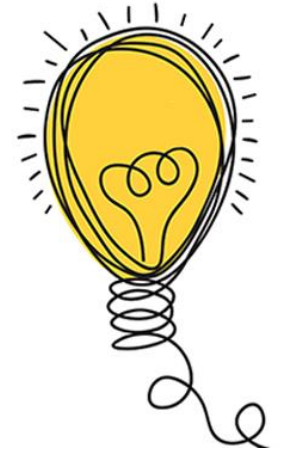
Changes to Our Curriculum.....

The Overview of Research document provided in the 2019 Ofsted framework states that "learning is at least partly defined as a change in pupils' long-term memory." The guidance also states that retrieval practice is an effective teaching tool for strong retention of knowledge.

Retrieval practice involves students recalling something that they've learnt in the past (a reasonable time after the topic has been initially taught to them) and bringing it back to their minds.

Our Curriculum.....

- Knowledge based curriculum
- Long term memory
- Recall and retrieve
- Children will view themselves as scientists, artists and will be able to recall key knowledge from the lessons.
- All documentation is on the website














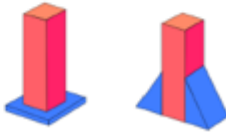
Imagine, Believe, Achieve

Springdale First School

Year 2 / D&T / Structures – Playground Equipment



★ Children's prior learning in this area	★ Cultural Capital Opportunities	★ Key vocabulary and glossary
<p>Children have previously learnt about structures in:</p> <p>Rec: Children have learnt about joining techniques – tape, glue.</p> <p>Year 1: Designing a freestanding structure - chair, including strengthening and joining techniques (flange, slot etc.).</p> <p>They have also learnt that Sir Christopher Wren designed St Pauls Cathedral during their unit on The Great Fire of London.</p>	<p>Children will learn about Sir Christopher Wren, the designer of St Paul's Cathedral.</p>  <p>Chn will have the opportunity to visit Springdale Park to look at and use different playground equipment.</p> <p>You may like to visit different theme parks and playgrounds as well as look at different famous buildings (Taj Mahal, St Paul's Cathedral etc.)- <i>use interactive videos.</i></p>	<ul style="list-style-type: none"> • Freestanding structure – a structure that stands on its own foundation or base without attachment to anything else. • Frame structure – a structure made from thin components e.g. tent frame. • Stability – in relation to a freestanding structure, the extent to which it is likely to fall over if a force is applied. • Buttress – a structure added to a wall, tower or framework to make it more stable and/or reinforce it. • Brick bonding – arranging bricks in a wall to improve the performance of the structure or improve its appearance. • Mock-up – 3-D representation of a product.

Enquiry Question: Who was Sir Christopher Wren?	Enquiry Question: What does the playground equipment look like in Springdale Park?	Enquiry Question: How do I make a structure freestanding?
Concept - Enquire 	Concept- Design  	Concept: Design  
<p> Children will know who Sir Christopher Wren is and the historical buildings he designed and built.</p> <p>R&R – What do you know about SCW?</p> <p>Sir Christopher Wren was born on 30th October, 1632 and died on 8th March, 1723.</p> <p>He is one of the highly acclaimed architects in British history. He rebuilt 52 churches after The Great Fire of London, including St Paul's Cathedral.</p> <p>He also designed Royal Chelsea Hospital, Old Royal Naval College and the south front of Hampton Court Palace.</p> <p><i>Children to complete a cloze passage about Christopher Wren.</i></p> <p>Deepen – What impact have SCW designs had on our life today?</p>	<p> Children will know the shapes found in structures and how this helps to strengthen them.</p> <p>Children will visit Springdale Park to look at the different playground equipment – talk about the shapes found in the structures and how this might help to make them strong.</p> <p>How to make a structure stronger - BBC Teach</p> <p>Discuss the words sturdy, stable, stronger – What do they mean when we are talking about free standing structures?</p> <p>After visit, discuss freestanding and frame structures features – What makes them stand up and sturdy?</p> <p>Children will also note the use of triangles in the design as a strong shape.</p> <p>Practise – Look at different pictures of frame & freestanding structures – discuss how they stand freely, the shapes notices, features that make them sturdy and stable – create class 'Technical Vocabulary' flip chart for DT board.</p> <p>Apply – Draw/have pictures of free standing/frame structures (not just play equipment) & label using technical vocabulary.</p> <p>Deepen – Chn can caption explanations about how/why the structure is freestanding.</p>	<p> Children will know how to use a buttress and overlap design to strengthen structures.</p> <p>Children will learn that the higher a structure is, the less stable it becomes.</p> <p>A buttress is used to help stabilise it (link to buttress roots).</p> <p>Children will also learn how walls are structured and how this overlaying design helps keep them stable.</p> <p>Discuss the words sturdy, stable, stronger, butress – What do they mean when we are talking about free standing structures?</p> <p>Technical knowledge and understanding</p> <p>Build walls with these different patterns. Tap away the centre brick in the bottom row of each wall in turn. What happens? Which wall is the strongest?</p> <div data-bbox="1651 822 2219 1265">  <p>Tap here</p>  <p>Centre of gravity</p> <p>Object falls</p>  <p>Wider bases and buttresses for stability</p> <p>As a freestanding structure becomes taller its centre of gravity rises. Stability in a structure can generally be increased by making the base wider, making the base heavier or adding buttresses. Ask the children to build and explore a variety of freestanding structures through focused tasks. Use a range of construction kits.</p> </div> <p>Practise – In mixed ability groups - Using lego, duplo, counters, blocke etc – chn practise bulidng structures as high as they can before they fall. What</p>



Key objectives - Writing

- Use present and past tense correctly and consistently.

Including irregular past tense – e.g. I ran, not I runned.

- Demarcate most sentences in their writing with capital letters and full stops, and use question marks when required
- Use co-ordination (e.g. or/and/but) and subordination (e.g. when/if/that/because) to join clauses.
- Write simple coherent narratives about personal experiences and those of others (real or fictional)
- Use present and past tense correctly and consistently



Key objectives - Handwriting

- Form capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- Use spacing between words that reflects the size of the letters.

Down the spiral.

Later that day I went down the spiral - but on the way we saw where the prisoners used to be and they drew something and their names are still there!! I felt happy because I wanted to explore more around the castle.



Ideas for home ...

- Try to make writing fun and purposeful – get a pen pal from the other class
- Gently correct letter reversals – this is how we write a 'd'.
- Practise spelling words that are in the reading log
- Practise spellings in sentences
- High expectations for presentation – use pencil for homework and expect a high standard of presentation.
- Typing as well as handwriting



Key objectives - Maths

- Add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$)
- Recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$)
- Recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary.
- Identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$, of a number or shape, and know that all parts must be equal parts of the whole



Key objectives - Maths

- Read the time on a clock to the nearest 15 minutes
- Name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.
- Use different coins to make the same amount
- Read scales in divisions of ones, twos, fives and tens *(The scale can be in the form of a number line or a practical measuring situation.)*



Ideas for home ...

- Work on fluency of addition and subtraction – especially number bonds to 10, 20 and 100.
- Times tables and the related division facts games – 2x, 5x, 10x – TT Rockstars – a letter will be coming out to you with your child's log in details.
- Maths Rockstars weekly challenges
- Use maths for a purpose
- Look for maths all around you
- We will send home any methods used in school that will be needed for weekly homework.



At Springdale, we understand the importance of building children's confidence with Mathematics. A major part of this is developing their speed and fluency with basic number facts.

In order to achieve this, we (and Max Power!) have constructed a number facts programme called 'Maths Rockstars'. This will work alongside NumBots and TTRockstars which are our online learning platforms.

Maths Rockstars works in 'Challenges', building up their speed and fluency of simple additions before moving onto multiplication and division facts. Children are given a set time to complete their worksheet. The worksheet has three sections:

Name:
Date:



I know these	I can do these		I am learning these										
<table><tr><td>$= 5 + 5$</td></tr><tr><td>$= 7 + 7$</td></tr></table>	$= 5 + 5$	$= 7 + 7$	<table><tr><td>$= 6 \times 10$</td><td>$= 4 \times 10$</td></tr><tr><td>$1 \times 10 =$</td><td>$3 \times 10 =$</td></tr></table>	$= 6 \times 10$	$= 4 \times 10$	$1 \times 10 =$	$3 \times 10 =$	<table><tr><td>$= 100 \div 10$</td><td>$80 \div 10 =$</td></tr><tr><td>$70 \div 10 =$</td><td>$= 40 \div 10$</td></tr></table>		$= 100 \div 10$	$80 \div 10 =$	$70 \div 10 =$	$= 40 \div 10$
$= 5 + 5$													
$= 7 + 7$													
$= 6 \times 10$	$= 4 \times 10$												
$1 \times 10 =$	$3 \times 10 =$												
$= 100 \div 10$	$80 \div 10 =$												
$70 \div 10 =$	$= 40 \div 10$												



Once children have 'mastered' each worksheet, they will progress to the next challenge. 'Mastered' refers to children answering all questions correct in the time frame given. The children have 5 minutes to answer the sheet.

The 'Steps' children need to achieve at the end of each academic year are listed below:

Year 1 – Step 6

Year 2 – Step 12

Year 3 – Step 18

Year 4 – Step 28

Once a child reaches their year group's end level, they will then complete 'Maths Rockstar challenges'. These combine together facts from the previous levels they have completed.

Practice sheets will be sent home to allow children time to rehearse these key facts before being assessed on their progress in school. We strongly recommend that children constantly revise learnt facts, not just the Steps they are on, to ensure retention.

Name:

Date:



I know these		I can do these		I am learning these	
$= 100 \div 10$	$= 60 \div 10$	$6 \times 5 =$	$11 \times 5 =$	$= 50 \div 5$	$20 \div 5 =$
$= 30 \div 10$	$120 \div 10 =$	$1 \times 5 =$	$8 \times 5 =$	$35 \div 5 =$	$60 \div 5 =$
$70 \div 10 =$	$110 \div 10 =$	$= 5 \times 5$	$= 7 \times 5$	$= 15 \div 5$	$25 \div 5 =$
$50 \div 10 =$	$= 10 \div 10$	$9 \times 5 =$	$= 3 \times 5$	$55 \div 5 =$	$30 \div 5 =$
$80 \div 10 =$	$90 \div 10 =$	$= 10 \times 5$	$4 \times 5 =$	$5 \div 5 =$	$= 10 \div 5$
$20 \div 10 =$	$= 40 \div 10$	$2 \times 5 =$	$12 \times 5 =$	$40 \div 5 =$	$45 \div 5 =$

Challenge 10

Some questions have been adapted from Big Maths UK original





Key objectives - Reading

- Continue to apply phonics
- Accurately blend sounds and recognise alternative sounds.
- Accurately read words of two or more syllables
- Read words containing suffixes
- Read Yr 1 and Yr 2 common exception words
- Read most words quickly and accurately without lots of sounding out and blending.

Importance of reading.

“Being able to read is the most important skill children will learn during their early schooling and has far reaching implications for lifelong confidence and well being”.



1 minute:
a day

each day
180 minutes
in a school year.

5 minutes
a day

each day
900 minutes
in a school year.

20 minutes
a day

3,600 minutes
in a school year.





Reading

- Reading the same text again and again and again – builds speed and fluency
- Listen to and discuss a wide range of texts.
- Become familiar with fairy tales and traditional stories.
- Recognise reoccurring language in stories and poems.
- Learn poems off by heart, speaking with appropriate tone and volume.
- Discuss favourite words and phrases.
- Ask and answer questions
- Make inferences on what is being said and done
- Predicting what might happen based on what has already happened.
- Check the text makes sense.



Learn to read

- To be reading at the expected standard, a child should be fluently reading 'White' by the end of Year 2.
- By fluently, this is at a speed of 70 words per minute, reading accurately to the punctuation marks.

Pink

Red

Yellow

Blue

Green

Orange

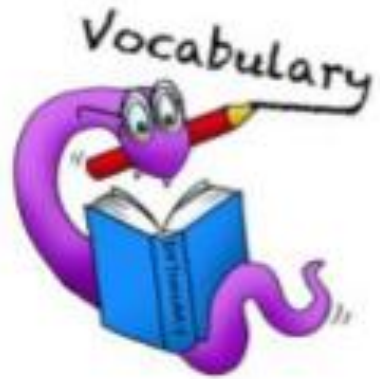
Turquoise

Purple

Gold

White

Lime



V



I



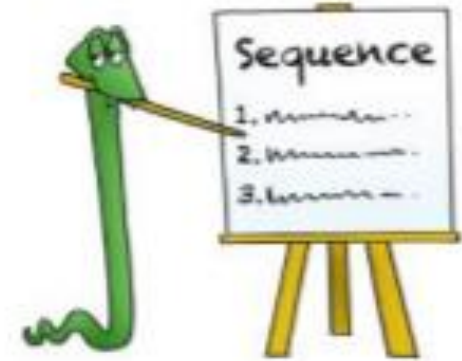
P



E



R



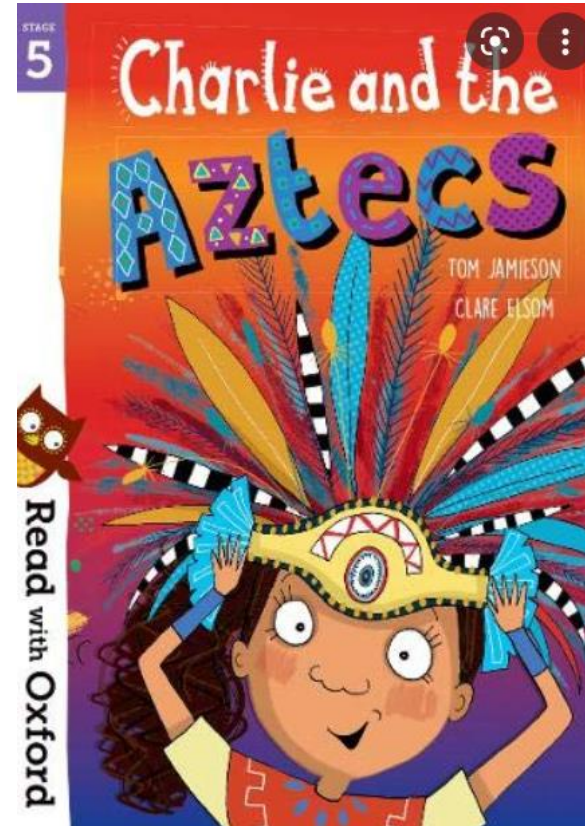
S (KS1)

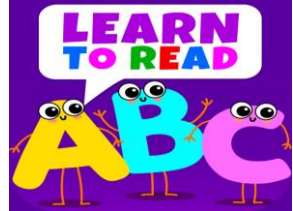


Ideas for home ...

- Discuss new vocabulary
- Explore the spelling of words
- Ask your child questions – see weekly focus on our teacher comments.
- Enjoy reading together – visit the library
- Read for pleasure – read around a topic they love.

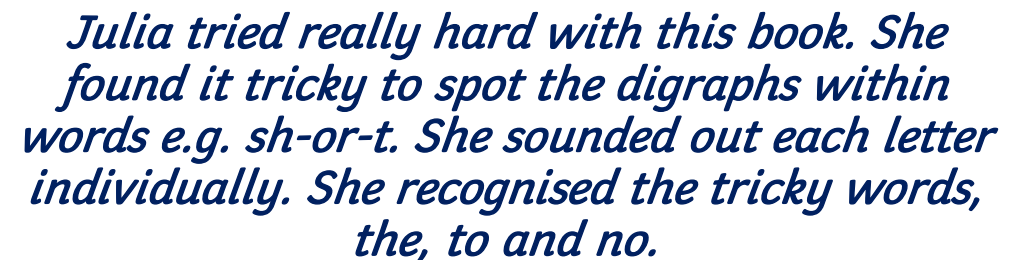
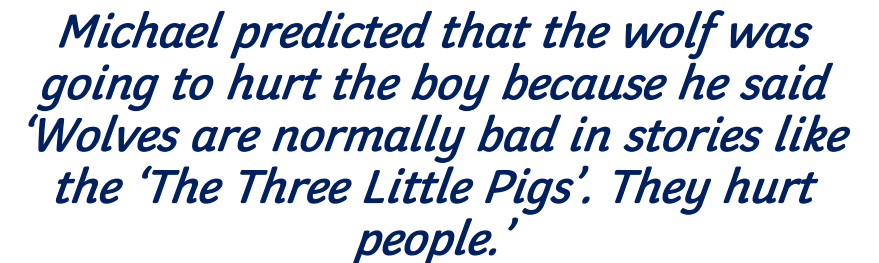
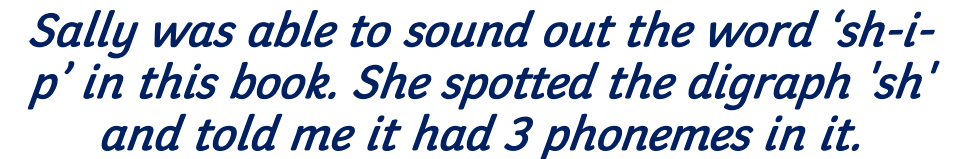
Love to read vs Learn to read






- Our reading books have been organised into two new distinctive categories. These are called “Learn to Read, Love to Read”.
- “Love to Read” is to continue to encourage a love of reading, enabling your child to enhance their imagination.
- “Learn to Read” is a reading book that will further support your child’s progress in blending to read fluently and accurately as well as fostering a love of reading. This means that there are small changes to the books that the children will be taking home to read with you.
- “Love to Read” books can be changed daily and will be a variety of genres and levels.
- “Learn to Read” books will be changed weekly and will match your child’s phonic attainment. This is so children have the opportunity to read the phonic book more than once, enabling them to practise their sounds and the skill of blending.

(You may want to talk about the days when books will be changed).



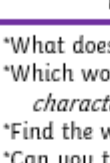
Please write
comments about your
child's reading – 3
comments a week. You
will get a reminder
sticker, if we cannot
see the children have
read 3 times.

VIPERS questions you could ask your child whilst reading their Learn to Read and Love to Read books...



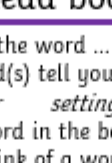
Vocabulary

- *What does the word mean?
- *Which word(s) tell you about the...
character setting feeling
- *Find the word in the book that means.....
- *Can you think of a word that means the same as ?



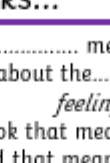
Infer

- *How do these words/parts of the book make you feel?
- *How does feel?
- *Why has happened?
- *What was thinking when?
- *Why did the author choose a specific word/phrase?
- *Can you explain why....?



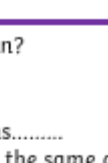
Predict

- *From the front cover, what will the book be about?
- *What will happen next?
- *Do you think will happen? Yes? No? Maybe?
- *How might the story end?
- *Can you explain your answer using what you read, heard and saw in the story?




Explain

- *What changes from the beginning to the end of the book?
- *Does this book remind you of anything you have read or heard before?
- *Why have the words in the book been arranged like this?



RETRIEVE

- *How did ?
- *Who had.....? Who did.....? Who is
- *What happened to/when?
- *What was the problem? How did it get solved?
- *Give one example of



Sequence

- *What was the first thing that happened in the book?
- *What happened after ?
- *Can you put the parts of the book in order?
- *Can you draw a story map of the book?

Homework - Reading

- Example comments at front of reading log.
- Please record at least 3 reads a week – as stated in our home school agreement.
- Any comment is helping – avoid 'Read well'.
- Doesn't just have to be school book.
- Questions to ask at home – would be great to hear how they get on with these.

WB 9-9-18

Date	Book and page number	Comments
9.9.18	Clever Chick Band 5	Tommy told me the ☺ Chic played a trick on fox. Well done Tommy!
10.9.18	Clever Chick Band 5	We focussed on sounding out today! Good effort.
11.9.18	In a spin Band 5.	"Ant was shocked when the bird picked him up". Tommy really tried today!
12.9.18	In a spin Band 5.	Read with Granny, Lovely expression! ☺
13.9.18	In a spin Band 5.	Tommy has loved this book!!

WB 10th September 2018

Tricky

Weekly focus: Answering questions in discussion with the teacher and making simple inferences.

Teacher comment:

Followed a play script.
Helped Tommy to
realise characters would
feel silly for being scared
of the Baby frog.

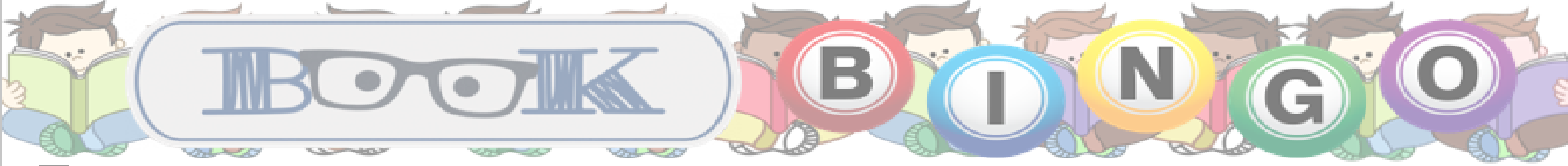
Common exception words

my

Questions to ask at home to further support learning:

Why did (character) behave in this way?
Can you choose a character from the story that interests you and say why?

New



A fiction book <input type="text"/>	A magazine <input type="text"/>	A book that has one word for the title <input type="text"/>	A non-fiction book <input type="text"/>
A rhyming book <input type="text"/>	A book that my grown-ups enjoy <input type="text"/>	A book that taught me a lesson <input type="text"/>	A book a friend has recommended <input type="text"/>
A book about an animal <input type="text"/>	A traditional tale <input type="text"/>	A book set in a different country <input type="text"/>	A poetry book <input type="text"/>
A library book <input type="text"/>	A book that makes me laugh <input type="text"/>	A series of books <input type="text"/>	A book with a hero and villain <input type="text"/>

What is it?

- *A whole-school reading system
- *KS1 and KS2 version
- *Aim is to read a variety of text types
- *Read a book for each genre
- *Sign off in Reading Record
- *Reward incentive

The more you read, the more you know...the more chance you have of winning a prize!!!



Prize Draw
Every Term in
Assembly

1 line =

Raffle Ticket

Full House =

5 Raffle Tickets





How Can You Help?

Reading logs will be checked on the day your child changes their book in school. We ask for at least 3 comments a week.

Monday	Tuesday	Wednesday	Thursday	Friday
		Homework due in by 5pm		Spelling test day
		<div>☆ MATHS ROCKSTARS ☆</div> Maths Rockstars day		New homework set.
				Spellingframe

I change my book on a **Wednesday**.

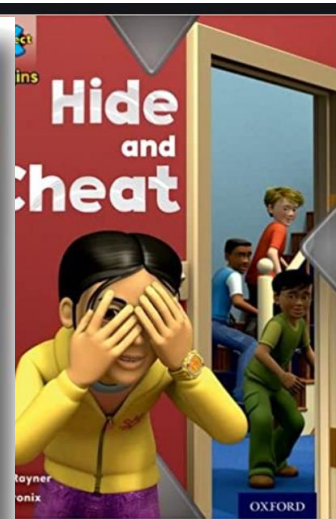
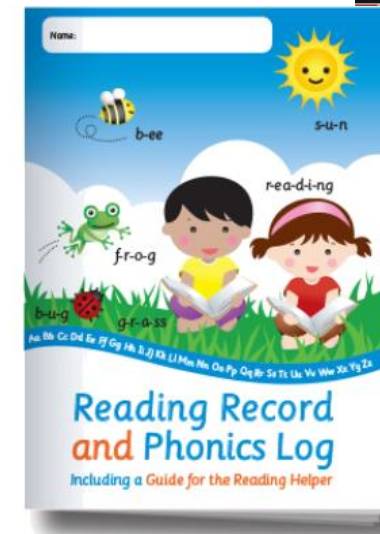
My 'learn to read' book and my reading log need to be in school every Wednesday.

I can change my 'love to read' book on any day of the week.

Spellings are sent home for the half term. These should be viewed as a rule rather than a list.

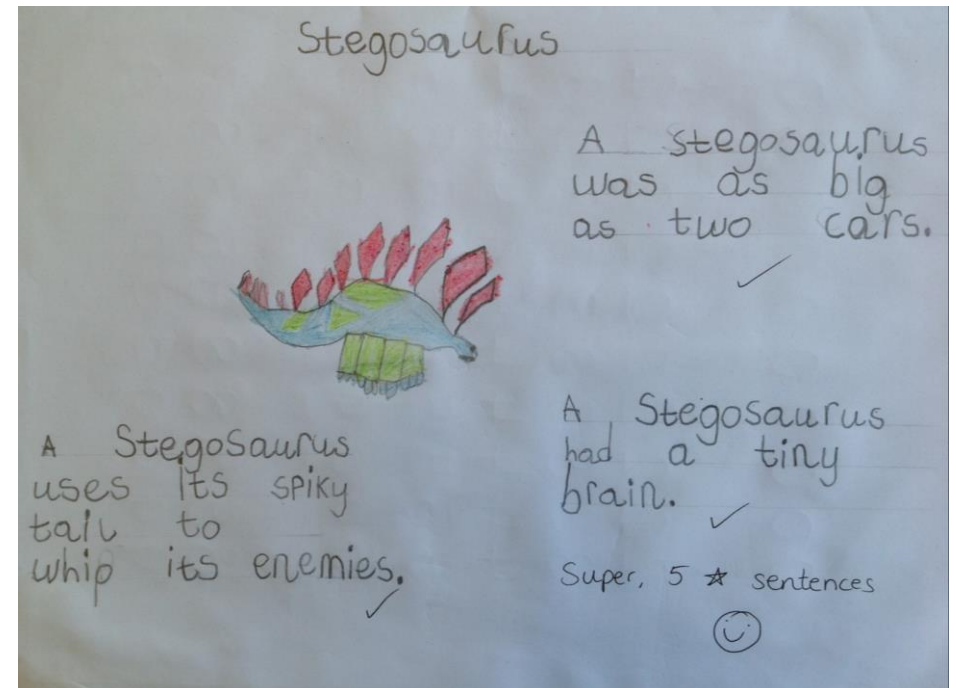
Year 2 Spellings - Spring 1				
Test day: Thursday 10th March	Test day: Thursday 17th March	Test day: Thursday 24th March	Test day: Thursday 31st March	Test day: Thursday 7th April
cage revenge change village age age	simple double temple paddle middle table whole able	written wrong wrap wrestle middle wrote wrist	don't can't couldn't haven't shouldn't wasn't	wash quantity squashing wander wasp wander quality
move prove improve	what when who whole	door floor poor	behind find mind kind	again half people

We have subscriptions for TT Rockstars and Spelling Frame. These are **fantastic** and help the children to make brilliant progress.



Homework - TEAMS

- Alternating between English, Topic and Maths.
- Links to current learning or helps to prepare them for upcoming work
- Differentiated to suit your child's ability.
- Please have high expectations:
 - Use a pencil
 - Sit at a table
 - Make it a positive experience
 - Plan in when to do it – children like routine and to know a plan.





What will happen next?

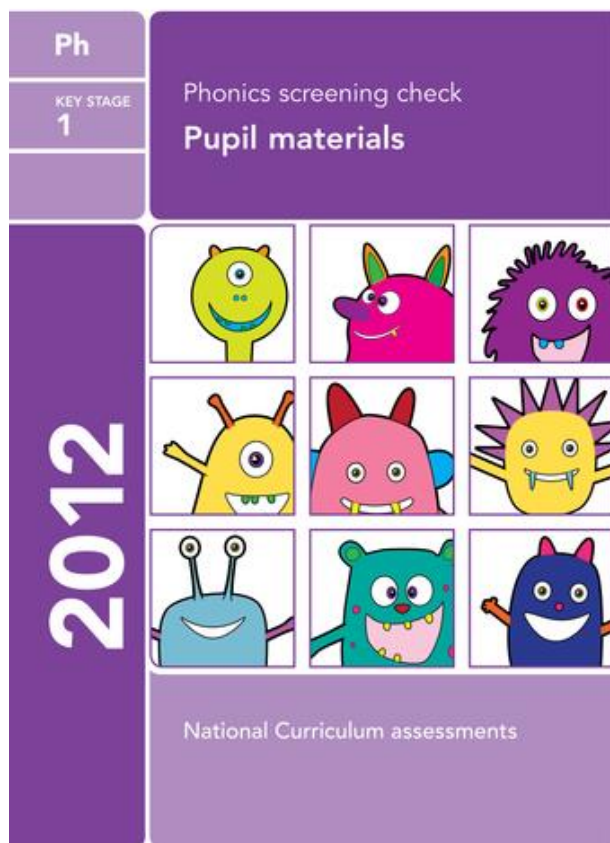
1. Love to Read book already at home.
2. Learn to Read book starting on Monday 18th September, a group a day.
3. Spelling Frame on Monday 25th September
4. Maths Rockstars on Monday 2nd October
5. Normal Homework Monday 9th October
6. TTRockstars Monday 16th October

Year 1 Phonics Screening: What happens now?

All Springdale, our children have followed a sequential and progressive phonics journey from starting school in Reception and into Year 1.

All children have been taught how to **read** the 40+ sounds.

We will now focus on securing this knowledge and applying it to spellings before moving onto the alternative rules we teach in Year 2.



Online Safety

Talking to Your Child about Online Safety

Online life and offline life is just life

For many of us, we see our online lives and offline lives as different, but children are growing up with technology and the internet and for them there isn't a difference; online life and offline life is just life.

Technology can move at an extraordinarily fast pace and it can be difficult to know how to start talking to your child about what they're doing online, who they might be speaking to or discussing the potential risks and issues.

Children in Year 2 are beginning to expand their online world . They are starting to search for online content, often based on friends recommendations, they are developing their computer skills – mouse/touchpad control , keyboard skills, gaming controls and are looking for new and more interesting clips and video to watch. They will also start to develop online communication skills.

It is easy to think that you have set parental controls on your devices so that they cannot access inappropriate content but no controls are 100% effective and when they go to a friend's house or family member do they have the same controls in place?

Educating children on how to deal with inappropriate content and on staying safe online is absolutely vital. In school children receive regular lessons and discussions on online safety, but it is really important that this is also echoed at home.

Starting the conversation

Talking regularly with your child and being aware of their online life is the greatest tool to help keep them safe online. Talking regularly and making it part of daily conversation, like you would about their day at school, will help your child feel relaxed. It also means when they do have any worries, they're more likely to come and speak to you.

It can be easy to become overwhelmed with the different technology, the language that children use, the huge number of games and apps which are available and the potential risks but there are things that you can do ...

Next steps to take

- Are parental controls in place?
 - Are the games and apps they're using appropriate to their age? Have a conversation and agree some rules with your child about what games and apps they're allowed to use. While there are risks with most online platforms, we'd recommend only letting your child use apps that have privacy settings and a 'report and block' feature.
 - Do you know about the safety and privacy features of the apps they're using? Such as:
 - Privacy settings. Are their accounts public or private?
 - Can you turn features off, such as chat and in-app purchases?
 - Do you know how to report and block?
 - Using Youtube kids is good , but remember it is for up to age 13 , so lots of content is still not suitable for younger children.
- If you want to check the age rating for an app/game/program use [Common Sense Media: Age-Based Media Reviews for Families](#)

If you need any help or advice there are lots of places to go –

www.nspcc.org.uk/keeping-children-safe/online-safety

Childnet — Online safety for young people

CEOP Education (thinkuknow.co.uk)

Common Sense Media: Age-Based Media Reviews for Families |

Own It - A place to help you boss your life online - Own It – BBC

You are also welcome to email the school office if you have any issues with online safety at home and they will forward the message to the school IT Manager/Digital Well Being Champion who will endeavour to help.



Home / School Agreement.

The School will:

- Care for your child's safety and well-being.
- Be open and welcoming.
- Provide high quality opportunities for each child to achieve their full potential as a valued member of the school community.
- Ensure that the learning environment is stimulating and supportive.
- Celebrate your child's academic and personal achievements.
- Support your child to develop a growth mindset.
- Support your child to develop a positive attitude to one another regardless of gender, race, culture, belief, values, age or need.
- Communicate with you about your child's progress and learning behaviours; celebrating their strengths and explaining how we can further support them at school.
- Provide information to you regarding school, including policies, events, workshops and newsletters.



Home / School Agreement.

The Family will:

- Encourage my child to treat all members of the school with respect and good manners
- Encourage my child in all aspects of learning, value achievements and give praise for all their efforts
- Support my child by reading or discussing books with him/her each evening and support other opportunities for home learning
- Ensure my child attends school regularly, arrives on time and is properly equipped
- Inform the school of the reason for any absence, as soon as possible on the first day of absence
- Make sure my child has a good night's sleep and select age appropriate TV programmes , games and DVDs
- Make sure the school is aware of any additional needs my child may have and any concerns or problems that might affect their behaviour or learning
- Encourage a positive regard to everyone in our community
- Work in partnership with the school to support my child to follow the school Behaviour Policy
- Attend parent consultations, information meetings, Open Evenings and other events where possible.
- Read all information sent home as this gives you important details that will keep you informed.



Your Child will try to:

- Be helpful and caring towards others
- Be polite and respectful
- Be responsible
- Tell a grown up if they have a problem or worry
- Help look after our school, inside and out
- Try their best, by developing a growth mindset
- Behave in a safe way
- Complete their home learning

Please note that, if a child knowingly and willingly does not adhere to the home school agreement, then a conversation reinforcing the reasons why these rules are in place will take place with both the child and the parent.

I have read and understood Springdale First School Home / School Agreement

Teacher’s signature

Child’s signature

Parent’s signature



Volunteering to help in school.

- Anyone who volunteers in school needs to complete an application form, providing names for references. (This is part of important Safeguarding procedures).
- All volunteers need to complete a DBS check.
- All volunteers must undertake an induction before helping in schools.
- If you would like to volunteer, please ask the office for an application form.

TREAT FRIDAY

Make lasting friendships & have fun (It's not all work!)

Support the school and raise much needed funds



Learn new skills & share yours

Improve your child's learning

CHRISTMAS FAIR

Not just for mums – dads, grandparents, friends....

FAMILY BINGO

Create lasting memories

QUIZ NIGHT

The kids love the events & they love seeing you helping

PRE LOVED

It's totally flexible
Give whatever time you can spare

Create closer links with the school

SUMMER FAIR

THURSDAY
21ST SEPTEMBER
FROM 7.45PM

JOIN US FOR A DRINK, NIBBLES AND CHAT
ABOUT EVENTS
FOR THE SCHOOL YEAR
MESSAGE ON FB OR EMAIL
OR TEXT TIA ON 07368171240
FOR HER ADDRESS

FOLLOW & LIKE US ON FACEBOOK
FRIENDS OF SPRINGDALE SCHOOL

friendsofspringdalepta@gmail.com



Events and Contacting Us

- Christmas Fair, Movie Nights, Summer Fair, Quiz Night, Disco, Uniform sales, Raffles
- Like and follow us on Facebook
<https://www.facebook.com/FriendsOfSpringdaleSchool>
- E-mail us friendsofspringdalepta@gmail.com



Parentkind
Member Association

Enrichment Curriculum

- Walk to Springdale Park (Autumn)
- Fire Service In
- Local walk – Broadstone High Street (Spring Term)
- Poole Museum
- Brownsea Island (Summer Term)
- Plus others...

