





## BOXGROVE VISION

At Boxgrove, we seek to create a positive and inclusive community where children learn to be *caring*, *ambitious* and *resilient*, and where respectful, meaningful and secure relationships enable all children to:

- Love Learning
- Find their strengths and talents
- Achieve more than they thought possible

# **We'll be sharing with you:**

- ▶ **Routines and Timetables**
- ▶ **Behaviour**
- ▶ **Curriculum**
- ▶ **Reading & Spelling**
- ▶ **Home learning**
- ▶ **Seesaw**
- ▶ **SEND Provision**
- ▶ **Trips and experiences**

# Meet the Year 2 Team

## Classteachers



**MRS SHEATH**  
2SC  
Year Group Leader  
(M,Tu,W)



**MRS COLLINS**  
2SC  
Year Group Leader  
(Th,F)



**MRS GEARING**  
2GG



**MRS GROOM**  
2GG



**MISS WARREN**  
2W



**MISS SHARP**  
Apprentice Teacher  
2W

## Support Staff



**MISS BLOGG**  
Teaching Assistant



**MRS BOLTON**  
Teaching Assistant



**MRS BOXALL**  
Teaching Assistant



**MISS EAGLE**  
Teaching Assistant



**MRS LINDSAY HAMES**  
Teaching Assistant



**MRS TO**  
Teaching Assistant

# Routines and Timetables



- ▶ **Swimming – Monday**
- ▶ **PE – Thursday**
- ▶ **Outdoor learning - Wednesday**
- ▶ **Forest school - Wednesday**
  
- ▶ **Breaktime – 10.50am-11.05am** (*fruit or vegetable snack only*)
  
- ▶ **Lunchtime – 12.00pm-1.00pm**  
(*please remind children of food choices*)
  
- ▶ **Provide appropriate named clothing for the weather**  
(*coats, hats, gloves*)
  
- ▶ **Outdoor shoes / wellies are needed in school**

# Behaviour culture

- ▶ Children demonstrating positive behaviours will be rewarded for their attitude through verbal praise, merits and visits to the Senior Leadership team.
- ▶ If a child struggles to behave positively, then the adults will try to find out why this is happening and how best to support them to get back on track. This will usually involve a conversation with parents/carers.
- ▶ If there are continued concerns about a child's behaviour, they may be asked to speak with their Year Group Leader or member of the Senior Leadership Team.



**BE THE BEST THAT YOU CAN** 

**THE BOXGROVE BEHAVIOUR CODE**

 Caring  Ambitious  Resilient

 **CARING**  
We are kind and thoughtful.  
We help others, listen carefully,  
and treat everyone with respect.

 **AMBITIOUS**  
We always try our best.  
We set goals, work hard, and  
never stop learning.

 **RESILIENT**  
We keep going, even when  
things are tough.  
We learn from mistakes and  
bounce back with a smile.

The infographic features three circular images: a group of children in red and white uniforms, a group of children sitting on a bench reading books, and a group of children in costumes.

# Zones of Regulation



**The Zones of Regulation is a framework to help everyone develop awareness of their feelings, while exploring a variety of tools and strategies for regulation, self-care, and overall wellness.**



**Daily sessions begin promptly at 8:55am**

**Children are grouped according to ability across Key Stage One (currently only Year 1 and 2 involved).**

**Specific, focused teaching of sounds to support rapid progress.**

**Adults leading each group will issue / change books weekly.**

**2025 Phonics screening results demonstrated the impact of this approach.**

**Assessments are completed half termly, or when needed.**

**[phonics@boxgrove.surrey.sch.uk](mailto:phonics@boxgrove.surrey.sch.uk)**

# Home Learning

Project based homework.

Family focused.

Children have the opportunity to share their favourite piece of work with the class.

All completed work will be shared with an adult.

Verbal praise, class points and merits awarded.

Topic			
I enjoy reading, writing and speaking.	<p>Read a book that features the Arctic (or similar location) as its setting.</p> <p>Create a fact file about the Arctic Circle.</p>	<p>Create an information poster about the melting of ice caps in the Arctic.</p> <p>Explain how animals have adapted to their environment in the Arctic.</p>	<p>Create a word search or crossword.</p> <p>Create your own story using the story dice link.  <a href="https://davebirss.com/storydice/">https://davebirss.com/storydice/</a></p>
I enjoy working with numbers, working scientifically and being active	<p>Create a family tree.</p> <p>&gt; You can use the website below to help:  <a href="https://www.familyecho.com/">https://www.familyecho.com/</a></p> <p>Play the dicey addition game  <a href="https://ncrich.maths.org/problems/dicey-addition">https://ncrich.maths.org/problems/dicey-addition</a></p>	<p>Create a poster of different objects around your home and show their properties</p> 	<p>Place value dice game, roll the dice to create a 3-digit number. Represent this by drawing dimes to show how many 10s and how many 1s there are.</p> <p>For example 62    ..</p>
I enjoy Geography	<p>Make a pack of top trump cards for Arctic animals</p> 	<p>Make a map of the World, identifying the Arctic Circle and the Equator.</p> 	<p>Find where the most northern town in the world is? How far away is it from the UK? Find out how many people live there. Find out what jobs people have there.</p> 
I enjoy being creative	<p>Make a video all about the Arctic Circle: include the weather and temperatures you can find, the animals that inhabit the Arctic Circle and countries with land within the Arctic Circle.</p>	<p>Can you create a Poem all about the Arctic? or Make a poem based on this picture:</p> 	<p>Research the artist Linda Lang Create your own artwork in her style.</p> <p>or</p> <p>Make a mini igloo out of ice cubes</p> 

# Reading Routines

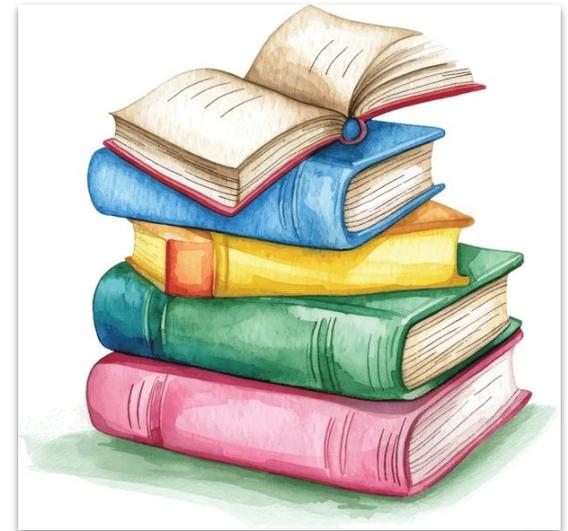
Library day (bi-weekly)

Reading expectations

Book change day

Reading diary - 5 x week

Look out for the class reader poster on the door.



# Curriculum

- ▶ **English** - Sentence structure, writing to entertain and inform, non-chronological reports, poetry. **Book focused.**
- ▶ **Maths** - **Practical activities**, 1:1, group and class discussions.
- ▶ **Science** - **Science experiments.** Materials, habitats, animals and humans, evolution and inheritance, plants & electrical circuits
- ▶ **Geography** - Investigate countries & capitals, seasonal changes, comparing the UK to another country, fieldwork, **Brazil, Arctic & Coasts**
- ▶ **History** - Battle of Hastings, Local history, Great Fire of London, Explorers. **Trips and experiences**
- ▶ **Art** - Portraits, Observational drawing, Mixed media, **Artist focused**
- ▶ **DT** - Levers, **Textiles**, Food, Mechanisms and Structures
- ▶ **Computing** - E-Safety, Algorithms, Word Processing, Coding, **Stop Motion** Animation
- ▶ **PE** - Fundamental skills, Running, Dance, Yoga, Invasion games, Athletics, Net and Wall Games
- ▶ **PSHE** - Zones of Regulation, Physical health and wellbeing, Keeping safe, Relationships
- ▶ **Music** - Singing, Patterns, Dynamics, Recorders
- ▶ **RE** - Christianity, Islam
- ▶ **Outdoor Learning** - Forest school, Allotment



# Trips and Experiences

- ▶ Autumn Term –  
Great Fire of London workshop -  
**20th November 2025**
  
- ▶ Spring Term –  
Bug man - **5th Feb 2025**  
Brazil day - **10th Feb 2025**  
  
Guildford Castle  
**17th March 2GG**  
**18th March 2W**  
**19th March 2SC**  
Kings, Queens, Knights day - **TBC**
  
- ▶ Summer Term –  
Painshill Park - **12th May**  
Beach day - **TBC**



# Seesaw

**Please check your child's Seesaw account which will be updated periodically with pictures of your child's learning.**

**Login information will be at the front of reading records.**

The Seesaw logo is displayed in a large, purple, sans-serif font. The letter 'S' is stylized with a small leaf-like shape at its top. The logo is centered within a white rectangular box with a thin grey border.

# SEND Provision

**At Boxgrove we are fully committed to an inclusive education and that every child will have their needs met. We aim to offer support and challenge at your child's level.**

- ★ **SEND Concern for children receiving a small amount of support**  
**SSA (SEND Support Arrangement) for more significant need**  
**EHCP (Education, Health and Care Plan) for 1:1 support**  
**SSAs and EHCPs are written and reviewed termly and shared with a parents/carers electronically**
- ★ **Outside agency support include: Speech and Language, Occupational Therapy, Educational Psychology & Mental Health Team**
- ★ **The SENCOs help the teaching staff to decide how best to target the support to help all children in their year group to access the curriculum.**

**Please speak to your class teacher about any concerns you have (including medical needs). Teachers will liaise with the SENCOs.**



