



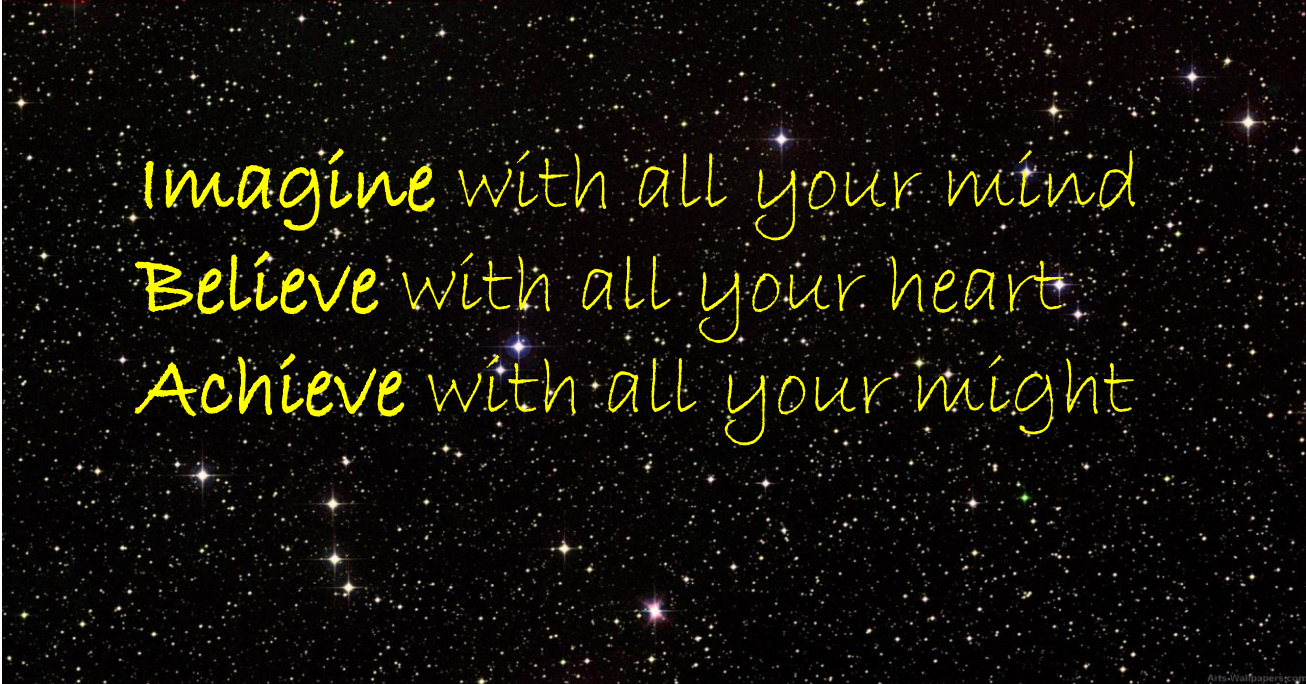
Year 2 Information Meeting

Please sign in on the class lists at the side.



Our aims...

At Springdale First School we are committed to working together as a team, with our children at the heart of everything that we do. Each child will be given every opportunity to flourish, succeed and shine and no child should ever be disadvantaged or miss out on opportunities. We believe that children need to believe in themselves as strong capable learners, we view barriers as solutions to find, and we value positive enabling partnerships with parents. These aims are embedded in our Vision Statement:

The vision statement is presented on a rectangular background with a dark, starry night sky pattern. The text is written in a yellow, cursive font.

*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



Meet the team.....

Hares:

Mr Cameron
Mrs Seare

Hedgehogs:

Miss Michael

Support Staff:

Mrs Willmore
Mrs Uden
Mrs Warren





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

- Denise Witmer
ITSALLYOUBOO.COM

Springdale First School



Imagine, Believe, Achieve



SPRINGDALE FIRST SCHOOL ARE....



Ready

Respectful

Safe

Non-Negotiables

In the classroom

We are all quiet and we listen when being taught.

We all treat the classroom and equipment with care and use it as it should be used.

We use 'Quiet Learning' voices when learning. We all understand helpful and unhelpful talk.

We ask permission to leave the classroom.

Outdoor Play

We are ready for playing appropriate for the time of year. (Coats in the winter / water bottles in the summer).

We play walking games on the top playground.

We stay in our correct zones/ playgrounds.

We all use our equipment correctly and safely.

We return it when we have finished.

We welcome others into our games.

In the Hall at Lunchtime

We use our best manners, saying 'Please' and 'Thank you'.

We stay in our seats while eating.

We talk with the people we sit next to in a quiet voice.

We keep our table and floor clean and tidy.

We use the cutlery provided.

We speak in full sentences.

We enter and leave the hall quietly, as directed by the adults

Moving around school

We walk around the school quietly, taking care not to disrupt others' learning.

We hold the door open for others.

We all help to keep our school tidy and safe. For example, we pick up rubbish, we hang up our coats, we put equipment away.

SPRINGDALE FIRST SCHOOL ARE....



Ready

Respectful

Safe

Relentless Routines

Wonderful Walking

- Pupils and adults hold doors open for each other.
- We walk quietly around the school.
- Our hands are by our side.

Caring Communications

- All members of the Springdale Community give 'Warm Welcomes' (a good morning, a smile, greeting at the door).
- Teachers and children give 'Fond Farewells' in the classroom at the end of the day (I've really enjoyed learning with you today).

Legendary Lines

- We line up in order.
- Our lines are straight, single lines.
- We always face the way we are walking.
- We are silent.

Super Stopping

- We stop when we hear a whistle (outside) and a jingle (inside) and freeze.
- We look to the adult and are silent.
- We wait for the next instruction and follow it after the 2nd whistle.

SPRINGDALE FIRST SCHOOL ARE....



Ready

Respectful

Safe

CONSEQUENCES

Step 1

Verbal reminder of expected behaviour

Step 2

Verbal warning in private. Ensure child knows why they have been given the warning.

Step 3

Moved within the class for regulation

Step 4

Support from another adult

Follow up – Repair and restore.
(After timeout or during sanction time – break or lunchtime)

SPRINGDALE FIRST SCHOOL ARE....



Ready

Respectful

Safe

RECOGNITION AND REWARDS



VISIBLE ADULT CONSISTENCIES

- Meet and Greet.
- First attention to best conduct – persistently catching children doing the right thing
- Calm and caring
- Praising in public. Reminding in private
- Consistent language



OVER AND ABOVE RECOGNITION 'CELEBRATIONS

- Verbal Praise
- Positive messages home
- Rainbow Certificates
- Share work with others
- Headteacher Awards
- Positive stickers
- PRIDE Awards
- Celebration Assemblies
- Class celebrations
- “Always Ready” chart.



- 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

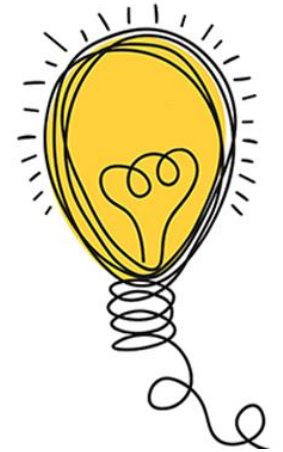
Or...

- ***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.**



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 (you may want to show a few pages).








Our Curriculum.....





|  Children's prior learning in this area |  Cultural Capital Opportunities |  Key vocabulary and glossary |
|--|---|--|
| <ul style="list-style-type: none">• The Stuarts (Year 1)• The Royal Family (Rec) |  <p>Looking at coronation of King Charles III</p> <p>Understanding who our Prime Minister is (British Values)</p> | <p>Era – a period of time that has similar characteristics</p> <p>Monarch – to be ruled by a King or a Queen</p> <p>Government – how a country is ruled</p> <p>Empire – a country that has control over other countries.</p> <p>Union Jack – the name of the British flag</p> |

| | | |
|--|---|---|
| <p>Enquiry Question: What happened when the Stuarts ended?</p> | <p>Enquiry Question: How do King George III and King Charles III compare.</p> | <p>Enquiry Question: Why do we have a Prime Minister?</p> |
| <p>Concept: Continuity and Change Thread: Monarchy Enquiry Skill: Chronology</p> | <p>Concept: Similarity and Difference Thread: Monarchy Enquiry Skill: Researching</p> | <p>Concept: Continuity and Change Thread: Monarchy, Government Enquiry Skill: Researching</p> |
| <p> Children will recall the Stuarts and how this period ended. Children will then look at a family tree and rules to of succession to understand why Georgian period began.</p> <p>Possible resource: Family Tree of Stuarts</p> <p>Task:</p> <p>Retrieve and Recall: Who were the Stuarts? Who took over from Queen Elizabeth II and why? Current royal family.</p> <p>Practise: Students will learn different rules of succession (first born male, first born female, had to be non-catholic)</p> <p>Apply: Children will look at a family tree and try to find the successor to Queen Anne.</p> <p>Deepen: Explain their choice.</p> | <p> Students will learn about the coronation and different artefacts that are used during this ceremony. They will then compare pictures of King George III and King Charles III to see what is similar and what is different.</p> <p>Retrieve and Recall: Why was King George appointed King? Show clips of King Charles III coronation.</p> <p>Practise: Children will learn about different artefacts and then be able to match their name to a picture.</p> <p>Apply: We will look at a picture of King Charles III and identify these items in the picture. Children will then do the same for a picture of King George III.</p> <p>Deepen: Class discussion about what is the same and what is different. Look at the throne form the video of the coronation and children will identify that it is the same.</p> | <p> Children will learn that due to King George I not having much interest in British Politics and him not liking the Tories (political party now known as Conservatives). In 1735, George II made Walpole a gift of 10 Downing Street, now the permanent London residence of the British prime minister.</p> <p>Retrieve and Recall: Key facts about each George. What is a Prime Minister? Who is our Prime Minister?</p> <p>Practise: (Substantative) What does Government mean? In the Georgian era, there were 2 main parties – Whigs and . George I stayed in Germany so who would run the country?</p> <p>Apply: Children will discuss what they would do in order to ensure that England was still running smoothly while King George I was away.</p> <p>Deepen: Share that King George I appointed Robert Walpole as PM. He also gave him 10 Downing Street as a present.</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

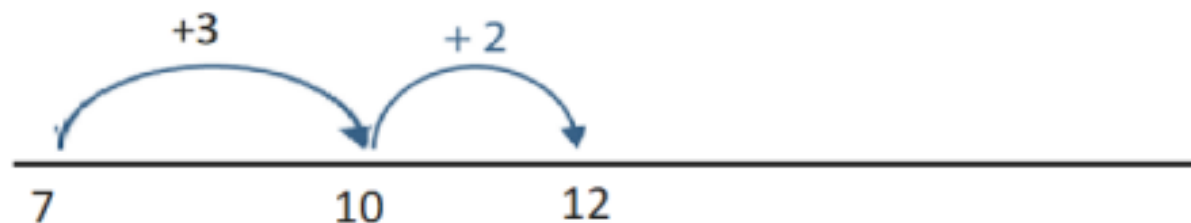
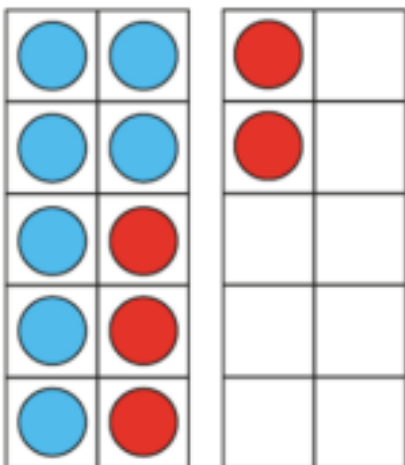


Key objectives - Maths

- Focus primarily on numbers 0-100.
- Focus on number bonds to 10 within 20
- Focus on Addition and subtraction is mainly on mental methods.
- Times tables – x2, x5, x10 (Maths Rockstars)
- Fractions – $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, $\frac{1}{3}$ and equivalence of $\frac{1}{2}$ and $\frac{2}{4}$
- Time – to 5min intervals on analogue clock
- Shapes, space, measurement
- Money and recognising coins and notes and making amounts



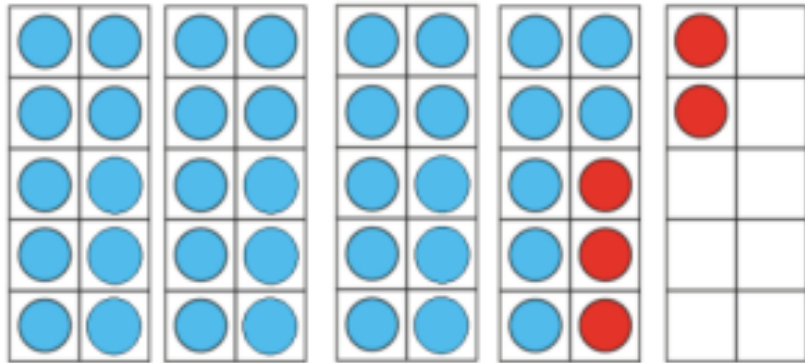
$7 + 5 =$



$$\begin{aligned} 7 + 5 &= \textcircled{7 + 3} + 2 \\ &= 10 + 2 \\ &= 12 \end{aligned}$$



$37 + 5 =$



$$\begin{aligned} 37 + 5 &= 37 + 3 + 2 \\ &= 40 + 2 \\ &= 42 \end{aligned}$$





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 | |
|--------------|-----------------|-----------------|---------------------|----------------|
| $= 5 + 5$ | $= 6 \times 10$ | $= 4 \times 10$ | $= 100 \div 10$ | $80 \div 10 =$ |
| $= 7 + 7$ | $1 \times 10 =$ | $3 \times 10 =$ | $70 \div 10 =$ | $= 40 \div 10$ |



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.

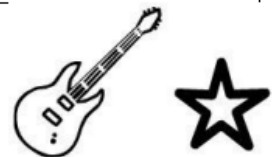
Name:

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





How many facts do you need to learn to know all of your 12 x 12 tables?

| | | | | | | | | | | | | | |
|----|---|----|----|----|----|----|----|----|----|-----|-----|-----|-----|
| X | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| 1 | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| 2 | 0 | 2 | 4 | 6 | 8 | 10 | 12 | 14 | 16 | 18 | 20 | 22 | 24 |
| 3 | 0 | 3 | 6 | 9 | 12 | 15 | 18 | 21 | 24 | 27 | 30 | 33 | 36 |
| 4 | 0 | 4 | 8 | 12 | 16 | 20 | 24 | 28 | 32 | 36 | 40 | 44 | 48 |
| 5 | 0 | 5 | 10 | 15 | 20 | 25 | 30 | 35 | 40 | 45 | 50 | 55 | 60 |
| 6 | 0 | 6 | 12 | 18 | 24 | 30 | 36 | 42 | 48 | 54 | 60 | 66 | 72 |
| 7 | 0 | 7 | 14 | 21 | 28 | 35 | 42 | 49 | 56 | 63 | 70 | 77 | 84 |
| 8 | 0 | 8 | 16 | 24 | 32 | 40 | 48 | 56 | 64 | 72 | 80 | 88 | 96 |
| 9 | 0 | 9 | 18 | 27 | 36 | 45 | 54 | 63 | 72 | 81 | 90 | 99 | 108 |
| 10 | 0 | 10 | 20 | 30 | 40 | 50 | 60 | 70 | 80 | 90 | 100 | 110 | 120 |
| 11 | 0 | 11 | 22 | 33 | 44 | 55 | 66 | 77 | 88 | 99 | 110 | 121 | 132 |
| 12 | 0 | 12 | 24 | 36 | 48 | 60 | 72 | 84 | 96 | 108 | 120 | 132 | 144 |

Approximately
44!

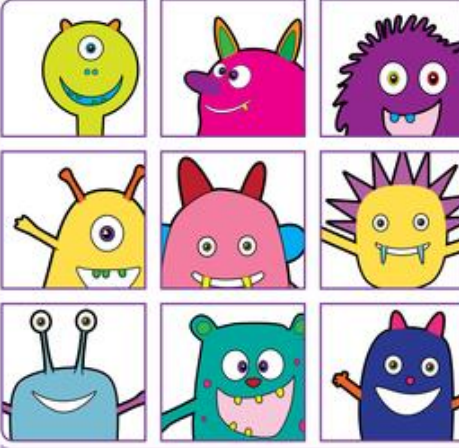


Year 1 Phonics Screening: What happens now?

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.

| | |
|----------------|--|
| Ph | Phonics screening check Pupil materials |
| KEY STAGE 1 | |
| 2012 |  |
| | National Curriculum assessments |



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.

8,000 words



5 minutes
a day

each day
900 minutes
in a school year.

282,000 words



20 minutes
a day

3,600 minutes
in a school year.

1,800,000 words





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.

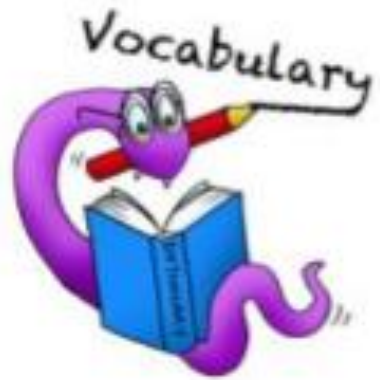


Learn to read

- 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 – 80 words per minute, reading accurately to the punctuation marks.
- Books to start going out on Monday 15th – depending on your child's reading day.
- **Bring the books in every day!**



| BOOK BAND | Band 1 Pink | Band 2 Red | Band 3 Yellow | Band 4 Blue | Band 5 Green | Band 6 Orange | Band 7 Turquoise | Band 8 Purple | Band 9 Gold | Band 10 White | Band 11 Lime | Band 12 Brown | Band 13 Grey | Band 14 Dark Blue | Band 15 Dark Pink |
|-------------------------------|----------------|-----------------|------------------|----------------|-----------------|------------------|---------------------|------------------|----------------|------------------|-----------------|------------------|-----------------|----------------------|----------------------|
| Oxford Reading Tree Book band | (ORT 1+) | (ORT 2) | (ORT 3) | (ORT 4) | (ORT 5) | (ORT 6) | (ORT 7) | (ORT 8) | (ORT 9) | (ORT 10) | (ORT 11) | (ORT 10 & 11) | (ORT 12 & 13) | (ORT 13 & 14) | (ORT 15 & 16) |
| Reception | EXPECTED RANGE | | | MORE ABLE | | | | | | | | | | | |
| Year 1 | | NEEDING SUPPORT | EXPECTED RANGE | | | MORE ABLE | | | | | | | | | |
| Year 2 | | | | | NEEDING SUPPORT | EXPECTED RANGE | | | | MORE ABLE | | | | | |
| Year 3 | | | | | | | | NEEDING SUPPORT | EXPECTED RANGE | | MORE ABLE | | | | |
| Year 4 | | | | | | | | | | NEEDING SUPPORT | | Expected | MORE ABLE | | |
| Year 5 | | | | | | | | | | | | NEEDING SUPPORT | EXPECTED RANGE | | MORE ABLE |
| Year 6 | | | | | | | | | | | | NEEDING SUPPORT | | EXPECTED RANGE | |



V



I



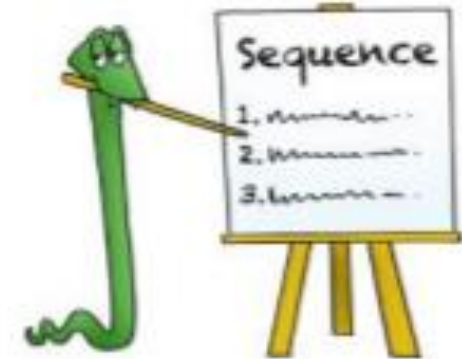
P



E



R



S (KS1)



Well done
for reading
3 times this
week! 😊



Please record
your reading 3
times a week.
Thank you 😊



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

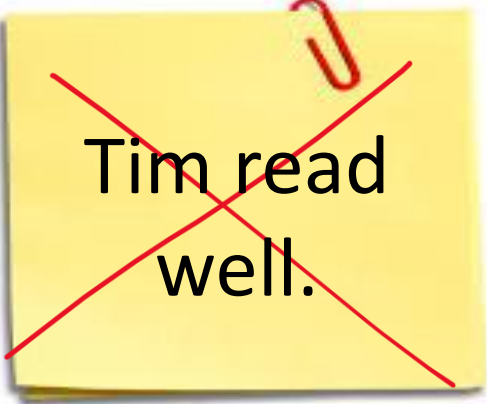
- *How did ___?
- *Who had.....? Who did.....? Who is.....?
- *What happened to/when?
- *What was the problem? How did it get solved?
- *Give one example of



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?

Reading Comment Examples



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.

Sally was able to sound out the word 'sh-i-p' in this book. She spotted the digraph 'sh' and told me it had 3 phonemes in it.

Michael predicted that the wolf was going to hurt the boy because he said 'Wolves are normally bad in stories like the 'The Three Little Pigs'. They hurt people.'

Julia tried really hard with this book. She found it tricky to spot the digraphs within words e.g. sh-or-t. She sounded out each letter individually. She recognised the tricky words, the, to and no.



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 helpful – 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.

| 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 Chic 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 Tommy

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

Teacher comment: Followed a play script. Helped Tommy to realise character's would feel silly for being scared of the Baby frog.

New German exception words my

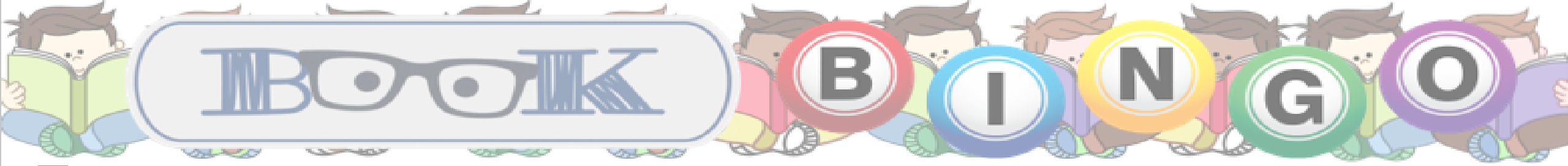
Syllable

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?

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

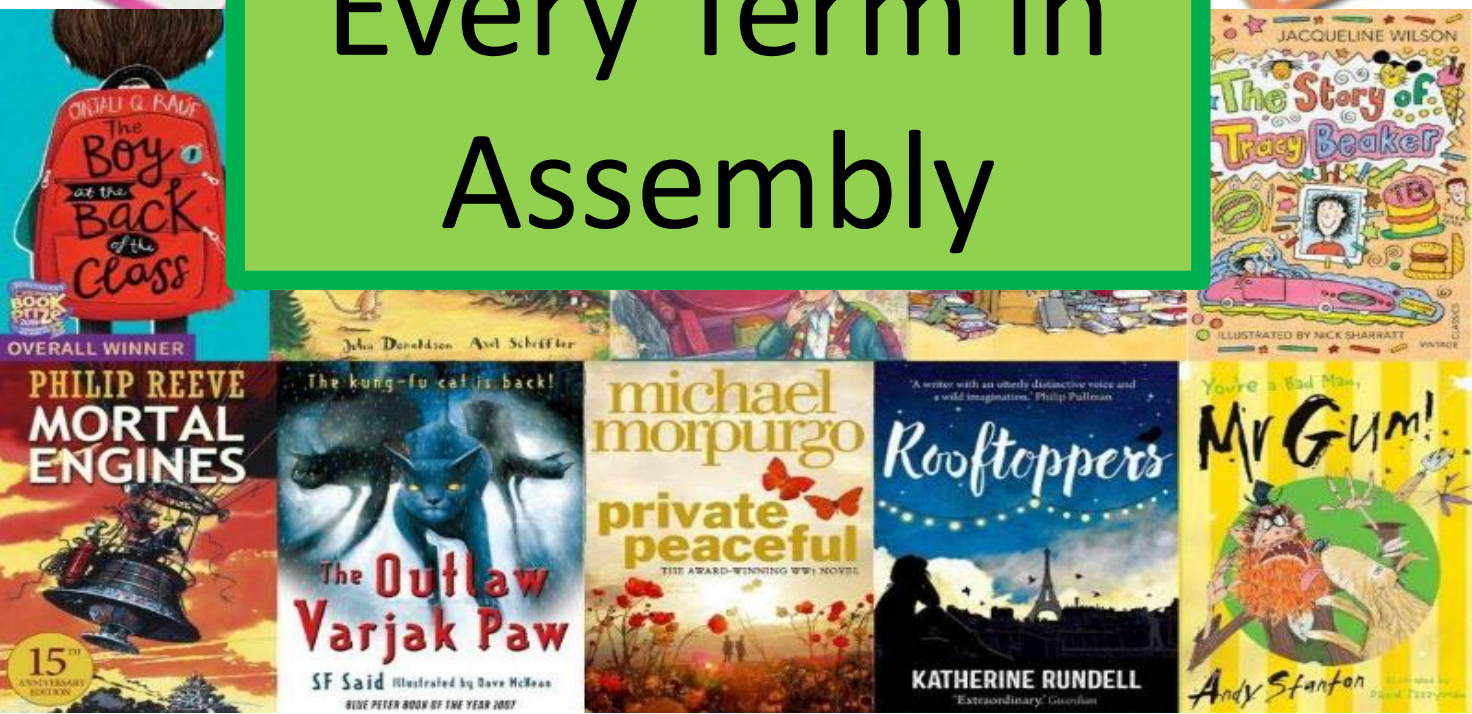
The more you read, the more you know...the more chance you have of winning a prize!!!



| | | | |
|--|--|--|---|
| 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"/> |



Prize Draw
Every Term in
Assembly



1 line =

Raffle Ticket

Full House =

5 Raffle Tickets

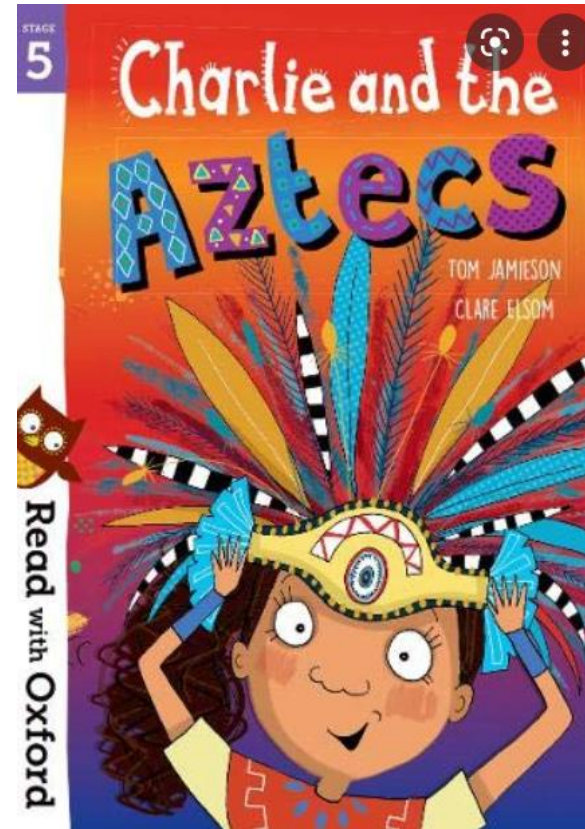




Ideas for home ...

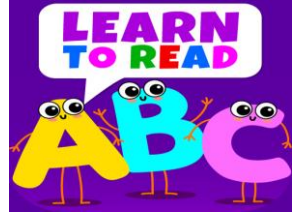
- Discuss new vocabulary
- Explore the spelling of words
- Ask your child questions – see weekly focus on our teacher comments.
- Enjoy reading together – visit the library
- Read for pleasure – read around a topic they love.

Love to read vs Learn to read





LovetoRead



- Our reading books are 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).



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 ☆ MATHS ROCKSTARS ☆ Maths Rockstars day ** | | Spelling Book Marks home New homework set. |

I change my book on a Wednesday.

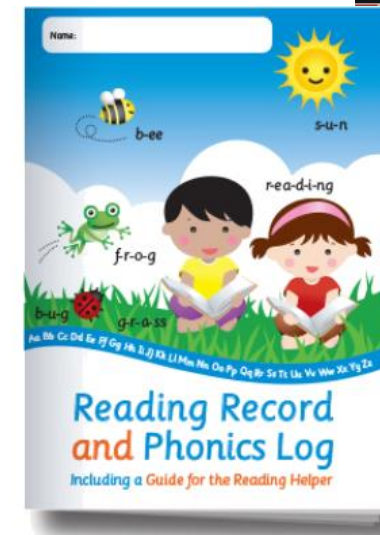
My 'learn to read' book and my reading log need to be in school every Wednesday.

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.

| Wed day 10 th March | Thu day 11 th March | Wed day 24 th March | Thu day 25 th March | Wed day 7 th April |
|--|--|--|--|--|
| <i>I sound like a ge after a silent c.</i> | <i>I sound like a ge after a silent c.</i> | <i>I sound like a ge after a silent c.</i> | <i>I sound like a ge after a silent c.</i> | <i>I sound like a ge after a silent c.</i> |
| cage revenge change charge village buggy age | simple double temple paddle middle table whole able | written wrong wrap wrestle wriggle wrote wrist | don't can't couldn't haven't shouldn't wasn't | want wash quantity squashing wander wasp wander quality |
| move prove improve | what where 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.





Ensuring your child has good attendance.



How Else Can You Help?

Volunteering in school to help read,
times tables and number facts...



Spelling Bookmarks – Autumn 2

Name:

This week in spelling we were learning to spell words where 'a' makes 'or' sound after 'l' and 'll'. We are also learning to spell Year 2 CEW.



| Level 1 | Level 2 | Level 3 | Level 4 | Level 5 | Level 6 |
|--------------------------|--|--|--|-----------------------------|---|
| Is able to say the rule. | Is able to spell words that follow the rule. | Is able to spot mistakes and correct them. | Is able to write sentences dictated by the teacher, correctly using new sound and known words. | Is able to spell Year 2 CEW | Is able to use independently in their own sentences/ writing. |





Homework - TEAMs

- Alternating between Topic and Maths and English
- Links to current learning or helps to prepare them for upcoming work
- Reminder of expectations for how and when to complete the task



School Trips and Extra-Curricular

- Springdale Park visit – **16th September**
- Pirate and Smugglers Day – Spring 1
- Walk to Broadstone High Street – Spring 2
- Brownsea Island Trip – 7th July (£16)
- Science Dome - £6



Safeguarding

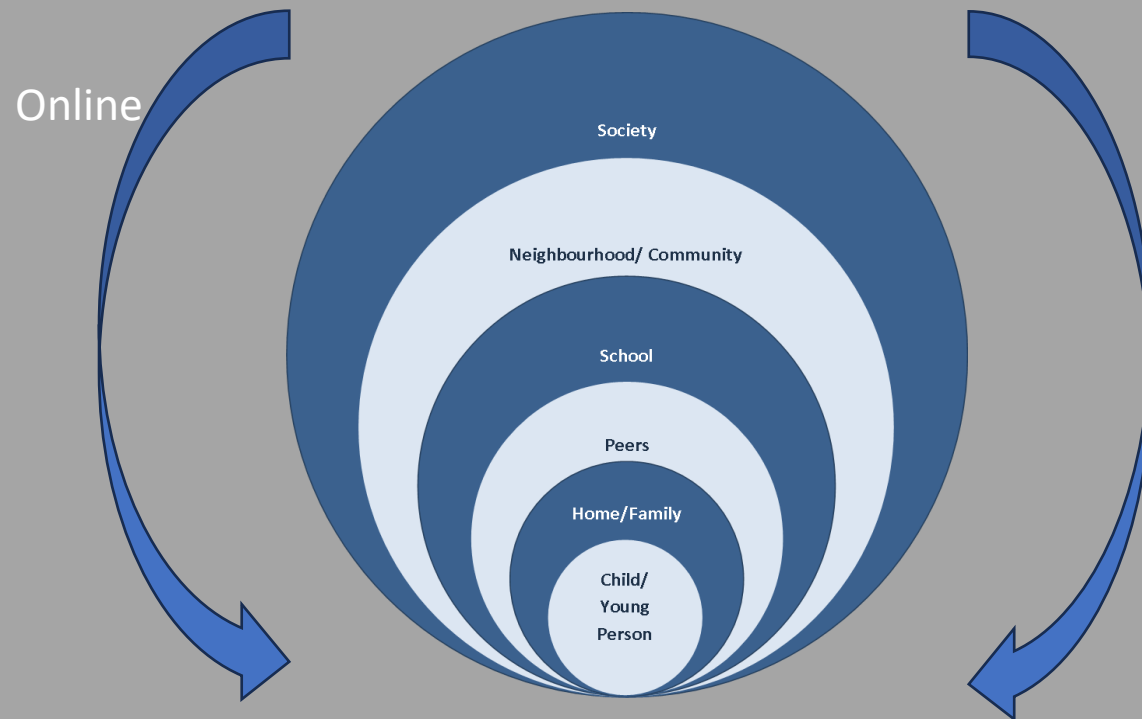
- Everyone's responsibility to keep children safe in school. Springdale view this as our most important job.
- Children receive specific lessons on how to keep themselves and others safe – this is taught through our PHSE lessons.
- Children know to go to a trusted adult if they are worried about anything.
- The next few slides highlight some key areas for you to be aware of in Safeguarding.





CONTEXTUAL SAFEGUARDING

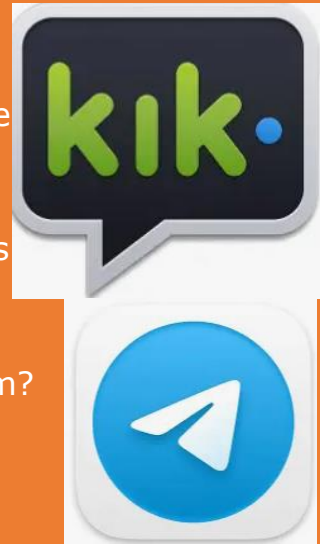
- Contextual Safeguarding recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent-child relationships.
- We need to help and support to meet the needs of children “as soon as problems emerge”... “whether that is within or outside the home, including online” (New guidance last year)



*All
about
the
child*

ONLINE BULLYING, EXPLOITATION AND GROOMING

- Technology can be useful, educational and fun but also leaves children vulnerable and exposed.
- Children may be seeing or sending inappropriate images and messages without really understanding their meaning.
- Bullying is repeated behaviour, aimed at scaring, angering or shaming those who are targeted. It can involve spreading lies about or posting embarrassing photos or videos of someone on social media.
- It can be impersonating someone and sending mean messages to others on their behalf or through fake accounts.
- Face-to-face bullying and cyberbullying can often happen alongside each other. But cyberbullying leaves digital footprint – a record that can prove useful and provide evidence to help stop the abuse.
- Do you recognise these App symbols? What other apps have you heard of that may present risk of harm?



REMEMBER: ABUSE HAPPENS ONLINE TOO THROUGH....

AI

Social Media

Online Chatrooms



Text and
Maessaging Apps

Streaming Sites

Online
Gaming/Gambling



NSPCC Learning¹

KCSIE groups online safety risks into four areas: content, contact, conduct and commerce (sometimes referred to as contract).² These are known as the 4 Cs of online safety.

Content

Content is anything posted online - it might be words or it could be images and video. Children and young people may see **illegal, inappropriate or harmful content** when online. This includes things like pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.

Contact

Contact is about the risk of harm young people may face when interacting with other users online. This includes things like peer-to-peer pressure or seeing inappropriate commercial advertising. Sometimes adults pose as children or young adults with the intention of **grooming** or exploiting a child or young person for sexual, criminal, financial or other purposes.

Conduct

Conduct means the way people behave online. Some online behaviour can increase the likelihood, or even cause, harm - for example, **online bullying**. Conduct also includes things like **sharing or receiving nudes and semi-nude images** and viewing or sending pornography.

Commerce

Commerce is about the risk from things like online gambling, inappropriate advertising, phishing or financial scams. Children and young people may be exposed to these risks directly. Schools should also consider how the risk from commerce applies to staff.

*All
about
the
child*



Statutory assessments

Optional Tests supplied by DofE



Home / School Agreement.



Home / School Agreement

Let's work together to achieve the best outcomes for the children.



Our Aims:

At Springdale First School we are committed to working together as a team, with our children at the heart of everything that we do. Each child will be given every opportunity to flourish, succeed and shine and no child should ever be disadvantaged or miss out on opportunities. We believe that children need to believe in themselves as strong capable learners, we view barriers as solutions to find, and we value positive enabling partnerships with parents. These aims are embedded in our Vision Statement:

Our Vision:

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

We believe that every child, at Springdale will develop a growth mindset that enables them to believe they can achieve anything they put their minds to. We want our children to become ambitious learners, who are aspirational, and take pride in all they do. Children will develop an understanding that the journey of learning can be challenging but, by developing a set of learning behaviours, they will become successful learners.

Our Learning Behaviours:

Perseverance & Persistence
Reflective & Resourceful
Inquisitiveness & Independence
Drive & Determination
Enthusiasm & Excellence

We will empower your child to develop a positive growth mindset, and by building positive partnerships with parents we know your child will thrive during their time at Springdale and beyond. In order for these positive partnerships to be successful we have set out a clear home school agreement that recognises the vital part each partnership role takes.

School Rules, Expectations, and Routines

At our school, we believe that a structured and respectful environment is essential for optimal learning and personal development. Our school rules, expectations, and routines are designed to create a positive and inclusive atmosphere for all members of our school community. These are regularly communicated to pupils, parents, and staff.

At Springdale First School, we are:

Ready
Respectful
Safe



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.

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 (with at least 3 recorded comments in reading record book per week).
- 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
- Use social media and other online platforms in a respectful manner, following our Safeguarding Policy
- Work in partnership with the school to support my child to follow the school Behaviour Policy - "Ready, Respectful, Safe"
- 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 and show they are ready to learn
- 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

Learning is Fun!

- To end on a positive note – perhaps a small selection of ‘fun things coming up throughout the year. Eg any exciting /trips/events etc
- Trips?



Springdale First School



Imagine, Believe, Achieve

Do you have
any
Questions?

Two simple line drawings of smiling faces, one on the left and one on the right, framing the central text.

Springdale First School



Imagine, Believe, Achieve

Thanks for
listening