



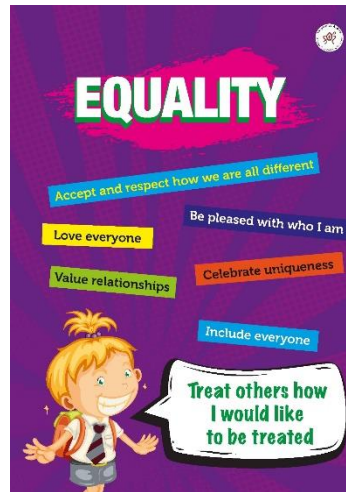
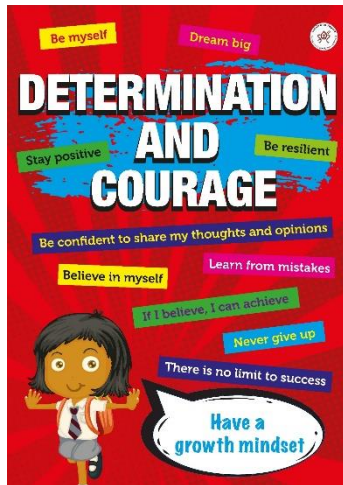
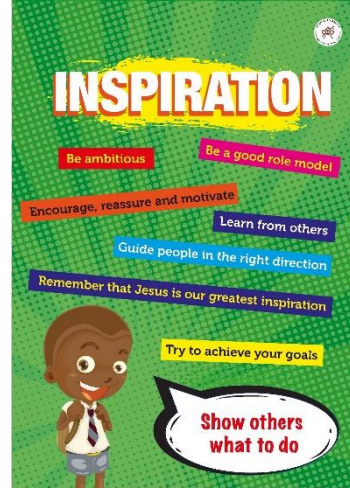
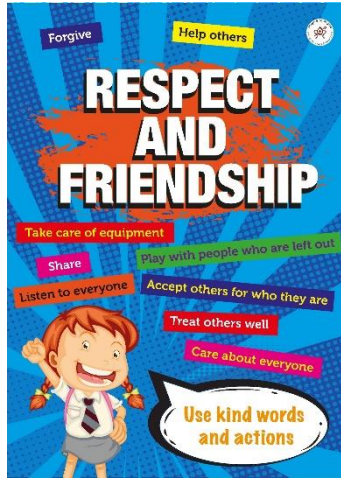
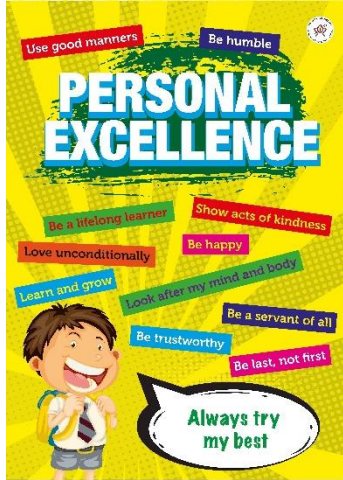
Welcome

Year 2 Meet with the Teacher
Autumn 2022







KS1 Behaviour Expectations

PRIDE Values



In the Foundation Stage and Key Stage 1, all children begin the day with their name on a picture of the sun. If their behaviour does not follow the Pride Values or disrupts the learning or well-being of others, their name is moved off the sun, as follows:

	Behaviour	Management
	Following the Pride Values – well done	
	Behaviour that does not follow the Pride Values, for example <ul style="list-style-type: none"> • Not being kind or respectful to adults or other children • Not treating others how they would like to be treated themselves 	<p>Strategies may include:</p> <ul style="list-style-type: none"> • Given a reminder of expectations. • Reminded of choices and consequences. • Discussion of next step consequences if the behaviour continues.
	Continuation of inappropriate behaviour that does not follow the Pride Values	<p>Strategies may include:</p> <ul style="list-style-type: none"> • Giving 'time out' or 'thinking time'. <p>Action</p> <ul style="list-style-type: none"> • Restorative discussion held with the class teacher • Reflection sheet completed by the adult as a result of the conversation. • Child must follow their plan on how they said they are going to make the situation right, eg write a sorry note.
	Continuation of inappropriate behaviour that does not follow the Pride Values despite intervention during previous steps OR Move to this stage immediately for any of the following: <ul style="list-style-type: none"> • Fighting, injuring another pupil, physical aggression toward staff. • Verbal/threatening abuse toward an adult/peers • Swearing, racist comments or abusive language. • Complete refusal to cooperate. • Deliberately damaging school property or stealing. • Behaviour likely to endanger themselves or others. 	<p>Action</p> <ul style="list-style-type: none"> • Behaviour incident sheet completed by the adult who witnessed the behaviour. • Restorative discussion with the Deputy Head. • Pupil will have an appropriate period of time out of break/lunch. • Parents/carers will be informed by the class teacher. • Pupils' behaviour will be monitored by Deputy Head teacher, including monitoring the restorative plan they made is followed.



Independence – How the children develop **independence** as they move through the school

	<u>YR</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Resources	<p>All children carry their own bags and belongings, give money, notes, messages etc.</p> <p>Adults support children with getting the right belongings at the right time</p>	<p>Organise belongings with list</p> <p>Starting to take responsibility for their belongings but parents lead this</p> <p>Visual reminder to change their books</p>	<p>Children remember to change their book with verbal reminder</p>	<p>Organise belongings to bring into classroom without a displayed list e.g. writing pen, books, folders, musical instruments, PE kits etc</p> <p>Personal responsibility for organising things for the day/week e.g. forgotten PE kit - no PE session (parents not bringing in for them) etc.</p>		<p>Children bring in their own pencil cases and stationery and look after their own things.</p> <p>Children organise their own belongings e.g. PE kits, musical instruments, money and find appropriate times to sort these items.</p> <p>If lost, use “old/spare stationery” drawer.</p>	

	<u>YR</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Communication	<p>Follow one step instructions</p> <p>Weekly reception newsletter for reminders, updates etc. behaviour, , medical, concerns discussed</p> <p>First aid incidents reported to parents via Arbor.</p>	<p>Follow 2 step instructions</p> <p>Children communicate with their parents about the events of the day from now on.</p>	<p>Follow 3 step instructions</p>	<p>School stop informing parents of minor first aid issues.</p> <p>Children to inform parents themselves.</p>		<p>Only significant behaviour and medical issues are reported home.</p> <p>Any areas of concern discussed appropriately with parents/carers.</p> <p>Children follow multi-step instructions.</p>	

	<u>YR</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Conflict resolution	Can tell another child that they have wronged them after modeling from an adult.	After modeling from an adult, can tell a child they have wronged them and can ask appropriately for a resolution.	Knows whether they can resolve the problem themselves or when to seek support from an adult if they don't get the desired resolution.	Children are able to ask for help from an adult when they would like support. Begin to identify the difference between big and small problems – which ones do I need to go to an adult about, which can I solve myself, which do I need to ignore?		Children help each other to solve their problems/disagreements in and out of the classroom in a useful and empathetic way. Children are able to ask for help from an adult when they would like support	Children mediate issues for children in their own and other year groups. Help teach younger children strategies for dealing with issues Children are able to ask for help from an adult when they would like support

	<u>YR</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Eating & drinking	Children can use a knife and fork to eat, even if cutting and the correct hold is not always managed. Children can manage to access/open most items in a lunch box. Staff clear their lunch trays.	Children use a knife and fork correctly and with more control. Children can access/open all items in a lunch box. Children clear away their own lunch trays.	Children use a knife and fork effectively and with good control.	Children open their own food and source tools needed to support them with this where necessary. Children clean up their own spillages without direction. Children are aware of their dietary requirements and alert adults to them wherever necessary.			

	<u>YR</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Self-care & hygiene	<p>Can dress and undress, managing all parts of uniform except full ties and top buttons.</p> <p>Can manage toileting and handwashing independently.</p> <p>Can blow own noses if needed.</p>	<p>Can dress and undress independently, including top buttons. May still have an elastic tie.</p>	<p>Can dress and undress independently including ties and shoe laces.</p>	<p>Children wash their hands thoroughly and sanitise regularly and at appropriate times throughout the day without reminders.</p>			

	<u>YR</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Time management	<p>Children start to quicken their pace of eating lunch so that they leave the hall alongside the majority of their peers.</p>		<p>Children start to manage their workload in class and can produce expected amounts of work in a given time.</p>	<p>Children can stick to set time limits and solve problems caused by not meeting important deadlines e.g. finishing a writing piece in their own time.</p>	<p>Children can plan, organise and manage the tasks that need to be completed and change their pace according to time constraints.</p> <p>Children can manage their weekly timetable and commitments, e.g. Tuesday lunchtime leadership meetings, Wednesday lunchtime PE equipment etc.</p>		

Our Curriculum

Learning in school is only half of the journey... take a look at our Knowledge and Skills organisers for each subject that we will be learning about so that you can reinforce what is being learnt when children are at home.

<https://stanselms.secure-primariesite.net/y2-daisy-class-3/>



Religious Education Beginnings

Y2

In this unit, we will learn that God is present in every beginning. Creation is important as it concerns the foundations of human and Christian life, making explicit the response of the Christian faith to the basic question (that people of all times have asked themselves): Where do I come from? Where are we going? What is our origin? Where does everything that exists come from and where is it going?

Religious Knowledge:

Enter knowledge from lesson 1 of page 17 to 21, 23, 24, 25, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000

Skills:

Beliefs	2.3	Recognise religious beliefs L6
Actions	2.4	Recognise that people act in a particular way because of their beliefs L4
Worship	2.10	Recognise religious signs and symbols used in worship, including the celebration of the Sacraments L4, L5, L7
Religious and specialist vocabulary	2.15	Use religious words and phrases
Meaning and Purpose	2.16	Say what they wonder about L2
	2.17	Ask wondering questions about all of the areas of study and recognise that some questions are difficult to answer L2
Beliefs and Values	2.18	Talk about their own feelings, experiences and the things that matter to them L3
	2.19	Ask and respond to questions about their own and others' feelings, experiences and things that matter to them L2

Vocabulary

beginning, new start, family, friend, creation, psalm, litany

Inspiring Individuals

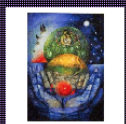


Custody of Creation



St. Paul

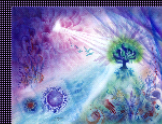
Art



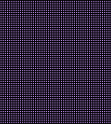
Bishop's Coat of Arms



Lucien Rudaux



Psalm 8



Ephesians 1:1-12

Scripture

Matthew 1:1-23, 24-27, 28-31, 32-33, 34-35, 36-37, 38-39, 40-41, 42-43, 44-45, 46-47, 48-49, 50-51, 52-53, 54-55, 56-57, 58-59, 60-61, 62-63, 64-65, 66-67, 68-69, 70-71, 72-73, 74-75, 76-77, 78-79, 80-81, 82-83, 84-85, 86-87, 88-89, 90-91, 92-93, 94-95, 96-97, 98-99, 100-101, 102-103, 104-105, 106-107, 108-109, 110-111, 112-113, 114-115, 116-117, 118-119, 120-121, 122-123, 124-125, 126-127, 128-129, 130-131, 132-133, 134-135, 136-137, 138-139, 140-141, 142-143, 144-145, 146-147, 148-149, 150-151, 152-153, 154-155, 156-157, 158-159, 160-161, 162-163, 164-165, 166-167, 168-169, 170-171, 172-173, 174-175, 176-177, 178-179, 180-181, 182-183, 184-185, 186-187, 188-189, 190-191, 192-193, 194-195, 196-197, 198-199, 200-201, 202-203, 204-205, 206-207, 208-209, 210-211, 212-213, 214-215, 216-217, 218-219, 220-221, 222-223, 224-225, 226-227, 228-229, 230-231, 232-233, 234-235, 236-237, 238-239, 240-241, 242-243, 244-245, 246-247, 248-249, 250-251, 252-253, 254-255, 256-257, 258-259, 260-261, 262-263, 264-265, 266-267, 268-269, 270-271, 272-273, 274-275, 276-277, 278-279, 280-281, 282-283, 284-285, 286-287, 288-289, 290-291, 292-293, 294-295, 296-297, 298-299, 300-301, 302-303, 304-305, 306-307, 308-309, 310-311, 312-313, 314-315, 316-317, 318-319, 320-321, 322-323, 324-325, 326-327, 328-329, 330-331, 332-333, 334-335, 336-337, 338-339, 340-341, 342-343, 344-345, 346-347, 348-349, 350-351, 352-353, 354-355, 356-357, 358-359, 360-361, 362-363, 364-365, 366-367, 368-369, 370-371, 372-373, 374-375, 376-377, 378-379, 380-381, 382-383, 384-385, 386-387, 388-389, 390-391, 392-393, 394-395, 396-397, 398-399, 400-401, 402-403, 404-405, 406-407, 408-409, 410-411, 412-413, 414-415, 416-417, 418-419, 420-421, 422-423, 424-425, 426-427, 428-429, 430-431, 432-433, 434-435, 436-437, 438-439, 440-441, 442-443, 444-445, 446-447, 448-449, 450-451, 452-453, 454-455, 456-457, 458-459, 460-461, 462-463, 464-465, 466-467, 468-469, 470-471, 472-473, 474-475, 476-477, 478-479, 480-481, 482-483, 484-485, 486-487, 488-489, 490-491, 492-493, 494-495, 496-497, 498-499, 500-501, 502-503, 504-505, 506-507, 508-509, 510-511, 512-513, 514-515, 516-517, 518-519, 520-521, 522-523, 524-525, 526-527, 528-529, 530-531, 532-533, 534-535, 536-537, 538-539, 540-541, 542-543, 544-545, 546-547, 548-549, 550-551, 552-553, 554-555, 556-557, 558-559, 560-561, 562-563, 564-565, 566-567, 568-569, 570-571, 572-573, 574-575, 576-577, 578-579, 580-581, 582-583, 584-585, 586-587, 588-589, 590-591, 592-593, 594-595, 596-597, 598-599, 600-601, 602-603, 604-605, 606-607, 608-609, 610-611, 612-613, 614-615, 616-617, 618-619, 620-621, 622-623, 624-625, 626-627, 628-629, 630-631, 632-633, 634-635, 636-637, 638-639, 640-641, 642-643, 644-645, 646-647, 648-649, 650-651, 652-653, 654-655, 656-657, 658-659, 660-661, 662-663, 664-665, 666-667, 668-669, 670-671, 672-673, 674-675, 676-677, 678-679, 680-681, 682-683, 684-685, 686-687, 688-689, 690-691, 692-693, 694-695, 696-697, 698-699, 700-701, 702-703, 704-705, 706-707, 708-709, 710-711, 712-713, 714-715, 716-717, 718-719, 720-721, 722-723, 724-725, 726-727, 728-729, 730-731, 732-733, 734-735, 736-737, 738-739, 740-741, 742-743, 744-745, 746-747, 748-749, 750-751, 752-753, 754-755, 756-757, 758-759, 760-761, 762-763, 764-765, 766-767, 768-769, 770-771, 772-773, 774-775, 776-777, 778-779, 780-781, 782-783, 784-785, 786-787, 788-789, 790-791, 792-793, 794-795, 796-797, 798-799, 800-801, 802-803, 804-805, 806-807, 808-809, 810-811, 812-813, 814-815, 816-817, 818-819, 820-821, 822-823, 824-825, 826-827, 828-829, 830-831, 832-833, 834-835, 836-837, 838-839, 840-841, 842-843, 844-845, 846-847, 848-849, 850-851, 852-853, 854-855, 856-857, 858-859, 860-861, 862-863, 864-865, 866-867, 868-869, 870-871, 872-873, 874-875, 876-877, 878-879, 880-881, 882-883, 884-885, 886-887, 888-889, 890-891, 892-893, 894-895, 896-897, 898-899, 900-901, 902-903, 904-905, 906-907, 908-909, 910-911, 912-913, 914-915, 916-917, 918-919, 920-921, 922-923, 924-925, 926-927, 928-929, 930-931, 932-933, 934-935, 936-937, 938-939, 940-941, 942-943, 944-945, 946-947, 948-949, 950-951, 952-953, 954-955, 956-957, 958-959, 960-961, 962-963, 964-965, 966-967, 968-969, 970-971, 972-973, 974-975, 976-977, 978-979, 980-981, 982-983, 984-985, 986-987, 988-989, 990-991, 992-993, 994-995, 996-997, 998-999, 1000

Prayer

Jesus, Testimonies, Hallelujah

Art and Design

Unit 1

Y2

In this unit we will exploring the formal elements of art and design, covering pattern, texture and tone. We will be using a range of materials, drawing on inspiration from a varied selection of art styles. We will learn about a range of artists, learning how to describe the differences and similarities between different practices and disciplines while making links to our own work.

Knowledge

- Know that a pattern is created by repeating lines, shapes, tones or colours
- Understand that a repeated pattern is a repeated design of sequence
- Know that overprinting is printing over the top of a print.
- Know that tessellation is an arrangement of shapes close together in a repeated pattern, without gaps or overlapping.
- Know how to take a rubbing from different textures.
- Know that tools and surfaces used will change how rubbings look.
- Know that frottage is the technique or process of taking a rubbing from an uneven surface to form the basis of a work of art.
- Know that Dada is a modern art movement which makes fun at the modern world.
- Know that surrealism is a style of art where ideas, images and objects are combines in a strange way, like a dream.
- Know that using different drawing tools and different ways of holding them can give a variety of tones from light to dark.
- Know that using colour in different ways can create tone.
- Know how to create tone using different media.
- Know that artists use different techniques to create a personal style.

Skills

- Use everyday items to create a patterns
- Create tessellating patterns
- Create prints using overlapping.
- Identify and describe different textures.
- Select and use appropriate materials to create textures.
- Create a textured picture using frottage.
- Use pencils to create different tones
- Use different tones to make a drawing look three dimensional.
- Experiment with and use a range of media to create tone.
- Develop original artwork in response to inspiration from an artist.
- Discuss distinct artist styles.

Vocabulary

pattern, repeating pattern, overprinting, tessellation, rubbing texture, frottage, dada, surrealism, collage, 3D, tone, shade, style, technique

Inspiring Individuals and their art

MC Escher: A Dutch graphic artist who is famous for his tessellations in which the individual tiles are a recognisable motif such as birds and fish.

Sari Dienes: a Hungarian-born artist, who worked with a wide range of media, including combining rubbings of manhole covers, subway gratings and other elements of the urban streetscape.

Max Ernst: A German-born painter, sculptor, graphic artist, and poet whose work was part of the Dada and Surrealist art movements.

Ed Ruscha: An American artist who is associated with the Pop Art movement because of his use of flat lines and bright colours.

Lucien Rudaux: A French artist and astronomer, who created famous paintings of space themes in the 1920s and 1930s.

Lois Mailou Jones: An influential artist and teacher who attained fame for her art while living as a black expatriate in Paris during the 1930s and 1940s.

Homework

Year 2 Homework Timetable

Monday	Tuesday	Wednesday	Thursday	Friday
Reading TTRS	Reading TTRS	Reading TTRS	Reading TTRS	Reading TTRS
New spellings				Grammar or Maths
<i>Spelling Test the following Monday</i>			 To be submitted the following Friday

Homework

	<u>YR</u>	<u>Y1</u>	<u>Y2</u>	<u>Y3</u>	<u>Y4</u>	<u>Y5</u>	<u>Y6</u>
Homework	Home learning is fully supported by parents/carers.	Homework is initiated by parents/carers, but children complete parts independently, with supervision.	Homework is initiated by parents/carers, but children complete as much independently as possible, with supervision.	Children have planners to record their homework, due dates and when complete as well as their home reading. They should be completing these themselves and signed by parents. Homework addressed to children, guided by adult	Children have planners to record their homework, due dates and when complete as well as their home reading. They should be completing these themselves and signed by parents. Homework addressed to children, children to take control	Children have planners to record their homework, due dates and when complete as well as their home reading. They should be completing these themselves and signed by parents. Children to take control of their homework EdShed account, asking questions when they don't understand etc	Children have planners to record their homework, due dates and when complete as well as their home reading. They should be completing these themselves and signed by parents. Children to take control of their homework EdShed account, asking questions when they don't understand etc

Communication

All communication to come through the main office – telephone, email

Please only contact Miss Marshall if it is something that you require parent support for





Thank you