



# Welcome to Class 2



Miss Cross and Miss Alice  
Mrs Tennant (Thursday)  
Mrs Trueman – TA (mornings)  
Miss Gregory – TA (afternoons)





# Keeping you informed

Every half term you will receive a curriculum newsletter to let you know what is happening via Parentmail; this will also be on the class page on the school website.





# School day

<b>Arrival:</b>	8:30 – 8:50
<b>Register:</b>	8:55
<b>Break:</b>	10:15 – 10:30
<b>Lunch:</b>	11:45 – 12:45
<b>Break:</b>	2:15 – 2:30
<b>End of day:</b>	3:20



# WVPS Curriculum



Our curriculum has been developed with three drivers in mind:

1. Excellence



2. Community



3. Growth



# WVPS Curriculum



## Intent – we aim to...



To provide excellence in education by equipping all children with the necessary skills in reading, writing and mathematics to succeed.



For children to master skills, knowledge and understanding – depth over breadth.



To foster a love of reading by listening to and interacting with a variety of literature, non-fiction and poetry across the curriculum.



To stretch and challenge all children.



For our children to understand and value the communities to which they belong, to appreciate what they have to offer, and to be of service to their communities, shaping futures.



For our children to understand how to be fit and healthy in both body and mind and to understand why it is important.

# English



Our curriculum is underpinned by reading:

- Class texts/novels
- Reading Rocket challenge
- Phonics
- Daily reading at home
- Outdoor library for break times



# English



- The majority of written work in English is based around the half-termly class novels.
- Work and discussions relating to vocabulary and grammar, along with understanding purpose and intent, will be a key part of writing lessons.
- Following supported lessons, children will have the opportunity to plan, write and edit their own compositions.
- Phonics/Spelling lessons.
- Handwriting lessons.
- Grammar and punctuation lessons.



# Handwriting



As a school we are going to be having a big push on pupils handwriting as they need to be writing neatly and cursively by the time they leave primary school.

## **Handwriting Expectations:**

- Year R: Pupils work towards a print letter formation.
- Year 1: Pupils consolidate there print letter formation and work towards using a pre-cursive letter formation.
- Year 2: Pupils continue to practice pre-cursive letter formation and start to learn how to join letters, including top, bottom and diagonal joins.

Further support will be offered to pupils who have specific fine motor skill barriers.

# Handwriting



Aa Bb Cc Dd

Ee Ff Gg Hh Ii

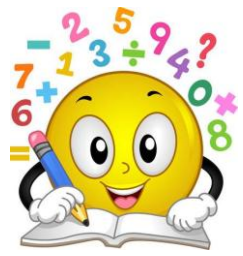
Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

Pre-cursive letter formation expected to be developed from Year 1 onwards.



# Maths



- Topics: Number and place value, addition and subtraction, multiplication and division, fractions, shape, space, measures and statistics.
- Concrete, pictorial and abstract representations to build and embed learning.
- Lessons pitched high to ensure challenge for all.
- Support provided as needed.
- Opportunities to access 'deeper thinking' tasks and open-ended investigations.
- Numbots can be accessed at home. Log in details can be found in the front of your child's reading record.



# PE



This term, both PE lessons will be taught on a Friday by Exposure Sports.

We have an additional 30 minute active blast session with Exposure Sports on Tuesday; pupils do not require PE kit for this session.

Class 2 will be going swimming in the Summer term. Children should come to school in PE kits (in line with policy) on those days.

A note or email from a parent is required if a child is unable to take part.

# PE uniform policy



## Physical Education

	Item of uniform
<b>Essential</b>	Black PE tracksuit/shorts/skorts – leggings are not permitted
	<b><u>From September 2023</u></b> House coloured T shirt (with the school logo) <ul style="list-style-type: none"><li>• Ascott – Red</li><li>• Claydon – Blue</li><li>• Hartwell – Green</li><li>• Mentmore – Yellow</li></ul> In the rare occasion that the school needs to make changes to the house that the child belongs to, the school will provide a t-shirt in the correct colour.
	Black plimsolls or trainers (trainers do not have to be black)
	Shoulder length hair to be tied back
	Years 2, 3 and 4: <ul style="list-style-type: none"><li>-Swimming costume (one-piece) or trunks</li><li>-Bag containing a towel and pants</li><li>-Swimming hat (goggles are permitted with written consent from parent/carer)</li></ul>

# Uniform policy



## Year-round, whole school uniform (ages 4-11)

	Item of uniform
<b>Essential</b>	White shirt, polo shirt or blouse with or without the school logo
	Royal blue jumper, cardigan or sweatshirt with or without the school logo
	Royal blue zip up fleece with or without the school logo
	Grey trousers, tailored shorts, pinafore dresses and skirts. Skirts and dresses must be a reasonable length. Leggings are not permitted
	Plain black school shoes with low heels – no trainers
	Plain black/navy/grey/white plain coloured socks/tights
<b>Optional</b>	Pale blue gingham dresses (with or without the school logo) / pale blue gingham jumpsuit
	Plain black cycling shorts may be worn under a skirt or dress
	Hijab – one piece – royal blue
	Headgear - royal blue baseball hats (with or without the school logo), preferably plain white or royal blue brimmed hats

# Uniform policy



## **Headwear**

Headscarves, if worn, should be plain royal blue. They should not require a pin or brooch to secure it. It should fit close to the head and not hang loose. Any hairbands, bows or bands should be functional and not cause any distraction or danger. They should not be decorative or over-sized and be blue, black, white, navy or grey in colour.

## **Jewellery**

Pupils are not permitted to wear jewellery in school. The exceptions to this rule are:

- A suitable watch that will not interrupt learning or cause distraction
- Single ear-ring studs in pierced ears
- Small items of jewellery for religious observance

If your child has pierced ears, earrings should be studs only and must be removed for all PE lessons or covered with tape. Staff are not allowed to remove earrings; pupils will need to do this independently or not wear them at all on P.E. days. Staff cannot take responsibility for the loss or safekeeping of jewellery.

## **Hair**

Haircuts should be smart and suitable for school. Hair long enough to be tied back, must be tied back for PE. Any accessories should be functional, not decorative and be blue, black, white, navy or grey in colour as above. Pupils are not permitted to have 'extreme' haircuts or coloured hair that disrupts learning and is not smart.

## **Make up, cosmetics and temporary tattoos**

Make up and cosmetics are not considered appropriate or consistent with our school uniform. We do not permit such products to be worn by any children, unless there is a specific event for which the Headteacher has given permission. If a child is wearing nail polish/temporary tattoos the pupil will be expected to remove at the office and will be supervised to do so.

## **Non-uniform days**

On non-uniform days, football shirts, cropped tops and hot pants are not permitted.

Should any aspect of their uniform be outside of the policy, children will be given a note to pass to parents. Of course, it may be a one-off or temporary situation which we understand can occur from time to time. However, if it is expected to be ongoing, parents should contact the teacher. If support with meeting the uniform expectations is required, please do contact Miss Forchione via the school office.

# Stretch, challenge and growth mindset



At WVPS we provide an environment in which **all children** are challenged so they can achieve their full potential:

- Learners know what they are going to learn and what they need to do to be successful.
- Learning is challenging, engaging and aspirational.
- Questions extend learning and thinking.
- Curiosity is valued; questions are encouraged.
- Activities give a sense of autonomy to think critically, make decisions, take responsibility and manage risks.
- Opportunities for collaboration and cooperation.
- Develop skills
- Praise is for effort.
- Timely feedback.
- Help children to develop a positive approach and growth mindset.



# Children's Rights

Building awareness and understanding through:

Assemblies

PSHCE lessons

Other cross curricular opportunities

# Cultural Capital



Cultural capital is the accumulation of knowledge, behaviours and skills that a child can draw upon and which demonstrates their cultural awareness, knowledge and competence; it is one of the key ingredients a child will draw upon to be successful in society, their career and the world of work.

We aim to expand on our pupils' cultural capital in a number of ways including, but not limited to, celebrating and understanding different religions and cultures, learning about well-known artists, composers, scientists and sporting figures, reaching out to our local community and by organising visits that support our school curriculum.

# Cultural Capital



To enhance the children's cultural capital further, each child has an 'Activity Passport' (published by Department Education) on the **back page** of their Reading Record. The passport is full of rewarding and exciting experiences most of which can be easily completed at home.

The activities include baking cakes, dressing up as a superhero, going bird watching and playing a board game. All we ask is that every time your child completes something on the list, you date the activity on your child's passport as it occurs.

We hope you will enjoy working through this list with your child. Please do keep ticking off the activities throughout the year.

Year 2

Activity

	✓	Date
1. Plan a party	<input type="checkbox"/>	<input type="text"/>
2. Play a board game	<input type="checkbox"/>	<input type="text"/>
3. Learn a poem off by heart	<input type="checkbox"/>	<input type="text"/>
4. Take a trip to the seaside or walk alongside a river	<input type="checkbox"/>	<input type="text"/>
5. Bake a cake	<input type="checkbox"/>	<input type="text"/>
6. Buy something and check your change	<input type="checkbox"/>	<input type="text"/>
7. Write a weather report for your class	<input type="checkbox"/>	<input type="text"/>
8. Build a bridge and test its strength	<input type="checkbox"/>	<input type="text"/>
9. Become a nature detective	<input type="checkbox"/>	<input type="text"/>
10. Dress up as a superhero	<input type="checkbox"/>	<input type="text"/>
11. Make a film	<input type="checkbox"/>	<input type="text"/>
12. Start a vegetable patch	<input type="checkbox"/>	<input type="text"/>
13. Pick blackberries	<input type="checkbox"/>	<input type="text"/>
14. Get soaking wet in the rain	<input type="checkbox"/>	<input type="text"/>
15. Go bird watching	<input type="checkbox"/>	<input type="text"/>
16. Learn a French song	<input type="checkbox"/>	<input type="text"/>
17. Walk barefoot on the sand or on a nature trail	<input type="checkbox"/>	<input type="text"/>
18. Start a collection and share it with your class	<input type="checkbox"/>	<input type="text"/>
19. Walk to a local landmark	<input type="checkbox"/>	<input type="text"/>
20. Make a mask	<input type="checkbox"/>	<input type="text"/>



Once all activities are complete, your child will become a 'Culture Vulture'.

# Assessment



Pupils attainment and progress will be reported to you as:

## Attainment

B= Below

WT= Working Towards

EXS= Expected

GDS= Greater Depth

## Progress

B= Below

EXS= Expected

BTE= Better than expected

# Homework



## 1. Reading

- Read for 15 minutes each day.
- Record reading in the Reading Record.
- Books are given out on a **Monday** and taken out of folders on a **Friday**.
- Complete a Reading Rocket Challenge. These books are in the classroom and can be borrowed from the library.

Parents can support by discussing reading books with children; sharing the books, articles etc. they read with their children and ensuring children are reading daily.

## 2. Maths

- Log on to Numbots at home.

Parents can support by providing space and time for this; showing an interest and praising children's progress and practising recalling pairs of numbers that make 10, counting in 2s, 5s and 10s and mental maths skills on car journeys, walks to school etc.

# Supporting your child with reading at home



- Children are reading from books that are **entirely decodable**. They will have an owl sticker on the spine. →
- Use pure sounds when decoding words (no 'uh' after the sound).
- Practise reading this book 4 times across the week working on these skills:
  - decode
  - fluency
  - expression
- There is **no expectation** to finish a book in one evening.



To consistently recognise a grapheme (written symbol the represents a sound), we need to read it at least four times. This means we need to read the words many times to build fluency for reading.

# Supporting your child with reading at home



## **There is greater emphasis on comprehension in Year 2**

*During year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills.*

*They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.*

- During and after reading, please ask your child questions about what they have read – examples of questions are in your child's reading folder.

# Reading Books



Reading books will be changed on a **Monday**. Books will only be changed if we see that they have read the book at home.

**Reading folders need to be brought in every day.**



Your child will receive 2 books:

1. A decodable book (with an owl sticker on the spine) that they need to read 4 times.
2. A sharing book This may be a library book and/or another reading book that is not fully decodable and **will not** have an owl sticker.

They will be collected in on a **Friday**.



Over the weekend, enjoy reading a book together.

# Rewards



- Stickers / Achievement Awards
- Dojo Points / House Points
- Star of the Week
- Writing weekly certificate
- Reading weekly certificate
- Maths weekly certificate
- Golden Time
- Reading Rocket



# Behaviour and Relationships



This year we are launching a new Behaviour and Relationship policy. The policy focuses on a restorative approach which encourage pupils to be able to self-regulate and reflect on their behavioural choices in order to restore their relationships and carry on with their learning.

We will be having a big focus on forming positive relationships between the whole school community.

Our main behavioural expectations for the whole school are:

**We show everyone respect**  
**We are kind and show empathy for others**  
**We persevere**

Pupils will earn dojo points for making positive choices and will work their way up the rainbow depending on how many points they get. When pupils are not making positive choices they will be gently reminded of the expectations by a staff member and may be given some strategies to get them back on track. If behaviour persist they may need to stay in for some of their break/ have time out to take part in a restorative conversation or activity with a staff member.



# Attendance/illness

School attendance is a key priority for our school. We aim to ensure all children are in school at least 96% of the time.

Your support in ensuring your child is in school regularly is required.

If children are unwell and therefore unable to attend school, please inform the school office via telephone immediately.

# Diary dates – Autumn 1



## **Important Dates:**

Wednesday 10 <sup>th</sup> Sept	9am or 5pm Parent meeting about the new behaviour policy
Friday 26 <sup>th</sup> Sept	Macmillan Coffee Morning, Mufti Day, Cake Sale (3:20pm)
Monday 29 <sup>th</sup> Sept	Harvest food collection – all week
Friday 3 <sup>rd</sup> October	Individual and sibling photographs
Friday 24 <sup>th</sup> October	Last day of half term

### **Show and Tell Timetable**

12/9/25 – Hartwell  
19/9/25 – Mentmore  
26/9/25 – Ascott  
3/10/25 – Claydon  
10/10/25 – Hartwell  
17/10/25 – Mentmore  
24/10/25 – Ascott

# Communication



If you require a phone call or meeting, please arrange this through the School Office.

I'm always happy to chat things through or answer queries.

Miss Cross

