

Class Booklet

Year 2



Welcome to
Our Lady's

Welcome to Year 2!

Welcome to Year 2 and another year at Our Lady's!!

There are many exciting things happening in Year 2 this year, creating amazing opportunities for your children!

We are really looking forward to working with both you and the children!

Miss Minchin and the Year 2 team

How to contact Miss Minchin:

If there is anything you wish to discuss with the class teacher, please contact the school office to arrange an appointment.

Other notices should be written in your child's contact book. **Please make your child aware that a note has been written so they are able to notify the class teacher.**

Staff:

Class Teacher: Miss Minchin



Learning Support Assistant: Mrs. Shin-Aba



Learning Support Assistant: Miss Baillie



Learning Support Assistant: Miss Bullock



A typical day in year 2:

A typical day in Year 2 will start with the children completing different early morning work activities. These will be based around English, phonics or maths. The children will also be heard to read once a week during this time. Early Work will take place in small groups, to ensure the teacher can effectively support each child and monitor progression.

Children will then join the rest of the school for assembly.

Once assembly has finished, there will be a whole class lesson for maths or English. After a whole class input, children will complete their activities independently, working in a smaller group to ensure any misconceptions are addressed.

The children will then go into their learning projects. This is where the children in Year 2 choose their own projects; this determines what and how they would like to learn over the course of the next few days or week (the times may vary depending on the project your child has chosen).

During each term, challenges will be set out for all children to complete during their learning project time, the challenges run concurrently and are designed from the year-group specific curriculum for the non-core subjects (art, music, computing and DT), the children also have a science challenge each term. These will be accompanied by 'Masterclasses' and 'Apprentice Tasks', which consist of a skill or concept being taught through a 'Masterclass' and then the children will have a go at applying the skill during the 'Apprentice Task'. The children will then use the knowledge and skills from these tasks to complete the challenges.

Just before lunchtime, your child will have a whole class phonics lesson for 30 minutes.

Children's lunchtime is 12-1pm.

When children return from their lunch, they will either have a whole class RE lesson (twice a week), or an English or maths lesson, followed by a masterclass and then the children will return to their learning projects.

Before home time, the children will be read to everyday for 15 minutes. This will help their vocabulary, comprehension and expose the children to a variety of books, which will in turn aid their writing.

Children will have a PE lesson on a Wednesday afternoon. Children have access to the PE curriculum through project learning and they will also continue the BEAM scheme of work throughout the week. This focuses on core strength and balance.

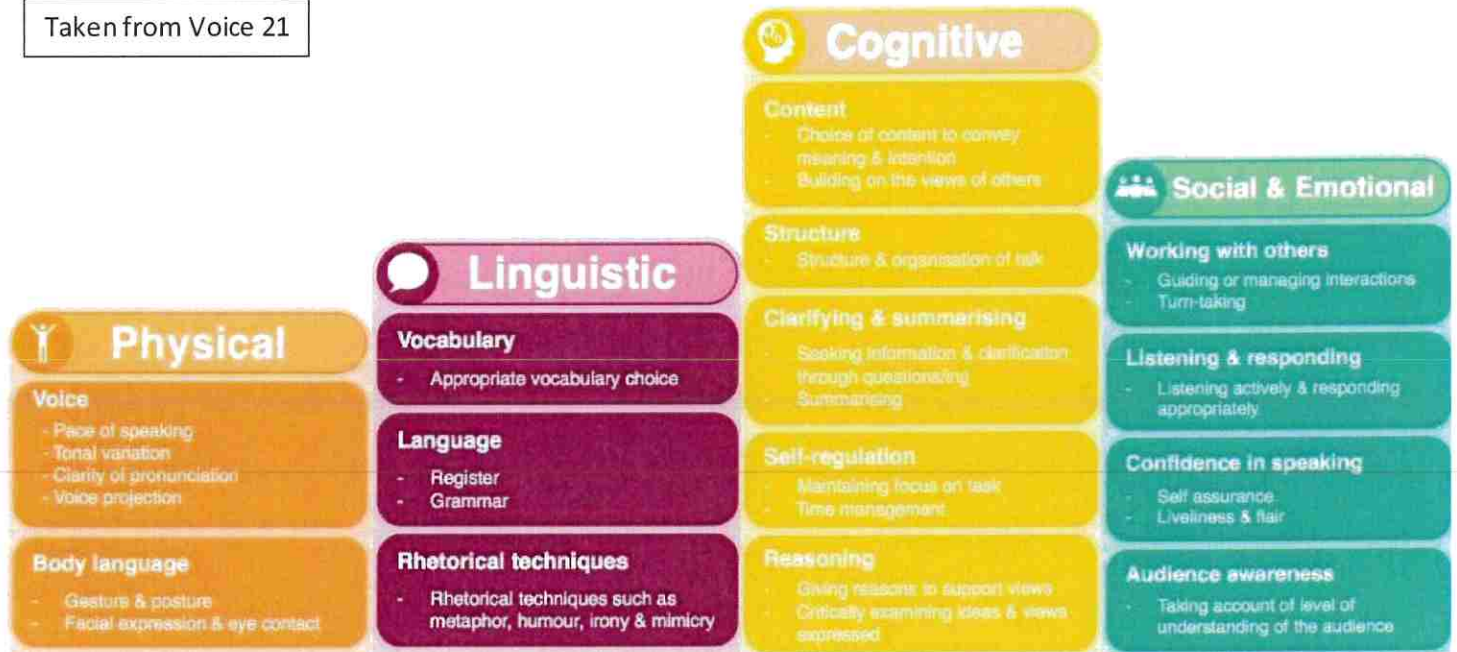
OUR CURRICULUM

INTENT	at Our Lady's ..	WE ARE AIMING HIGH												
	VALUES	Jesus, the teacher, guides our every step.												
		Love	Honesty	Community	Respect	Tolerance	Justice	Forgiveness						
		To provide a welcoming and caring community inspired by the Spirit of Christ that ensures everyone is able to be happy, valued, confident, safe and empowered.												
		AIMS	Building for better futures		Our children will lead happy & fulfilling lives			Growing a collaborative community		Extending boundaries of learning				
IMPLEMENTATION	GREAT TEACHING	Learning-focused environment, built on nurturing positive relationships, enabling all to feel safe & thrive	Expert subject knowledge, based on an understanding of cognition & learning	High expectations of conduct & learning behaviours	Exceptionally clear modelling of key concepts: a well-sign-posted learning journey	Precisely targeted questioning to accurately identify misconceptions and reshape activities	Challenge for all, with rich opportunities for mastery & breadth	Purposeful marking and feedback	Opportunities to embed concepts into long-term memory: to recap, apply & make connections	Accurate assessment informs next steps planning	Teachers passionately model a growth mindset and engage in life-long learning			
		Playing and exploring			Active learning			Creating and thinking critically						
	GREAT LEARNING	Active communicator	Independent learner	Reflective evaluator	Information processor	Pro-active social thinker	Self-manager	Problem solver	Creative thinker	Effective investigator				
		Communication & language		Physical development		Personal, social & emotional development		Literacy	Mathematics	Understanding the World	Expressive arts & design			
	BREADTH & BALANCE	English	Mathematics	Religious Education	Science	Art & Design	Computing	Design Technology	Geography	History	Modern Languages	Music	Physical Education	Personal, Social, Health & economic Education
		Memorable, meaningful, cross-curricular themes	Children's interests explored	Passionate, inspired teachers	Inspiring learning environments	Visits, visitors, events & experiences which increase cultural capital	Empowerment through pupil leadership	Range of high quality texts which inspire a love of reading	Integrated use of new technologies	Learning outdoors	Collaboration across phases in the Deanery			
	INSPIRING CONTEXTS	Inclusion, equality & aspiration at the heart	Celebration of individual achievement & success	Timely intervention & reasonable adjustment	Equal rights, equal access	Ecological awareness	Disability awareness	Connected with local, national & global communities	Health & first aid	Protective behaviours	Equipped for a dynamic future			
		Drug education	Sex education	Online safety	Anti-bullying	Ant-racism	Protection from extremism							
	SAFE-GUARDING	Drug education		Sex education	Online safety	Anti-bullying	Ant-racism	Protection from extremism	Health & first aid	Protective behaviours	Keeping safe at home, school & in the locality			
		Impact 1: Emotional		Impact 2: Social			Impact 3: Intellectual							
IMPACT	GREAT OUTCOMES	Children are happy and enjoy coming to school. Parents and carers are happy with the school and high proportions would recommend us to others.			Children demonstrate our vision and values in their learning and behaviour in and around school. Children learn to make the right choices for their safety. The choices children make benefit the school and local community.			Children consistently achieve highly, particularly the most disadvantaged. Children make at least expected progress and attain in line with or better than national expectation. Children with SEND achieve the best possible outcomes from their starting points.						
		Nationally generated performance information about pupil progress and attainment (IDSR)	Internal school self-evaluation and first-hand evidence of how pupils are doing	Listening to a range of pupils read	Discussions with pupils about what they have remembered about the content they have studied	External validation of judgements through school improvement partnerships and across the LA and Deanery								
EVALUATION														

The importance of Oracy

Oracy is about being a strong and effective communicator. This means that it also refers to the range of speaking and listening skills, behaviours, and language necessary for communicating and working with others so that it makes sense to them. There are four key areas for Oracy skills; they are the physical, social and emotional, linguistic and cognitive aspects of learning.

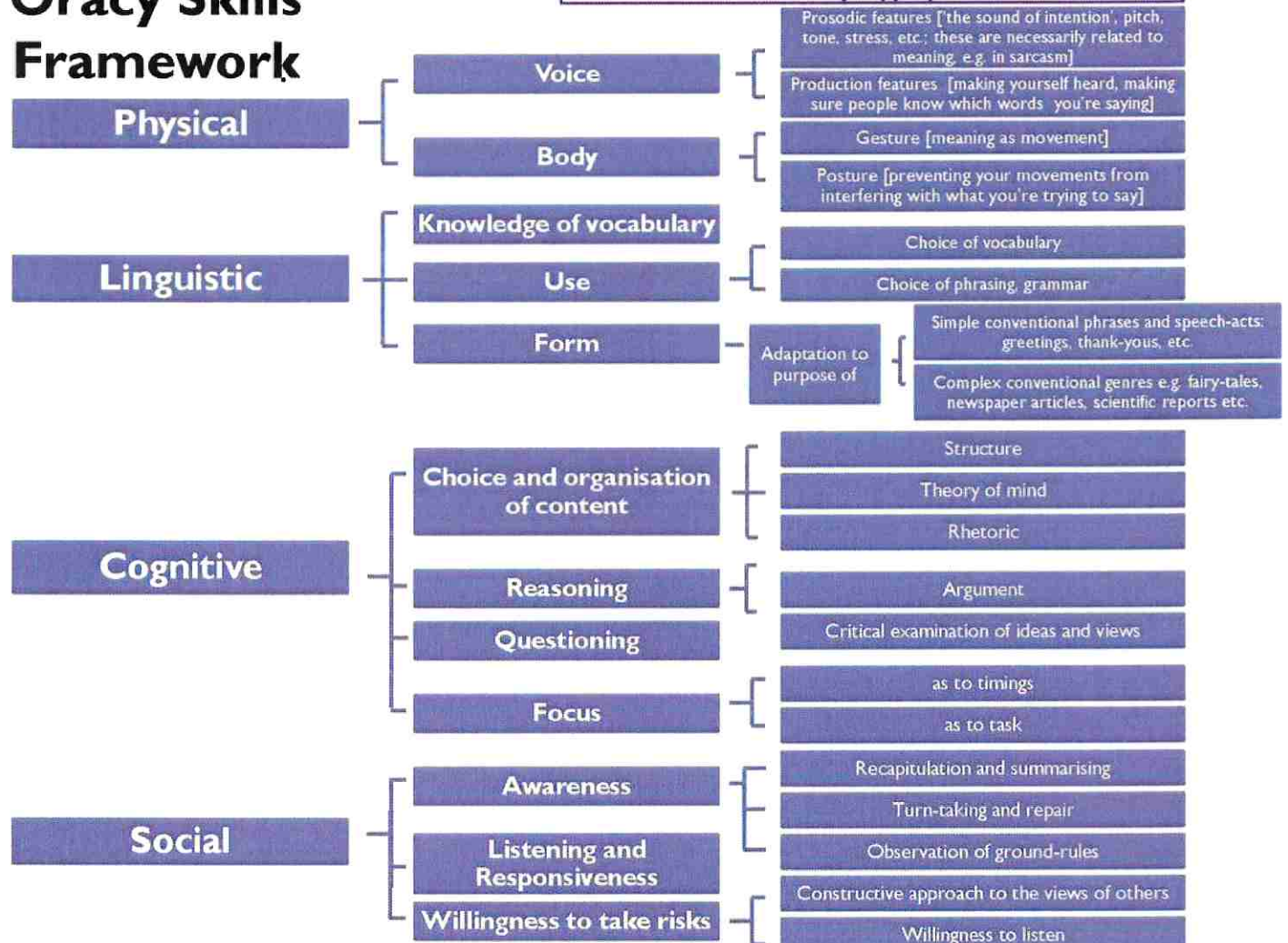
Taken from Voice 21



Copyright © 2015 University of Cambridge. All rights reserved. This document is the property of the University of Cambridge and is not to be distributed outside the University of Cambridge. It is a registered trademark of the University of Cambridge.

Oracy Skills Framework

Exercise of all skills is always appropriate to context



Why is Oracy so important for children?

- Good oracy skills can help children in every subject that they learn in school. It enables them to express their thoughts and opinions about what they are learning and interact with others thoughtfully and productively.
- Communicating effectively also means that children will be able to express themselves when they do not understand something or perhaps need a little more support with a specific topic. With good oracy skills, they can reach out and explain what they are thinking and what they need help with.
- Having good oracy skills is vital for outside the classroom too. Building strong relationships depends on effective communication, so children will need to develop their oracy skills to form friendships with their peers and teachers.
- Teaching oracy at a young age means that children will have a greater chance of growing up into adults who can healthily express their feelings and be more capable of dealing with a range of emotions.

What are the types of communication?

Verbal communication has to do with the words we use when speaking:

- Pitch (speaking in a loud voice vs. whispering)
- Tone (calm, firm, loving, gentle, angry, accusatory)
- Word choice
- Language/dialect (using words that your child understands)

Nonverbal communication has to do with body language:

- Physical touch (hugs, high fives)
- Hand gestures (thumbs up)
- Facial expressions (smiling, frowning)
- Eye contact (direct, indirect)
- Personal space (body autonomy)

Early Language: Language Development

- By 22 months – a child's language development can predict outcomes at age 26
- By 2 years – 75% of a child's brain growth has occurred
- By ages 3-6 years – a child's narrative skills are a powerful predictor of literacy skills at 8-12 years
- By 5 years – a child's vocabulary will predict their educational success and outcomes at age 30

As a school, we will continue to work on the importance of the physical skills of literacy by expecting children to be active listeners and clear communicators. The key focus this year will be on how children can develop their linguistic skills by using appropriate vocabulary and grammar as well as sentence stems to support their ideas. We will also focus on the importance of the social aspects of Oracy. All classes will have Oracy homework sent home for parents to support their children in their Oracy development.

How we teach:

In Year 2, we teach the Year 2 National Curriculum through an approach called Continuous Provision. This is where the children select their own learning projects and choose the learning style that best suits them, while learning and achieving the expected standards outlined in the National Curriculum. This approach allows the children to have continuous access to a variety of resources to aid their progress, regardless of their learning project at the time.

It is widely accepted that the use of Continuous Provision has many benefits. It builds the children's confidence in their approach to learning, while also challenging their thinking and developing problem solving skills. All of which can be transferred to wider life and throughout their whole school life, beyond the primary school setting.

Continuous Provision also helps build the qualities that children will need to help them achieve the Characteristics of Effective Learning and our school values. Being able to achieve these and multiple other qualities through Continuous Provision will enable children to fully understand their individual way of learning.

Please see these links for more information on Continuous Provision:

<https://earlyexcellence.com/latest-news/press-articles/maximising-learning-in-key-stage-one/>

<https://earlyexcellence.com/latest-news/press-articles/using-continuous-provision/>

In addition to learning projects, the children will still have whole class lessons for English, maths, RE and phonics. This is where the children will have a set objective against the expectations in the curriculum.

English and maths will be taught as whole class lessons and within small groups. This enables the teaching to be targeted towards individual needs. We will focus on specific areas outlined in the National Curriculum in both whole class lessons and Continuous Provision sessions. In addition to this, a main focus this year will be on oracy. The children will be taught the art of communication; what makes a good listener and a good speaker. This will be done through modelling, playing games, the children creating their own rules to follow and, most importantly, practice. Alongside this, the children will continue to learn new Makaton signs each week and they will be encouraged to use them daily.

RE will be taught as a whole class lesson twice a week. This year we will focus on:

- Beginnings
- Preparing
- Thanksgiving
- Opportunities
- Spread the Word
- Rules

Reading will be taught throughout out English lessons. It will also be taught through the children's learning projects in a variety of ways. Hearing children read once a week will also enable different reading skills to be taught.

In Year 2, we will be continuing to use Helicopter Stories to further children's reading and writing skills.

A key component in Year 2 is the children achieving the Characteristics of Effective Learning (CoEL), which they continue to build upon from their time in Reception and Year 1. There are three areas of CoEL:

- Playing and exploring
- Active Learning
- Creating and Thinking Critically

While continuing to build on all of the characteristics, Year 2 will have a main focus on 'Creating and Thinking Critically'. Your child may then receive a headteacher's award based on their demonstration of CoEL and school values.

The Characteristics of Effective Learning

To help the children settle into the new classroom routines in Year 2 we will be encouraging them to develop their understanding of the characteristics of effective learning, which they began in Reception, in line with the rest of the school's Learning Behaviours.

The ways in which a child engages with other people and their environment underpin learning and development across all areas and support the child to remain an effective and motivated learner. The three Characteristics of Effective Learning are:

- **playing and exploring** - finding out and exploring, playing with what they know, being willing to 'have a go'.
- **active learning** - being involved and concentrating, keeping trying, enjoying achieving what they set out to do.
- **creating and thinking critically** - having their own ideas, making links, choosing ways to do things.

Outdoor Learning

Direct experience outdoors is powerful, motivating and has impact and credibility. Therefore, outdoor learning at Our Lady's Catholic Primary School is about engaging children in many different ways, ensuring that learning is being brought to life as well as making connections across the curriculum and developing their social skills and learning behaviours. At our school, we believe that all children have the right to experience the unique and special nature of being outdoors. Outdoor learning is integrated into the curriculum, including during forest school inspired learning and the use of Multiple Intelligences. (See MI curriculum examples) We ensure that experiences and sessions are frequent with a continuous flow from outdoor to indoor and vice versa with all lessons supporting learning.

What is Outdoor Learning?

Outdoor Learning is a broad term that includes: outdoor play in the early years, school grounds projects, environmental education, recreational and adventure activities, personal and social development programmes, expeditions, team building, leadership training, management development, education for sustainability, adventure therapy ... and more. Outdoor Learning does not have a clearly defined boundary but it does have a common core.

All forms of Outdoor Learning value direct experience

Outdoor Learning can provide a dramatic contrast to the indoor classroom. Through skilled teaching, interpretation or facilitation, outdoor experiences readily become a stimulating source of fascination, personal growth and breakthroughs in learning.

Outdoor Learning is active learning in the outdoors

In Outdoor Learning, participants learn through what they do, through what they encounter and through what they discover. Participants learn about the outdoors, themselves and each other, while also learning outdoor skills. Active learning readily develops the learning skills of enquiry, experiment, feedback, reflection, review and cooperative learning.

Outdoor Learning is real learning

Not only does Outdoor Learning happen in the natural environments where participants can see, hear, touch and smell the real thing, it also happens in an arena where actions have real results and consequences. Outdoor Learning can help to bring many school subjects alive while also providing experiential opportunities for fulfilling the National Curriculum.

Outdoor Learning broadens horizons and stimulates new interests

There is no limit to the experiences and curiosities that outdoor environments and activities can arouse. Participants frequently discover potential, abilities and interests that surprise themselves and others. Safety codes provide clear boundaries and learning goals give clear direction, but Outdoor Learning draws in energy and inspiration from all around. 'Broadening horizons' is a common outcome.

Outdoor Learning is becoming more integrated

Many forms of Outdoor Learning are crossing traditional boundaries: recreation providers are paying more attention to personal and social development; development-training providers are showing more interest in the environment and sustainability; field studies are becoming more active and developmental. Participants' experiences are enriched as providers develop a broader vision and more integrated practice.

Uniform and Timetable for Forest School Inspired Learning

	Monday	Tuesday	Wednesday	Thursday	Friday
AM	Year 2		Reception		Year 4
PM	Year 6	Year 5	Year 1	Year 3	

Forest School Uniform	
Black/navy jogging bottoms or leggings and a sweatshirt Black/navy t-shirt Wellington boots	During Winter: Hat, scarf, gloves and thick socks

Since the forest school sessions began, it has become increasingly common for children to be wearing expensive/fashionable forest school clothing. These are not appropriate for the sessions as they will get ruined, particularly in the coming autumn and winter months. For true learning to take place in the outdoor environment, children cannot be concerned with muddying or damaging expensive clothing. There are pictures below to help all understand the expectations.



Multiple Intelligences

What is intelligence?

According to Dr Howard Gardner (1983), 'An intelligence entails the ability to solve problems or fashion products that are of consequence in a particular cultural setting or community.'

Multiple intelligences are a powerful and empowering tool as they allow learners to learn what they really need. They describe skills, potential and preferences. Multiple intelligences do not work alone in the learning process, they work in conjunction with learning styles and thinking skills. Mike Fleetham states, 'Learning styles are the different ways in which a learner takes in information. Thinking skills are the different ways in which a learner processes, stores and retrieves information. Multiple intelligences are the different skills and talents a learner uses to make products and solve problems – to demonstrate learning.'

There are eight multiple intelligences that we will focus on and we have called our intelligences 'wise' to ensure that everybody clearly understands that this is not an academic focus but a further development of learning behaviours and how we approach the way in which pupils learn. The multiple intelligences are:

- Body Wise (Kinaesthetic Intelligence)
- Logic Wise (Logical/Mathematical Intelligence)
- Music Wise (Musical Intelligence)
- Word Wise (Verbal/Linguistic Intelligence)
- Visual Wise (Spatial Intelligence)
- Self-Wise (Interpersonal Intelligence)
- People Wise (Intrapersonal Intelligence)
- Nature Wise (Naturalist Intelligence)

There are four different approaches to how multiple intelligences can support teaching and learning. They are:

- building on strengths;
- developing talents;
- enhancing understanding;
- solving problems.

At Our Lady's Catholic Primary School, these are the cornerstones of our Multiple Intelligences.

- Everyone is WISE (Wonderfully, Intelligent, Skilful, Experimenters) in their own unique way.
- There are at least eight ways to be wise.
- Our intelligences combine and work together.
- Everyone has each intelligence.
- Intelligences can develop and grow.
- All year groups have key definitions related to their abilities.

Our Catchphrase is:

- Everyone is **WISE!**
(**Wonderfully Intelligent Skilful Experimenters**)

Word Wise

Understands the meaning of words and uses precise vocabulary
Expresses themselves clearly when talking, loves to debate and enjoys the art of conversation
Can explain ideas effectively to others

Self-Wise

Sets personal goals and works to achieve them
Is able to plan and make decisions
Effectively and independently uses the school learning behaviours
Enjoys spending time alone and feels good about themselves

Logic Wise

Asks questions
Spot mistakes quickly
Understands, recognises and categorizes information and patterns
Organises thoughts clearly and makes connections

Visual Wise

Can recognise and imagine objects, 3D shapes, patterns, events and ideas in their heads
Are creative thinkers and enjoy completing art projects
Can create visual aids to remember ideas

Multiple Intelligences

Nature Wise

Keen to learn from, care for, protect and understand the environment
Enjoys forest school sessions and being outside
Recognises different plants and species of animals

People Wise

Has empathy towards others and knows how they feel
Will offer service to all and are peacemakers
Are active communicators and team players and work well with others
Enjoy making friends and meeting new people

Body Wise

Really active
Great co-ordination
Enjoys sport, moving, acting and dancing
Uses body to learn new practical skills and shares this with others

Music Wise

Expresses themselves through music and instruments
Enjoys listening to, playing, making and mixing music
Learns through music and easily remembers songs
Relaxes to music

How we assess:

When your child is in Year 2, as like any other class, there will be ongoing assessments to ensure we are meeting the needs of your child. Due to a change in Government policies, the KS1 SATs tests that usually take place in May, have now become optional for schools. End of KS1 judgements were arrived at through teacher judgement. The SATs tests formed just one part of this. This teacher judgement will still take place: your child will either be Working Towards (WTS), Expected Standard (EXP) or working at Greater Depth (GDS) and this will be reported to you at the end of Terms 1, 4 and 6.

Our Lady's Catholic Primary School Behaviour Blueprint for KS1



The Our Lady's Way...

This is how we do it here...

At Our Lady's Catholic Primary School, we always have to be kind and show respect to each other. We need to try our best to learn something new every day. To be happy we need to make good choices every day and help our friends to do this. God has chosen all of us and made us different, we speak to him every day. We thank God everyday by showing good manners. As a school we have good thinkers that value our learning so we can help the world become a better place.

Adult Responsibilities

Say hello to everybody they meet
Praise good choices from everyone
Adults are calm and caring
Adults are helpful and kind
Adults are thankful and forgiving

Pupil Responsibilities

We are ready to learn
We will be quick and sensible in the cloakroom
We are respectful to others and responsible for our clothing and equipment
We will be safe and sensible when moving around the school

To be amazing we will:

Use Our School Values
Use Our Characteristics of Effective Learning
Always Try Our Best
Use our 5Bs
Think for Ourselves

Token System



Tokens are rewarded for outstanding general behaviour, as well as use of Characteristics of Effective Learning and school values. Children can buy from the shop and classes can organise celebrations.

How do we get tokens and celebrate our successes?

- We can earn tokens by following the behaviour blueprint, completing challenges and always trying our best.
- We try to be good role models and always use our manners.
- We make good choices.
- We will be able to go to the token shop once a term.
- We have star of the week every Friday.
- We have our big token prizes when we have saved up enough tokens in our bank.
- Headteacher Awards

Key Conversations

- What happened?
- What were you thinking at the time?
- Why did you do this?
- What have you thought since?
- How did this make people feel?
- How are you feeling right now?
- What should we do to put things right?
- How can we do things differently in the future?

How Adults Can Help...

Active 30 Second Interventions

- **I have noticed that** you are... (having trouble getting started, wandering around etc...) right now.
- **At Our Lady's, we ...** (refer to the Behaviour Blueprint, School Values & Class Mission Statement – ready, respectful and safe).
- **That was unexpected** – how can we change that?
- **Because of that**, you need to... (refer to action support behaviour e.g. moving to another table, complete learning at another time).
- **See me for 2** (or up to 3) minutes after class/break or lunchtimes.
- **Do you remember yesterday/last week when you...** (refer to previous positive behaviour and behaviour steps)?
- **This is who I need to see today...**
- **Thank you for listening ...** then use tokens to give the child a reward.

Relentless Routines

Wonderful Walking Legendary Lining up Protective Playtimes Terrific Transitions Talented Talkers
Active Listening Clean Cloakrooms Learning Champions Perfect Presentation Mission Makers

What do Relentless Routines mean?

Active Listening



Talented Talkers



Clean Cloakrooms



Vision, Mission Statement and Values

Our Lady's Catholic Primary School is a welcoming and caring community inspired by the Spirit of Christ that allows all gathered to develop and deepen their relationship with God. We strive to ensure that everyone is able to be happy, valued, confident, and safe and empowered, thus allowing them to discover their individual talents and strengths through a creative and life-long learning experience.

Why have a Vision Statement?

A vision statement provides a clear direction for a school. It drives it forward, striving for improvement. Our Vision is:

To provide a welcoming and caring community inspired by the Spirit of Christ that ensures everyone is able to be valued, confident, safe and empowered.

What is a Mission Statement?

A mission statement articulates the vision of the school. It is central to the strategic development of the school. It offers an explanation of the school's aims and rationale. Our Mission Statement is:

Our Lady's School is founded on faith in Jesus Christ and the life of the school community is centred in His presence.

This is Our Mission:

Our faith and love for God is cherished and developed through worship, prayer and forgiveness.

Understand how to guide others to have a more active relationship with Jesus, celebrating us as Mission Makers and Servant Leaders.

Respect and involve our parents showing them how we learn, how we use our Multiple Intelligences and how we become Learning Champions.

Live, learn and love, creating a caring, safe and friendly environment where all are welcome.

Always represent the school by being a great role model.

*Develop our community by working in partnership with everyone.
(School, Home and Church)*

You can show others how we can work together to become active global citizens.

Strive to be the best that we can be.

What are values?

Values are the moral code of the school and are based on 'The Beatitudes'. There are seven school values and the children studied people from the bible and role models who embody these values. Here are the school values.

Forgiveness
(The Prodigal Son,
St Joan of Arc &
Nelson Mandela -
Y1)

Compassion
(The Good
Samaritan, St
Francis of Assisi &
Michelle Obama -
YR)

Faithfulness
(Noah's Ark, St
Therese of
Lisieux & Oscar
Romero - Y5)

Our School Values (Based on 'The Beatitudes')

Being Humble
(King Solomon,
St John Vianney
& Saint Mother
Theresa - Y3)

Truthfulness
(The story of
Zacchaeus, St
Bernadette &
Malala Yousafzai
- Y2)

Service to All
(The Story of
Ruth, St Anthony
of Padua & Pope
Francis - Y6)

Peacemakers
(The story of
Isaac, St
Elizabeth of
Portugal &
Gandhi - Y4)

Zones of Regulation

The Zones of Regulation is a cognitive behavioural approach that is used to teach self-regulation strategies through categorising all of the different ways we feel into four clear and concrete coloured zones. The framework provides strategies to teach children and young people to become more aware of and be independent in controlling their emotions and impulses, managing their own sensory needs and improving problem-solving abilities. It aims to help children move towards independent regulation. It is a visual and structured programme that teaches children to develop their understanding of emotions in both themselves and in others, to understand how their emotions and behaviours affect everybody around them, and learn what tools they can use to manage these feelings.

What are the goals of the programme?

- To recognise and communicate the different zones.
- To learn tools to stay in or move between zones.
- To develop an individualised set of tools for each pupil.
- For both adults and the children themselves to recognise triggers and when to use tools.
- To recognise others' emotions and how own behaviour impacts others.
- To be able to independently regulate: to control emotions/impulses, manage sensory needs and improve problem-solving skills.

There are four zones within the programme: (See the diagram below for further explanation)

- The Blue Zone is used to describe a low state of alertness and arousal.
- The Green Zone is used to describe a calm state of alertness. This is the zone where optimal learning occurs.
- The Yellow zone is used to describe a heightened state of alertness and elevated emotions; however, the child still has control over their emotions.
- The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A child may not have control over their own emotions and behaviours if they are in the red zone.

How can you help yourself?

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
			
How might you feel?	How might you feel?	How might you feel?	How might you feel?
sad tired bored moving slowly	happy okay focussed ready to learn	nervous confused silly not ready to learn	angry frustrated scared out of control
What might help you?	What might help you?	What might help you?	What might help you?
Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help

The Zones can be compared to traffic signs:

- The Blue Zone can be compared to the rest area signs where one goes to rest or re-energize.
- When given a green light or in the Green Zone, one is “good to go”.
- A yellow sign means be aware or take caution, which applies to the Yellow Zone.
- A red light or stop sign means stop, and when one is the Red Zone this often is the case.



The zones of regulation teaches children and young people that all zones are natural to experience and it is okay and acceptable not to be in the green zone. We all experience multiple, (if not all four!) zones every day and can be in more than one zone at the same time. It is important to learn what to do in order to get back to the green zone, if you are not feeling happy and the framework teaches children and young people to manage their emotions based on the environment and its demands, and the people around them at any given time. **It is important to remember that there are NO bad zones.**

So what does the zones of regulation look like in practice?

Children are encouraged to ‘check in’ to the zone station when they arrive in school in the morning, and throughout the day. This may need to be supported and modelled by adults initially, e.g. “you were feeling happy earlier but I think you look a bit excited now, shall we change you to the yellow zone?” This may need to be simpler at first, e.g. just one emotion per zone.



Children are encouraged to learn about what different emotions look like in other people, their friends, their family and the ir teaching staff. You Tube is an amazing resource for this element, just type in Zones of Regulation!

Children will have visuals for different 'tools' available from the beginning of the programme and adults are encouraged to model alongside this, e.g. "I think you might be a bit excited, shall we go to the relaxation corner?"



Once children have developed their understanding of emotions, they can begin to relate this to themselves and discussions can be had around what helps them get back to green zone. Children are encouraged to talk about feelings! When people in their environment are sad, or frustrated or anxious, talking about this will support their understanding and consolidate their learning further, e.g. "I know ___ is feeling sad isn't he, he's in the blue zone right now, and what can we do to help him get back to green?"

Health and Relationship Overview

In Year 2, we use Ten Ten Life to the Full for our Health and Relationships work. This work begins towards the end of the year. The children work through three modules in Key Stage 1. The modules are:

Module 1: Created and Loved by God – children explore how they are unique, made by God. This is a focus on personal relationships e.g. friendships.

Module 2: Created to Love Others. This module builds on module 1 and helps children understand the strategies for being safe online and in their daily lives.

Module 3: Created to Live in Community. This explores how we are all living in the same world, and the importance of looking after this.

Token system for KS1:

Children in Year 2 have the token system as an incentive. The children can earn tokens based on their CoEL, School Values and the Behaviour Blueprint. The children can also lose tokens based on the same categories. When children have earned a token from an adult, they are physically given them to put into their token pot. Once a term, the children can use the tokens they have acquired to 'buy' treats from our 'token shop' – these are usually items of stationery. The children also work towards building the tokens in their class bank in exchange for a big prize that the whole class participates in. There are three class bank milestones throughout the year. As the class works through the milestones, the prizes (which are decided upon by the children) get bigger!

Sashes:

In Year 2, our sashes work with the children will continue. These are reviewed periodically throughout the year with the teaching team and children; different skills are signed off and new targets are verbally given to children. This is to encourage the children to continue to work towards the badges they can earn. All work related to the sashes completed at school and at home is to be documented using 'Evidence Me'. There is a celebration of sashes in Term 6, where the children are awarded the badges, they have earned.

'Five Things to do before I leave Year 2' should be completed throughout the year.

During Term 2, the children should focus on achieving the statements towards the 'Being Responsible' badge.

Term 3 – The children should focus on the oracy component of their Sash awards.

Term 4 – The reading strands should be completed throughout this term.

Term 5 – Year 2 will focus on the 'Social and Friendship' strands of their sash awards.

Please see separate sashes letter, which will be sent via email, for further information regarding deadlines for completion of each badge as well as further guidance regarding the use of Evidence Me.

Packed Lunch Examples:

In order for your child to be able to make the most of their day at school, it is ideal for them to have a lunch, which will provide them with the energy they will need.

Please click the link below to see advice and ideas for packing a healthy lunchbox, from the NHS Better Health: Healthier Families website. (Previously Change4Life)

<https://www.nhs.uk/healthier-families/recipes/healthier-lunchboxes/>

Please be advised that nuts may not be included in packed lunches, including nut based spreads such as peanut butter and Nutella.

How parents can help their children

During your child's time in Year 2, your help and support will be valuable to both the teaching team and your child's learning in many ways.

Reading at home:

Please listen to your child read every day for at least 15 minutes. While your child is reading, it is important to discuss the story with your child in detail. Asking each other questions about the story will help your child to answer their comprehension sheets and develop key skills for reading. There is a bookmark in your child's book folder that will help in the forming of questions relating to different reading skills. If your child has finished the book, please read another book from home. It is important for children to hear adults read to them to expose them to different reading styles, different books as well as fostering a love for reading and storytelling.

Once you have read with your child, please remember to sign and date their contact book to let the teaching staff know that your child has regular reading practice. Children's books will only be changed if there is a 'book finished' note, signed by a parent/carer and dated.

Homework:

Please read with your child every day.

Continuing their Numbots will help consolidate their knowledge around number. Then, from Term 2, children can use Times Tables Rock Stars (TTRS) to practise multiplication facts for the 2, 5 and 10 times tables. This will be important for their progression and development in mathematics throughout Year 2. TTRS is accessed with the same login that is used to access Numbots.

One of the most crucial ways to support your child's learning and progression is through the experiences you give them. Being able to have an extended conversation with your child, enables them to write in the proper manner that is expected. Having family activities such as going to the beach (preferably not just when it is hot!), going to parks in all weathers, playing board games with them, playing outside with them, enables your child to have a bank of life experiences that gives them the creativity, resilience and communication skills that is needed for your child to progress throughout their school career. The children have come up with five things they would like to do before they leave Year 2 with their families at home. By helping your child complete these activities, it will help them achieve awards for their sashes. Please upload evidence of these using 'Evidence Me'.

PE Kits and Uniform:

Please ensure your child has a FULL PE kit in school on Monday to Friday. Children will be reminded to take it home on a Friday. Children should also have wellies in school for use at forest school. Children also have access in school for waterproof overalls to use while at forest school. Forest school uniform needs to be navy blue or black items that do not have large logos. Please ensure all uniform is clearly labelled with your child's name.

Water Bottles:

Children are allowed to bring water bottles with a 'sipper top' into the classroom every day. We keep them accessible, and they are encouraged to drink water throughout the day to keep them hydrated. Please ensure that only water is in their bottle and it is clearly labelled with your child's name.