



Who's Who in our Team?



Mrs Hothi



Mrs Pratt



Mrs Shiva



Ms Sidhu



Learn Believe Achieve Together

Golden Rules – Make the Right Choice

1) Be Safe

- Walk inside
- Follow instructions
- Play kindly
- Use school equipment correctly
- Being safe online
- Stranger Danger
- Be aware of your surroundings

2) Be Respectful

- Listen & follow instructions
- Be punctual
- Good Looking, Good Sitting
- Have the correct school uniform
- Other people's personal space
- Of other people's beliefs and differences

3) Be Ready to Learn

- Listen to instructions
- Following school rules
- Being polite
- Calm
- Looking after property (classroom, school)
- Capitalising
- Encourage and accept mistakes

4) Be Honest

- Tell the truth
- Take responsibility
- Accepting consequences
- Asking for help

Behaviour system (Triple Thank You)

Triple Star
You are a star - go and see Mr Dixon or Mrs Casson for a star card and put your name in the Triple Star book. A letter will be presented to you in celebration assembly for your parents.

Double Star
You are going above and beyond - get two rewards from your teacher.

Thank you - You are on the Star!
You are sticking to the Golden Rules - move to the Star and get a sticker from your teacher.

READY TO LEARN

Raine, Lily-Mai, Penelope, Kayanne, Annabel, A Thalia, Mason, Shadon, Alfred, Parker, Violet, Hudson, Millie, Eli, Jay, Tyler, Frank, Alice, Mia, Sophie, Alex, Violet, Imogen, Alexander, Usayee, Aiden, Aliyah, Emily.

Time to make a Choice
Your time to make the right choice

Time to make a Change
Use the concentration table
Visit another classroom for time out

Time to Reflect
Miss your break-time and sit with your Phase Leader to reflect on your behaviour



Class timetable

Week	840-850	9-940	940-1030	1030-1045	1045-11	11-12	12-1	1-130	1:30-2:40		240-3
Monday	MORNING STARTER	Phonics	English	BREAK	SNACK	Maths	LUNCH	READERS	Spelling test	PE Outside	Whole School assembly
Tuesday		Phonics	English			Maths			Hand writing	History	PSHE
Wednesday		Phonics	English			Maths			Guided Reading	PE Inside	Music
Thursday		Phonics	English			Maths			Hand writing	Computing	Singing Assembly
Friday		Phonics	English			Maths			Guided Reading	Art	KS1 Assembly



Key things to remember for Year 2

- No pencil cases
- PE days – Monday(outdoor)
and Wednesday (indoor)
 - Specialist Sport coaches
- Book bags please rather than rucksacks/large bags
- Water bottles
- Label everything please
- No toys/key rings
- Show and Tell- On a Friday. Look at sign in window for your child's colour group. The coloured dot on the reading record indicates their colour.



Uniform

The **school uniform** consists of:

- Birch Hill Logo - Royal blue jumper or cardigan,
- White shirt or blouse,
- Grey trousers or skirt,
- Blue and white dress (summer term only)
- Black shoes - these must be sturdy (no trainers, boots, or ankle boots)

Games and PE kit is also required, consisting of:

- Royal blue shorts,
- Birch Hill Logo - Blue or White T-shirt,
- White socks,
- Black tracksuit (when outside) or black jumper & tracksuit bottoms (**plain and unbranded**)
- Plimsolls or black trainers

Others:

- Alice bands need to be small and plain.
- No jewellery is to be worn in school.
- Hairstyles. Haircuts are a reasonable length and the latest 'step' or train tracks fashion for boys, braided hair decorated with beads, and extreme hairstyles of any kind are not acceptable in school.
- Only natural hair colours are permitted.



Topics and Trips/Enrichment Activities

Term	Topic	Trip/Enrichment	Cost
Autumn 1	Why did London burn?		
Autumn 2	Should we remember Florence?	Nativity add dates	
Spring 1	What makes us like other animals?	Science (instead of take one pic)	
Spring 2	Where does a plant come from?	Gardening club	
Summer 1	What would life be like if flight had never been invented?	Trip to Brooklands Museum 29th April 2026	TBC (£20-25)
Summer 2	How would life be different if I lived in the Amazon?		

Personal, Social, Health Education (PSHE) including Sex & Relationships (SRE)

whole school overview

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	<ul style="list-style-type: none"> Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities 	<ul style="list-style-type: none"> Identifying talents Being special Families Where we live Making friends Standing up for yourself 	<ul style="list-style-type: none"> Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals 	<ul style="list-style-type: none"> Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety 	<ul style="list-style-type: none"> Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend 	<ul style="list-style-type: none"> Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	<ul style="list-style-type: none"> Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter 	<ul style="list-style-type: none"> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone 	<ul style="list-style-type: none"> Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success 	<ul style="list-style-type: none"> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness 	<ul style="list-style-type: none"> Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships 	<ul style="list-style-type: none"> Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	<ul style="list-style-type: none"> Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings 	<ul style="list-style-type: none"> Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends 	<ul style="list-style-type: none"> Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success 	<ul style="list-style-type: none"> Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food 	<ul style="list-style-type: none"> Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships 	<ul style="list-style-type: none"> Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	<ul style="list-style-type: none"> Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives 	<ul style="list-style-type: none"> Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments 	<ul style="list-style-type: none"> Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting 	<ul style="list-style-type: none"> Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices 	<ul style="list-style-type: none"> Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends 	<ul style="list-style-type: none"> How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Information about your child's progress

National Expectations

Key		Expectation Descriptors	Scaled Score @end KS2
G =Working at Greater Depth	G Above Expected (GDS)	<ul style="list-style-type: none"> Is exceeding / significantly exceeding national expectations Is always successful in understanding the key learning objectives Can consistently apply their skills / knowledge in a range of contexts Can clearly explain and justify their ideas Demonstrates skills and knowledge beyond the curriculum Can analyse / evaluate their own and other's performance effectively 	115-120
	G- Just Above Expected (GDS-)	<ul style="list-style-type: none"> Is just exceeding national expectations Is almost always successful in understanding key learning objectives Is able to apply their skills, in a range of context, making few errors Can often explain and justify their ideas 	110-114
E Working at Expected Standard	E+ Just Above Expected EXS	<ul style="list-style-type: none"> Is meeting <u>all</u> of the NC expectations Is a successful learner and shows good understanding of the objectives taught Is able to learn new skills and use them accurately and independently May make occasional errors when applying their learning in other concepts 	108-109
	E Expected EXS	<ul style="list-style-type: none"> Is meeting <u>all</u> of the NC expectations Is a successful learner and shows good understanding of the objectives taught Is usually able to learn new skills and use them accurately and independently Is starting to apply their learning in other concepts 	104-107
	E- Just at Expected EXS	<ul style="list-style-type: none"> Is meeting most, but not all, of the NC expectations Is successful at learning many new concepts Is starting to apply their skills independently, but not consistently May make errors but will usually be able to improve work following feedback May have some smaller gaps in learning 	100-103
W Working Towards Expected Standard	W+ Just Below Expected WTS	<ul style="list-style-type: none"> Is able to access the national curriculum Has some gaps in their learning Experiences difficulty to embed concepts Often needs some scaffolding or support Often struggles to apply their learning independently 	96-99
	W Below Expected	<ul style="list-style-type: none"> Is able to access the NC with personalised support Has significant gaps in their learning Struggles to embed concepts Cannot apply their learning independently 	86-95

The role of the **Raising Standards Leader**, Mrs Sidhu, is to ensure the best possible outcomes and progress for all our children across KS1 and KS2.

In doing this, the RSL supports staff in their understanding of assessments and how to use it effectively. The RSL also provides challenge with regards to data and identifying key marginal children. After each round of assessments, the RSL will provide data reports to each year group to assist in identifying those children.

Jargon Buster

- EXS – *Expected Standard (EXS)*
- GDS – *Great Depth Standard (Above)*
- WTS – *Working Towards (Below)*

Different types of Assessments

- Pixl – Assessment/Tests
- GL Assessments - Assessment/Tests.
- Standardised Scores & Scaled Score
- Phonics screening
- MTC – Multiplication Times table Check (Y4)
- EYFS/GLD - Early Years Foundation Stage / Good Level of Development

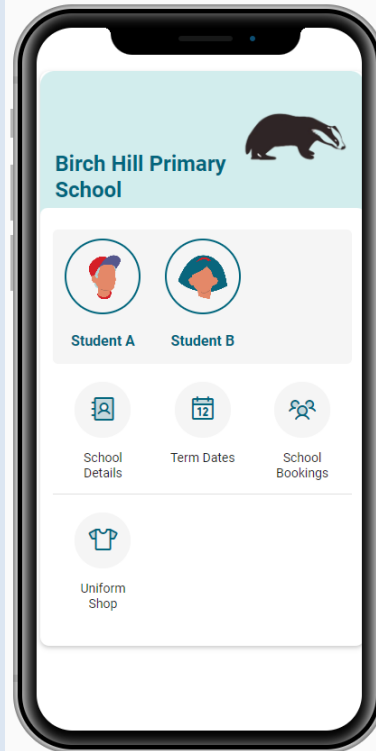
Communication to Parents

- Termly Parents Evenings & End of Term Report
 - Report on Hero app
 - Children invited



INTRODUCING HERO TO FAMILIES

The following message is a suggested introduction to Hero for parents and guardians. It explains your school's intention for online, real-time communication and reporting.



DEAR PARENTS AND GUARDIANS...

We are delighted to launch our new communication and reporting system, Hero: an online sharing platform with a complementary smart app.

Hero allows schools to customise an online environment that enables teachers, students, and families to view and share content anytime, anywhere on any device. The software is secure, easy to use and brings together all school-related information in one place.

With Hero, you have the ability to:

- Read and comment on posts relating to your child's learning.
- View information on your child's progress & goals.
- Read and comment on school notices sent to the class or groups your child is part of.
- Respond to school notices such as surveys and trip permission requests.
- View school term dates and calendar.
- Notify the school if your child is absent or late.
- Navigate to other school-related webpages.
- Customise your account by adding a profile image.
- Select how you wish to receive notifications.

Learning posts combined with syllabus information and goal-setting will form an online report that is designed to build year-on-year. Over time, you will have access to written posts, images, video, work samples, and helpful resources all in one place.

Over the coming year, staff and students will be posting rich content to our Hero software. We are looking forward to sharing this with you, including you in your child's learning journey.

Oracy

- Cold calling
- Nest Pair Share
- Say it better

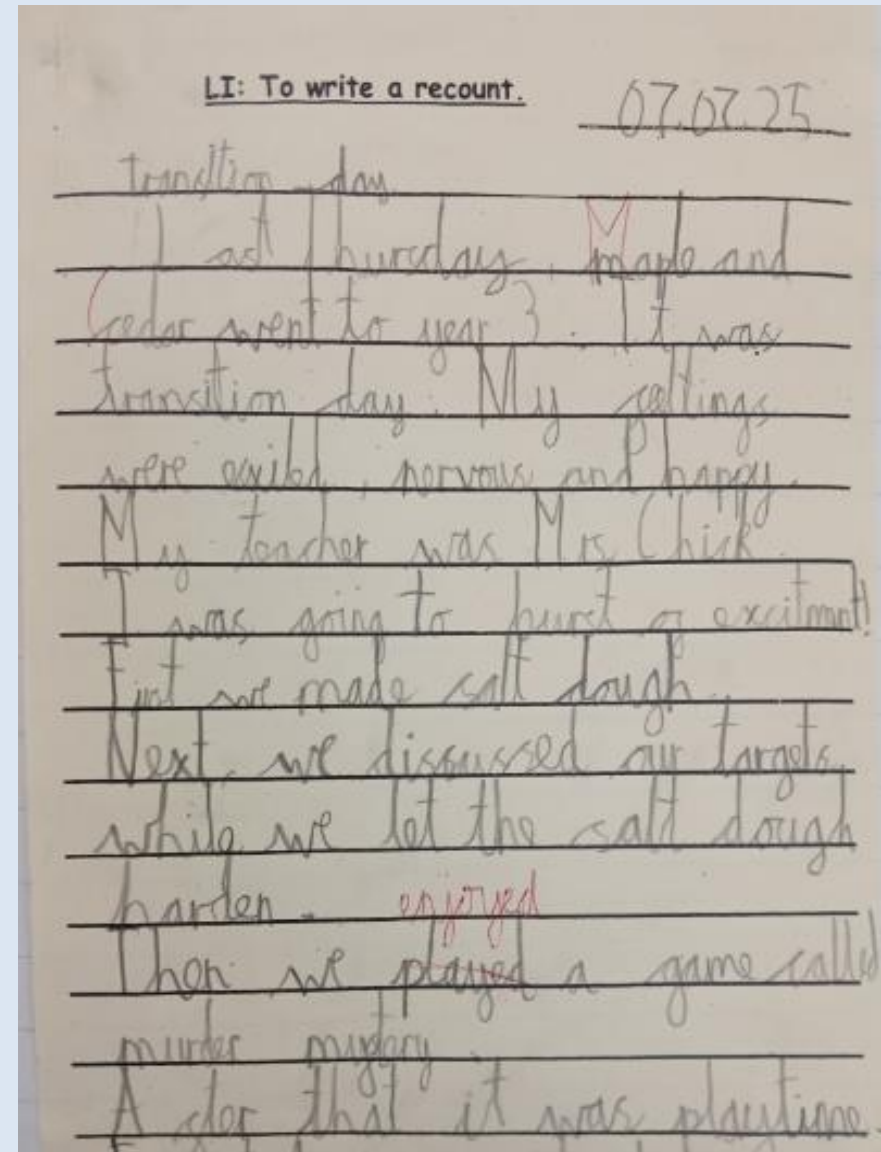
Writing

Talk 4 Writing

Expected learner in Year2

Things we look for in an expected piece of writing

- Cursive handwriting.
- Planned vocabulary choices.
- Texts structured using paragraphs.
- Punctuation – full stops and capital letters, apostrophes, exclamation marks and question marks.
- Correct use of tenses.
- Included the key features of the genre covered.



Cursive script in Year 2

A B C D E
F G H I J K
L M N O P
Q R S T U
V W X Y Z

a b c d e
f g h i j k
l m n o p
q r s t u
v w x y z

Letter formation

Pitter-patter

Curly caterpillar letters

Up, around and stop,
Back, around and down.

a c d f g o s q



Ladder letters

Up the ladder,
Down the ladder.

i j l t u y



One armed robots

Up the robot,
Down the robot,
Up the robot again.

b h k m n p r



Zigzag monster letters

Up, diagonally down

v w x



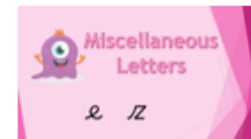
Miscellaneous letters

e - Diagonally up,

loop the loop,
and out again.

z - Up,
and horizontally across

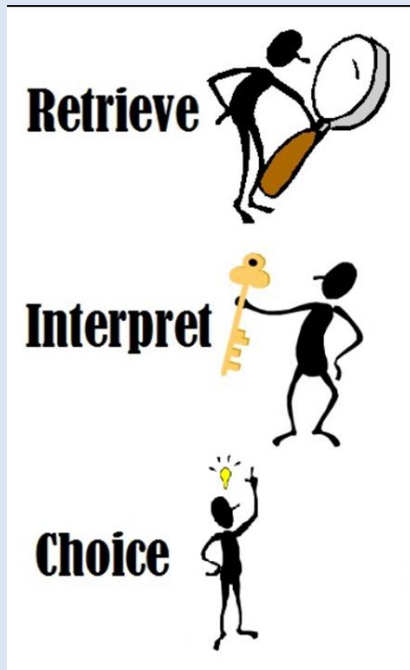
e z



Reading

- **Word reading** involves blending unfamiliar printed words (decoding).
- **Fluency** is the ability to read at a comfortable pace without undue hesitation which could impact on meaning or understanding.
- **Comprehension** is the understanding and interpretation of what has been read.

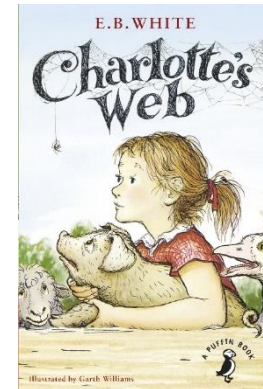
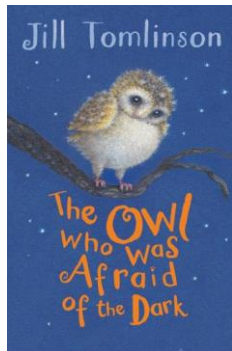
Reading with RIC



- Your child is responsible for changing their reading book once they have read it.
- Children will be heard by an adult once a week, either through group guided reading or one to one.
- Your child should be reading at home at least 5 times a week.
- Please sign their records when you have heard them read.

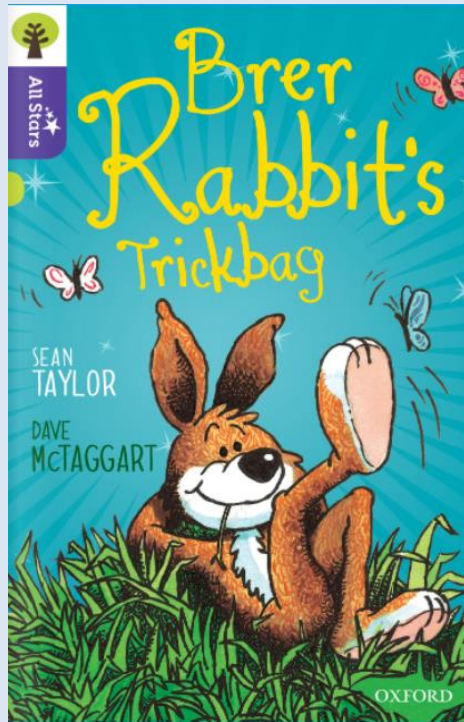


Teacher





Examples of Reading in Year 2



Lime level

He is not only clever in a tricky kind of way. He is funny in a clever, tricky kind of way. Which is why he is forever pestering the other animals, playing jokes and making mischief.



Brer Rabbit's neighbour, Brer Fox, knows all about those jokes. In fact, he was the one who opened Brer Rabbit's trickbag.

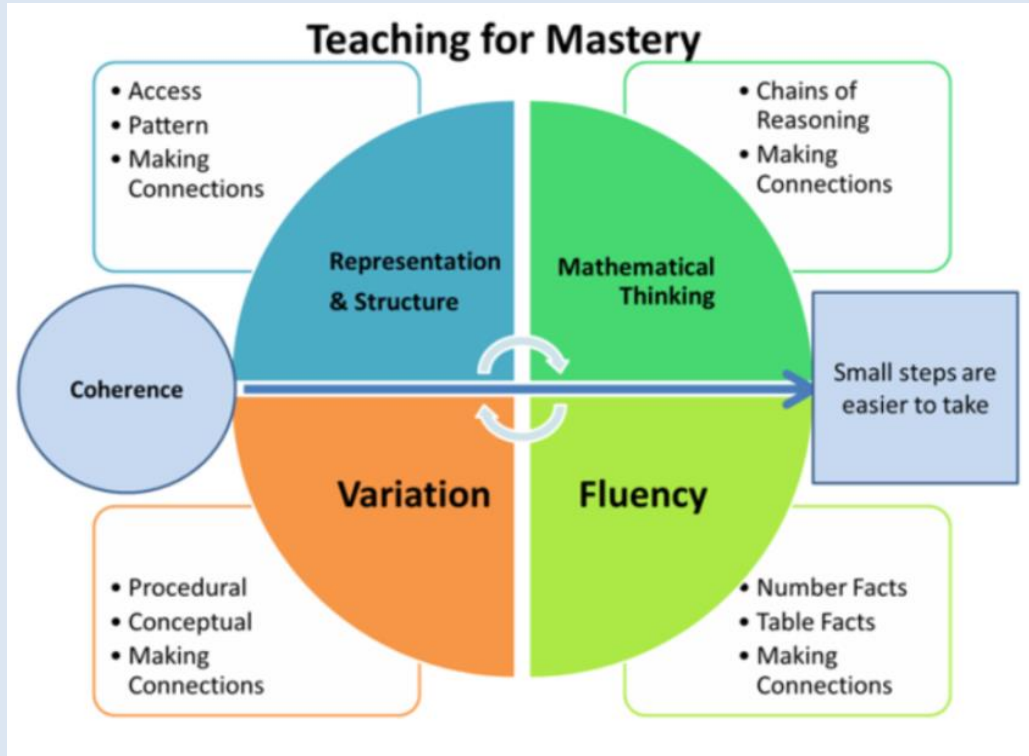


Oxford Levels and Book Bands

Year group	Age	Oxford Level	Book Band
Nursery	Up to 4 years old	1	Lilac
		1+	Pink
Reception / Primary 1	4-5 years old	1	Lilac
		1+	Pink
		2	Red
		3	Yellow
		4	Light blue
Year 1 / Primary 2	5-6 years old	5	Green
		6	Orange
		7	Turquoise
		8	Purple
Year 2 / Primary 3	6-7 years old	9	Gold
		10	White
		11	Lime
		12	Lime +



Mastery Maths



NCETM National Centre for Excellence in Teaching of Mathematics


Maths

Autumn Term:	<p>Number and Place Value – count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count, read and write numbers to 100.</p> <p>Ordering, comparing and looking at the value of each digit.</p> <p>Addition and Subtraction- Adding 2 and 3 digit numbers.</p> <p>Geometry – Introduce types of angles. Turns. Horizontal, vertical, perpendicular and parallel lines. Recognise and describe 2D and 3D shapes. Make 3D shapes.</p>
Spring Term:	<p>Multiplication and Division – 2, 5 and 10 times tables. Multiply 2 digits by 1 digit. Dividing and dividing with remainders.</p> <p>Measurement – Money, length, perimeter, mass and capacity</p>
Summer Term:	<p>Fractions – Halves, quarters and thirds. Equivalent fractions. Fractions of an object and fractions of amounts. Compare, order, add and subtract fractions.</p> <p>Time</p> <p>Position and Direction.</p> <p>Statistics – Bar charts, tables and pictograms</p>


Home Learning

- Daily Practice:
 - Reading** (3x per week minimum- PLEASE!)
 - Spelling – Test on Mondays**
 - Cross-Curricular Home learning grid

Birch Hill Primary Home Learning Train
Year 2 – Autumn 1 Why did London burn?

	<p><u>Art</u></p> <p>Are you feeling artistic? Create a fruit portrait in the style of the artist Giuseppe Arcimboldo.</p>	<p><u>English</u></p> <p>Write a letter to your class teacher telling them all about yourself. Who do you live with? What is your favourite meal? What are your hobbies?</p>	<p><u>History</u></p> <p>Create an information poster all about The Great Fire of London, including facts and pictures.</p>	<p><u>Maths</u></p> <p>Challenge yourself to a game of Place Value Basketball on Top Marks: https://www.topmarks.co.uk/learning-to-count/place-value-basketball</p>
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Homework Train Track

	<p><u>Music</u></p> <p>Create a short musical piece using only body percussion. Can you perform your piece in front of family or friends?</p>	<p><u>PSHE</u></p> <p>Create a personal fact-file. Full name: Date of Birth: Place of Birth: Hobbies: Likes: Dislikes</p>	<p><u>Our Class Book</u></p> <p>We are reading Esio Trot by Roald Dahl. Can you write down your thoughts about the book? Do you like the book? Tell me why. Who is your favourite character?</p>	<p><u>Handwriting</u></p> <p>Practice writing your handwriting at home. Can you start to join some of your letters?</p>
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Choose an activity from the train track to complete. Complete as many as you like. This is entirely optional, but we do find the children enjoy sharing what they have created. We look forward to seeing your work. Send it in at any time so we can share and celebrate it ☺



Phonics at Birch Hill

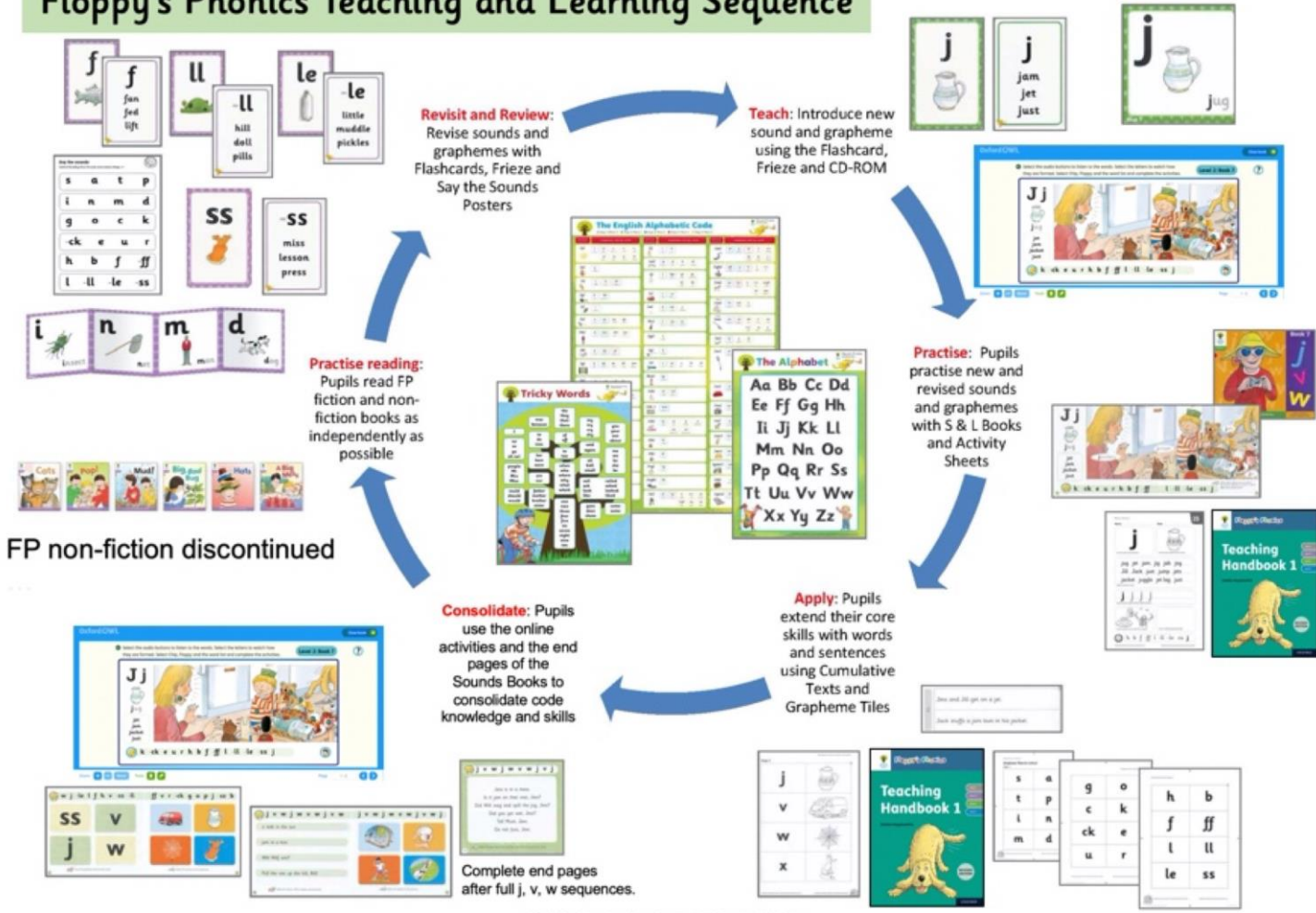
Our school uses the **Oxford Reading Tree** **Floppy's Phonics programme**

**By Oxford University Press
and Debbie Hepplewhite**



Phonics at Birch Hill

Floppy's Phonics Teaching and Learning Sequence





- 2 planting cycles every year
- Opportunity to plant, watch and taste produce grown.
- Integrated into science curriculum or linked to stories

Watch out for opportunities to come and work with your child(ren) in this fantastic resource

If you are particularly green-fingered and willing to offer your expertise, please **contact Mrs Pratt**



Safety

E-Safety

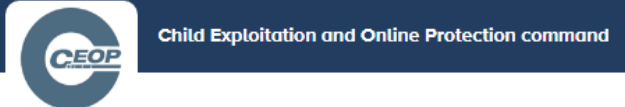
- Gaming – age appropriate
- Youtube Channel
- WhatsApp
- Cyberbullying (exclusion of children)
- TikTok/SnapChat
- <https://www.youtube.com/watch?v=sz4EyUMUTro> ESAFETY VIDEO



Please do not bring in any smart watches

Talking to your child about online safety

Advice on how to start the conversation and get support if you're worried.





A few reminders ...

- Parent Mail login / contact (including junk)
- Emergency Contact form-
 - it's vital that we have two contacts
 - Make sure you are getting emails (and not going into junk!)
- Uniform: available from Mr Wagstaff mikewagstaff56@gmail.com or from the school office
- Nut free, chocolate free school, healthy snacks (water only)
- Talk to us!



Thank you and questions