





## 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**
- ▶ **Seesaw**
- ▶ **Home learning**
- ▶ **SEND Provision**
- ▶ **Trips**

# Year 2 Team



**MRS SHEATH**  
2S  
Year Group Leader



**MR TIDY**  
2T



**MISS WARREN**  
2W



**MISS HENDRIE**  
Trainee Teacher



**MISS SHARP**  
Higher Level Teaching  
Assistant



**MRS BOLTON**  
Teaching Assistant



**MISS JONES**  
Teaching Assistant



**MRS KULCZYK**  
Teaching Assistant  
(W, T, F)



**MRS LEUNG**  
Teaching Assistant  
(M, Tu)



**MRS LINDSAY  
HAMES**  
Teaching Assistant



**MR SPRAGGS**  
Teaching Assistant  
(M, Tu)



**MISS YUN**  
Teaching Assistant  
(W, T, F)

# Routines and Timetables

- ▶ **Swimming – Friday**
- ▶ **Library - Wednesday**
- ▶ **PE – Thursday**
- ▶ **Outdoor learning - Friday**
  
- ▶ **Breaktime – 10.30am-10.45am** (*fruit or vegetable snack only*)
  
- ▶ **Lunchtime – 11.45pm-12.55pm**  
(*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 – rewards and sanctions

- ▶ Children demonstrating positive behaviours will be rewarded for their attitude through verbal praise, merits, a visit to the senior leadership team
- ▶ ‘You have been spotted’ - Senior leadership team
- ▶ Star of the week
- ▶ 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.



# Zones of regulation

- ▶ **The Zones of Regulation framework teaches children scaffolded skills to build awareness of their feelings and internal states and uses a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness.**
- ▶ **This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others.**



# Curriculum

- ▶ **English** - Sentence structure, Talk For Writing
- ▶ **Maths** - Number, Place Value, Addition & Subtraction, Measurement & Geometry
- ▶ **Science** - Materials and their properties, Living things and their 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, Castles, Great Fire of London, Explorers
- ▶ **Art** - Portraits, Observational drawing, Mixed media
- ▶ **DT** - Levers, Textiles, Food, Mechanisms and Structures
- ▶ **Computing** - E-Safety, Algorithms, Word Processing, Coding, Stop Motion Animation
- ▶ **PE** - Fundamental skills, Running, Gymnastics, Target 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



# SEND

- At Boxgrove we are fully committed to inclusive education and that every child will have their needs met.
- 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 support agencies include: Speech and Language, Occupational Therapy and Educational Psychology
- The SENCOs helps 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. Teachers will liaise with the SENCOs to support your child at school



**MRS WRIGHT**  
Assistant  
Headteacher



**MISS KELLY**  
Assistant  
Headteacher

## Seesaw

Don't forget to check your child's Seesaw account which will be updated periodically with class work and events your child has completed.

# Seesaw

I'm a Teacher



I'm a Pupil



I'm a Family Member



# Home Learning

Topic			
I enjoy reading, writing and speaking.	<p>Read a story that has a dragon, castle or <u>knights</u> in it.</p> <p>Draw a story map to show the different events in the story.</p>	<p>Imagine you live in a castle.</p> <p>Write a diary entry about your adventures that might happen.</p>	<p>Create a rhyming poem about dragons, knights or castles.</p> <p>Remember rhyming words have matching end sounds e.g. sky and high.</p>
I enjoy working with numbers, working scientifically and being active	<p>Learn and play some games from times when people lived in castles.</p> <p><i>Some ideas could include:</i> hide and seek, tic tac toe, tag, ring around the rosie etc.</p>	<p>Could you be a court jester?</p> <p>You need to perform tricks to entertain the king and his court. Learn some different tricks and perform them for your family or share them with the class</p>	<p>Go for a hunt and find as many different materials as possible.</p> <p>Make a list of what each material could be used for.</p> <p><u>Challenge:</u> Explain why you could use the material for each purpose.</p>
I enjoy History	<p>Make a list of different castles around the world. You might like to use books or the internet to help you. Can you find the names of 10 or more?</p>	<p>Create a timeline of when different castles around the world were built. Which castle is the oldest?</p>	<p>Can you research the history of one castle and write down 3 or more facts about it?</p>
I enjoy being creative	<p>Create a coat of arms that represents you and your interests.</p> <p><u>Challenge:</u> Does your family already have a coat of arms? What does each part mean?</p>	<p>Create a picture or model of a castle and label all the different features.</p>	<p>Research different artists who have painted castles or dragons (such as Paul Klee).</p> <p>Write what you like about it and then try to create your own artwork in their style.</p>

# Trips and Visitors

- ▶ Autumn Term –  
Great Fire of London workshop -  
**8th November 2024**
  
- ▶ Spring Term –  
Bug man - **5th Feb 2025**  
Carnival day - **13th Feb 2025**  
  
Guildford Castle  
**25th March 2S**  
**26th March 2T**  
**27th March 2W**  
Kings, Queens, Knights day - **2nd April**
  
- ▶ Summer Term –  
Painshill Park - **8th May**  
Beach day - **TBC**



**Thank you for coming!**

**We hope this has given you an insight into life in Year 2.**

**If you have any questions, please feel free to speak with your child's class teacher now or at a later date.**