



**Year 2**

# **Meet The Teacher**

Wednesday 10th September 2025



# Year 2 Team

## Class Teachers:

**2E** – Mrs Emmanuel (Year Group Leader) & Mrs Pavel

**2CM** – Mrs Martinez (Mon-Weds) & Miss Cresswell (Thurs-Fri)

**2ON** – Mr O'Neill

## Teaching Assistants:

Mrs Patel

Mrs Murphy

Mrs Sanghvi

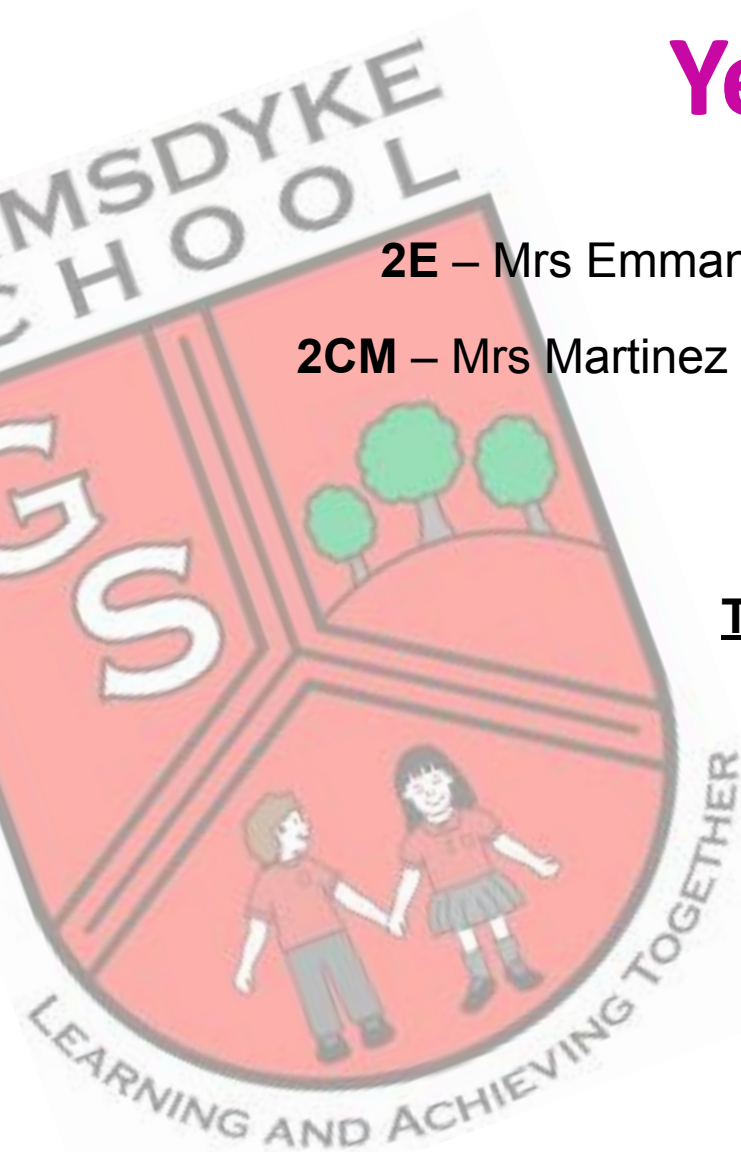
Mrs Shah

Mrs Zafar

Mrs Chaudhary

Mrs Hoxha

Mr Gauniyal



# Year 2 Team

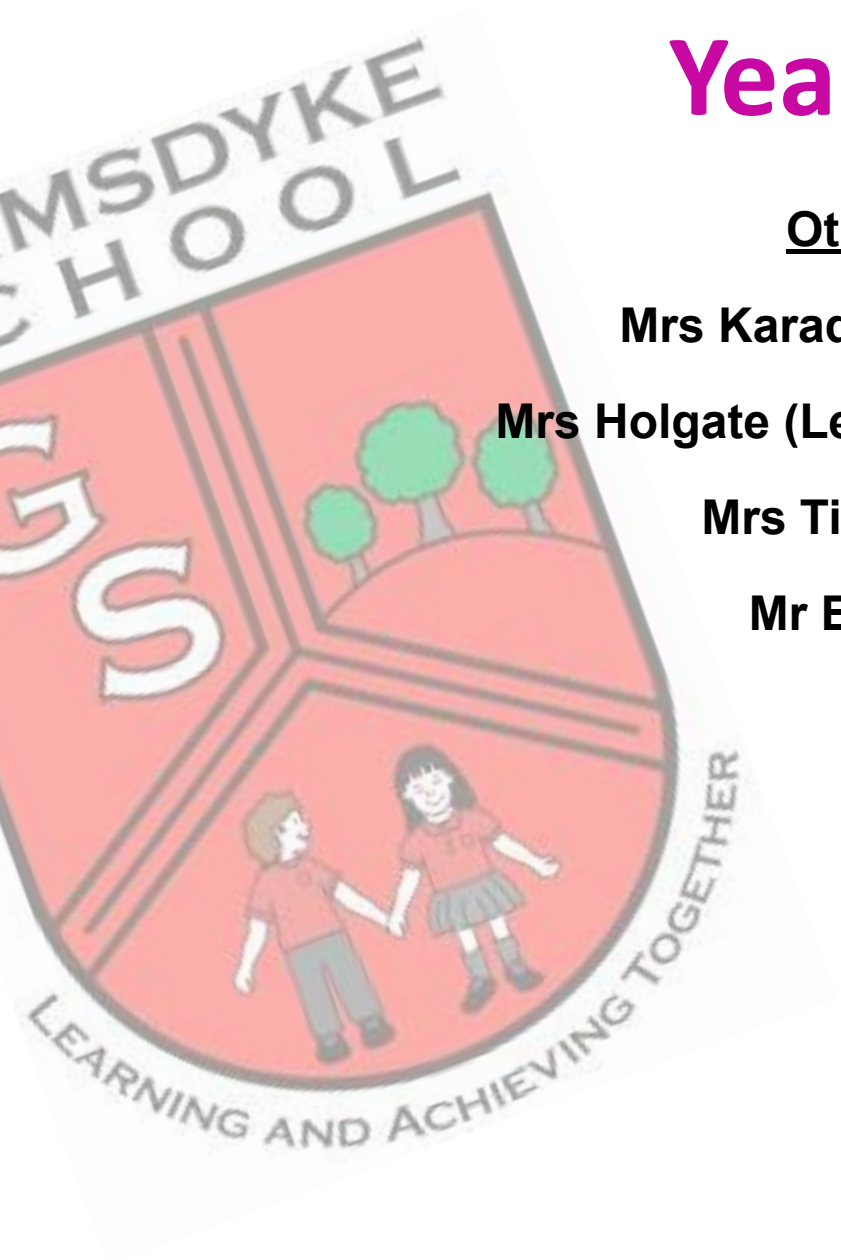
## Other adults

**Mrs Karadia (Phase leader)**

**Mrs Holgate (Lead teaching assistant)**

**Mrs Tickner (music)**

**Mr Evans (PSD)**

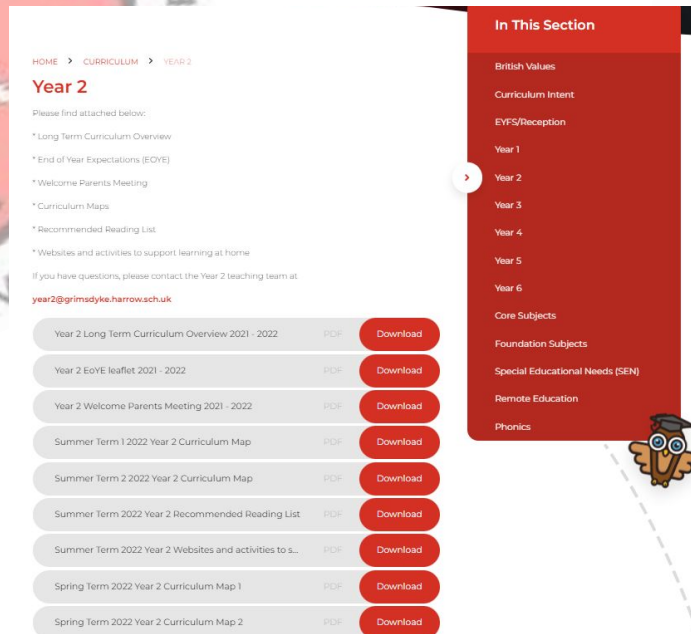
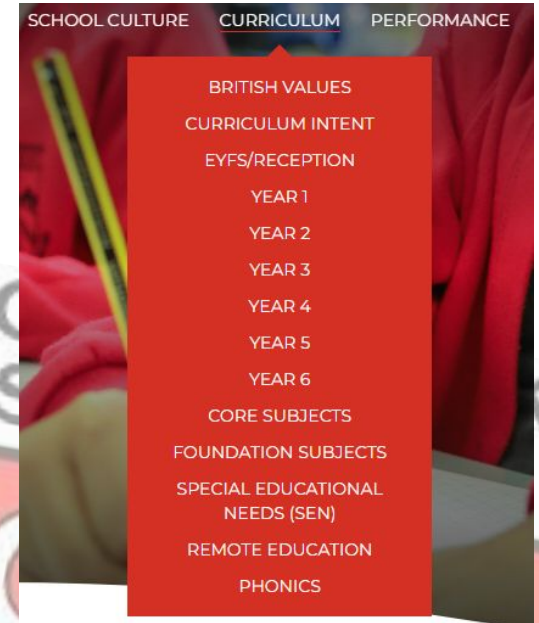


# Curriculum

On the school website you will be able to find:

- Long term plans – overview of what is covered in the year
- Medium term plans – what is being taught in each term/half term
- Recommended reading lists
- How to support learning at home
- Written Calculation policy
- Knowledge organisers for each topic

These documents are uploaded at the start of each term.



# Knowledge organisers – how to use them

- A knowledge organiser contains key facts, knowledge and information that pupils need to know and be able to recall in order to 'master' a unit or topic.
- The aim is to regularly, over the course of the term, use these knowledge organisers to rote learn and memorise key knowledge, which will give your child a better understanding of their learning.
- These are displayed in classrooms and looked at each lesson. It is important they continue to use these to support learning at home.
- You will find them on the school website.

## **Parent tips to support your child:**

- Read through the Knowledge Organiser with your child – if you don't understand the content then ask them to explain it to you – 'teaching' you helps them to reinforce their learning.
- Test them regularly on the spellings of key words.
- Get them to make a glossary (list) of key words with definitions.
- Read sections out to them, missing out key words or phrases that they have to fill in.
- Create quizzes.

# Knowledge organisers – example



## History- Autumn 1- Year 2- Significant Individuals

### Lesson sequence

1. To understand what it means to be a significant or famous person.
2. To compare nurses today with nurses from the Victorian times.
3. To write about significant sports individuals and compare them to the past.
4. To understand how key events and individuals in design and technology have helped shape the world.
5. Understand the problems that MLK and Malala Yousafzai faced and to recognise what their dreams were.
6. Evaluate what we have learnt this term and celebrate with a dress up day!

### Key Vocabulary

- Nurse** - A person who is trained to care for sick people.
- Explorer** - An explorer is someone who goes on an exploration.
- Olympian** - A competitor in the Olympic games.
- Inventors** - A person who creates or produces a device for the first time.
- Paralympics** - An international sports competitions for people with disabilities.
- Civil rights** - Basic rights that every person has under the laws of the government.
- Activist** - A person who stands up for a belief.
- Scientist** - A person who believes that there is a natural explanation for most things.
- Artist** - A person who creates paintings or drawings as a job.
- Significant/Famous** - Important and worth knowing about.

### Timeline

Christopher Columbus - 1492

Sets sail



Florence Nightingale - 1859

Invented modern nursing



Emily Davison - 1928

Women received the same rights to vote.



Rosa Parks - 1955

Montgomery Bus Boycott.



Neil Armstrong - 1969

Walked on the moon



Malala Yousafzai - 2012

Wrote a diary



Mary Seacole - 1853-1856

Crimean War



The Wright Brothers - 1903

Their plane flew for the first time



Jesse Owens - 1936

Berlin Summer Olympics



Martin Luther King - 1963

Historic march



Ellie Simmonds - 2008

Beijing Summer Olympics



# Long Term Plans

Overview of what is covered in the year



**Grimsdyke School**  
**Long Term Curriculum Overview (2023 – 2024)**  
**Year 2**

	Autumn Term		Spring Term		Summer Term	
	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
<b>Topic/Theme</b>	<b>Fabulously Famous</b>	<b>Sparks and Flames</b>	<b>The Far East</b>	<b>Animal Adventures</b>	<b>Who's the King or Queen of the Castle?</b>	<b>Caribbean Celebration</b>
<b>English: Whole class reading and text focus</b>	Real Heroes By Claran Murtagh Speak Up By Nathan Bryon	Remembrance Day poems and others Vlad and the Great Fire of London By Sam Cunningham	The Magic Paintbrush By Julia Donaldson The Willow Pattern Story By Allan Drummond	Aesop's Fables The Journey Home By Emma Preston-Gannon	The Queen's Hat By Steve Antony The Very Last Castle Travis Jonker	Faruq and the Wiji Wiji by Sophia Payne To Carnival! A Celebration in Saint Lucia by Baptiste Paul
<b>English: Writing focus and text types</b>	Fact files Diary entries	Poetry Story writing	Character descriptions Setting descriptions Traditional stories with beginning, middle and end	Letter writing Explanation text - fable	Poetry Descriptive writing	Instruction writing Recount
<b>Maths</b>	Place value Addition and subtraction	Addition and subtraction (continued) 2D and 3D Shapes (polygons and prisms) Symmetry	Money Multiplication and Division	Multiplication and Division Length and height Mass, Capacity and Temperature	Fractions Telling the time	Statistics - Tally charts, pictograms and block diagrams Position and Direction



# Medium Term Plans

## What is being taught in each half term



Grimsdyke School



### **English (Reading):**

In the first half term we will read a series of texts about a range of different famous people including Florence Nightingale. The children will continue to practise and build on their phonics and blending skills applying these to their reading. Through whole class and guided Reading children will continue to develop a pleasure in reading, exploring a range of texts and engaging in discussion to develop their skills of comprehension.

### **English (Writing):**

As well as developing their ability to apply their phonics skills to writing and spelling, the children will be writing sentences forming a short narrative, writing in the past tense and using non-fiction texts for a purpose to research and organise information for their own writing. They will learn how to logically sequence ideas, events or information and apply this by creating story boards for some of the texts we have read.

### **Maths:**

At the start of the school year we will consolidate learning from year 1 including: counting, reading and writing numerals to 100, saying the number one more or one less than a number to 100, recalling pairs of number bonds to 20, addition and subtraction, knowing the signs (+), (-) and (=) and recognising and naming simple 2D and 3D shapes. We will then move on to learn about:

#### Place value.

- Count objects to 100 and beyond.
- Compare and order objects and numbers.
- Find and make number bonds to 100 (tens and ones)

#### Addition and Subtraction.

- Consolidating practical, mental and written methods for adding and subtracting
- Add and subtract from a 2-digit number and 2-digit number.



### **Curriculum Map for Year 2 (Autumn Term 1)**

**Theme: Fabulously Famous**



### **Science:**

This half term the children will be learning about living things and their habitats. The children will be learning about various habitats, including microhabitats and discovering what animals need to survive. We will be going on a learning walk to discover microhabitats in our local area. The children will then be designing their own habitat, using the information that they have learnt. We will also be learning about food chains and how it is essential for food to be in an animals habitat.

### **P.E:**

In the first half of term the children will be learning about attack and defence and how to apply strategies into games. Firstly they will learn what attack and defence means. Then they will learn that that they need to keep adapting their role from attack to defence to meet the needs of the game. By the end of the unit, the children will be able to apply their own tactics into a team game.

### **PSHE:**

Along with the rest of the school, we follow the Jigsaw scheme of work and for year 2 this involves thinking about the rights and responsibilities that we have in our class and in school. We will devise our class charters together. We will also be considering things that might worry or concern us and what we can do when we feel anxious. Students will be reminded of the safe places in school and the range of adults that are there to support and help them.

# Recommended Reading Lists





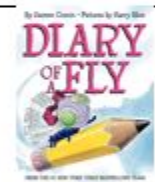
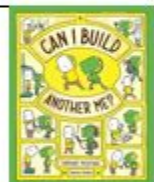


## Year 2 Recommended Reading List Autumn Term 2024



 <p><b>Fantastically Great Women Who Made History</b> by Kate Pankhurst</p>	 <p><b>Fantastically Great Women Who Worked Wonders</b> by Kate Pankhurst</p>	 <p><b>Hidden Figures</b> by Margot Lee Shetterly and Winifred Cookling</p>
 <p><b>How to Be Extraordinary</b> by Gabby Subbrasse</p>	 <p><b>Little Leaders: Bold Women in Black History</b> by Vashti Harrison</p>	 <p><b>Stone Girl Bone Girl: The Story of Mary Anning of Lyme Regis</b> by Laurence Anholt</p>
 <p><b>Milo Imagines the World</b> by Matt de la Peña</p>	 <p><b>Ruby Red's Worry</b> by Tori Perrival</p>	 <p><b>We're All Wonders</b> by R.J. Palacio</p>
 <p><b>The Great Fire of London: Anniversary Edition of the Great Fire of 1666</b> by Emma Adams</p>	 <p><b>Toby and The Great Fire Of London</b> by Margaret Nash</p>	 <p><b>Poems Out Loud! First Poems to Read and Perform</b> by Ladybird</p>



## Year 2 Recommended Reading List Autumn Term 2024

 <p><b>Counting on Katherine</b> by Hilarie Becker</p>	 <p><b>A Child of Books</b> by Oliver Jeffers and Sam Winston</p>	 <p><b>Sometimes: A Book of Feelings</b> by Stephanie Stansbie</p>
 <p><b>The True Story of the 3 Little Pigs!</b> by Jon Scieszka</p>	 <p><b>Diary of a Fly</b> by Doreen Conin</p>	 <p><b>Can I Build Another Me</b> by Shinsuke Yoshitake</p>
 <p><b>The Day the Crayons Quit!</b> by Oliver Jeffers</p>	 <p><b>Flat Stanley</b> by Rob Biddulph</p>	



# How to support learning at home



## Grimsdyke School

### Helpful websites and suggested activities to support learning at home



#### English:

##### Reading:

My Ons

<https://www.myon.co.uk/login/>

Oxford Owl eBook Library

<https://www.oxfordowl.co.uk/for-home/find-a-book/library-page/>

##### Writing:

Image prompts to inspire reading

Pobble

<https://www.pobble365.com/>

Once Upon a Picture

<https://www.onceuponapicture.co.uk/>

##### Spelling/Phonics:

Practice spelling Common Exception Words and select Year 2:

<https://ictgames.com/littleBirdSpelling/>

Phonics Play – Free games to play:

<https://www.phonicsplay.co.uk/resources>

##### Punctuation and Grammar:

Learn about suffixes and play the quiz:

<https://www.bbc.co.uk/bitesize/topics/z8mxrwx/articles/zwgbcwx>



### Year 2 (Autumn Term)

*Theme: Famous people & Great Fire of London*

#### History:

KS1 History learning materials

<https://www.bbc.co.uk/bitesize/subjects/zkqmhyc>

#### Geography:

KS1 Geography learning materials

<https://www.bbc.co.uk/bitesize/subjects/zcdqxnz>

#### Science:

Simple and engaging practical science activities

<https://pstt.org.uk/resources/curriculum-materials/Science-Fun-at-Home>

Primary science activities

<https://wowscience.co.uk/>

#### Other Curriculum Areas:

Cosmic Kids Yoga -

<https://www.youtube.com/user/CosmicKidsYoga>

Joe Wicks PE

<https://www.youtube.com/channel/UCAxW1XT0iEJo0TYIRfn6rYQ>

Typing Skills

<https://www.typing.com/student/games>



#### Maths:

Revise your number bonds, times-tables, doubles and halves

<https://www.topmarks.co.uk/maths-games/hit-the-button>

Addition and subtraction number fact families (0-100)

<https://www.topmarks.co.uk/number-facts/number-fact-families>

Pick a skill you want to go practise

<https://uk.ixl.com/maths/year-2>

Short videos and activity sheets based on the Year 2 curriculum:

<https://whiterosemaths.com/homelearning/year-2/>

Count by 2s

<https://www.youtube.com/watch?v=GvTcpfSnOMQ>

Count by 5s

<https://www.youtube.com/watch?v=EemieA2Djiw>

Count by 10s





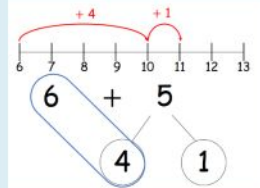
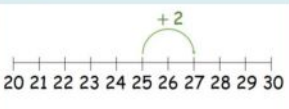
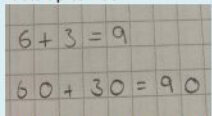
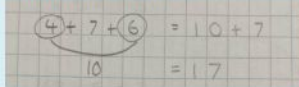
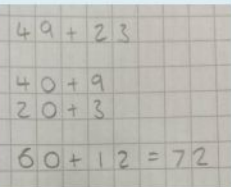
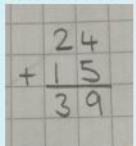
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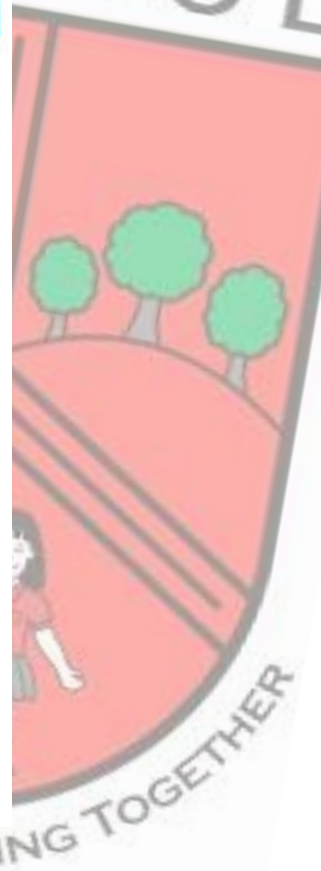


# Written Calculation Policy

A year group specific one is available on year group pages but full version is under 'School Culture > Policies'.

We often get emails about home learning and that parents are not familiar with strategies used at school as these have changed since they were at school. This is a useful reference for parents when supporting and understanding how we teach various calculations.

Year 2	Concrete	Pictorial	Abstract
<ul style="list-style-type: none"> <li>To know and recall addition facts to 20 fluently</li> <li>To know that addition of two numbers can be done in any order (commutative)</li> <li>To know that there is a relationship between addition and we call this the inverse</li> <li>To use addition facts to 20 to derive related facts up to 100</li> <li>To add and subtract numbers using concrete objects, pictorial representations, and mentally, including:               <ul style="list-style-type: none"> <li>a two-digit number and ones</li> <li>a two-digit number and tens</li> <li>two two-digit numbers</li> <li>adding three one-digit numbers</li> </ul> </li> <li>To show that addition of two numbers can be done in any order</li> </ul>	<p>Using multilink cubes</p>  <p>Using number bonds to make 10 and then add on.</p>  	<p>Adding two, 1-digit numbers</p>  <p>Adding by partitioning</p>  <p>Adding on a number line</p> 	<p>Using addition facts to derive related facts up to 100</p>  <p>Addition using number bonds</p>  <p>Addition by partitioning</p>  <p>Record addition in columns</p> 



# Trip highlights

**Autumn 1:** Visit by Crew – Florence Nightingale workshop.

**Autumn 2:** Visit by Crew – The Great Fire of London

Trips later in the year will be confirmed in due course. Please note that these are sometimes subject to change.

# Assessment

As you may be aware, the national statutory assessments (KS1 SATs) are no longer statutory.

However, in order to internally monitor the students progress from Reception and as they make their way into the Junior School, we will still be administering an assessment exercise with the students at the end of each term. The results from these will be used as a checkpoint.

The end of year expectation document and curriculum maps can be found on the school website under the '**Curriculum**' tab- Year 2.

End of year expectations inform assessments and are reported on in summer term reports.

Children are assessed against the EoYE in:

- Reading (and phonics)
- Writing
- Maths

Other subject areas are teacher assessed throughout the year.

# End of Year Expectations (EOYE)

## English - Reading

- Read accurately most words of two or more syllables.
- Read most words containing common suffixes.
- Read 30 common exception words.
- Read the majority of common exception words.
- Read most words accurately without overt sounding and blending. (approximately 90 words per minute)
- Read with fluency to allow them to focus on their understanding rather than on decoding individual words.
- Sound out most unfamiliar words accurately, without undue hesitation.
- Check a text makes sense to them, correcting any inaccurate reading.
- Answer questions about a text and make some inferences.
- Explain what has happened so far in what they have read.
- Make a prediction about the text.
- To be able to read with expression.

## Glossary

**Blending the phonemes:** Children will start to put sounds together, to make short words, such as: cat, nap, pin, tap, etc. This is called blending phonemes.

**Commutativity:** Able to be 'moved around', e.g  $5 + 6 = 6 + 5$ .

**Graphemes:** A letter or letters which represent a sound.

**Grapheme phoneme correspondence:** Knowing a GPC means being able to match a phoneme to a grapheme and vice versa.

**Inferences:** Conclusions reached by the child based on their reasoning and from the evidence from the text.

**Inverse:** In effect, the 'opposite' e.g. The inverse of addition is subtraction.

**Number bonds:** Pairs of numbers which are easily recognisable as adding up to a number (e.g.  $8 + 2 = 10$ ).

**Phase 5:** Children entering Phase 5 will already be able to read and spell words with adjacent consonants, such as trap, string and flask. They will also be able to read and spell some polysyllabic words. In Phase 5 children will learn more anaphemes (a letter or letters which represent a sound) a

now they  
**Phoneme**  
**Regroupi**  
**tens to n**  
**Segment**  
**the phor**  
**graphem**  
**down in t**

## Maths

- Read and write and compare numbers up to 100 in numerals.
- Read and write and compare numbers up to 100 in words.
- Partition a two-digit number into tens and ones to demonstrate an understanding of place value when solving problems, though they may use structured resources to support them.
- Count in twos, threes, fives and tens from 0.
- Add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g.  $23 + 5$ ;  $46 + 20$ ;  $16 - 5$ ;  $88 - 30$ ).
- Add and subtract any 2 two-digit numbers with regrouping using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g.  $48 + 35$ ;  $72 - 17$ ).
- Recall at least four of the six\* number bonds to 10 and reason about associated facts (e.g.  $6 + 4 = 10$ , therefore  $10 - 6 = 4$ ).
- Use number bonds to 10 to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. if  $7 + 3 = 10$ , then  $17 + 3 = 20$ ; if  $7 - 3 = 4$ , then  $17 - 3 = 14$ ; leading to if  $14 + 3 = 17$ , then  $3 + 14 = 17$ ,  $17 - 14 = 3$  and  $17 - 3 = 14$ ).
- Recall multiplication facts for 2, 5 and 10
- Recall division facts for 2, 5 and 10
- Use multiplication and division knowledge to solve simple problems, showing an understanding of commutativity, as necessary.
- Identify a half, a third, a quarter, two-quarters and three-quarters of a number or a shape and know that all parts must be equal parts of the whole.
- Write simple fractions for example  $\frac{1}{2}$  of 6 is 3.
- Recognise the equivalence of  $\frac{2}{4}$  and  $\frac{1}{2}$ .
- Know the value and symbols of different coins and use different coins to make the same amount.
- Compare and order lengths, mass, volume, capacity and record the results.
- Read scales in divisions of ones, twos, fives and tens.
- Read the time on the clock to the nearest 15 minutes.
- Name and describe properties of 2-D, including a number of sides, corners and lines of symmetry.
- Name some common 3-D shapes including a number of faces, edges and vertices.
- Use mathematical vocabulary to describe position, direction and movement,

## English - Writing

- Form lower case and capital letters of the correct size, orientation and relationship to one another.
- Use spacing between words that reflects the size of letters.
- Punctuate most sentences with capital letters and full-stops.
- Punctuate most sentences with question marks and exclamation marks where they apply.
- Use commas for lists and begin to understand the purpose of inverted commas
- Write sentences with some experimentation with ambitious vocabulary
- Use coordinating conjunctions (or and but) to join clauses.
- Use subordinating conjunctions (when, if, that, because, so) to join clauses.
- To use simple past and present tense mostly correctly and consistently, including the progressive aspect ('he is/was running')
- Segment spoken words into phonemes and represent these by graphemes, spelling some correctly and making plausible phonic attempts at others.
- To use apostrophes for contracted forms, and spell correctly (can't, didn't, hasn't, couldn't, it's and I'll) and the possessive (singular - e.g. the girl's book).
- Spell the majority of the 45/64 common exception words correctly
- Write a short narrative where sequenced sentences show a distinct beginning, middle and end
- To write in a variety of different styles about real events, recording these simply and clearly (including newspapers, diaries, letters and fact files).
- Talk about what they are going to write and read back their own writing to an adult with appropriate intonation

# Reading

- Please bring reading book and reading record into school every day.
- Colour band reading book changed independently – Tuesday and Friday.
- Shared reading book sent home on Thursday and **must** be returned after the weekend on Monday.
- Read for 10 minutes daily. Ask your child questions about the text throughout their reading, questions will be provided at the back of reading records. Please write a comment or initial in their reading records to show you have read. These are not checked weekly as our focus is Little Wandle, please do not use reading records as a form of communication.
- Reading to your child aids use of expression, builds vocabulary and provides a chance to have discussions based on their ideas and opinions.
- Regular phonic lessons based on Little Wandle.
- Shared reading three times a week in small groups.
- Weekly library time in our library.
- Recommended reads are available for the children in their book corners.
- Children's reading will be assessed on a regular basis, and their progress will be determined by their phonic awareness, fluency and comprehension skills in a range of books. If your child sounds fluent, they may not be ready for the next colour band due to their comprehension, inference skills and understanding.

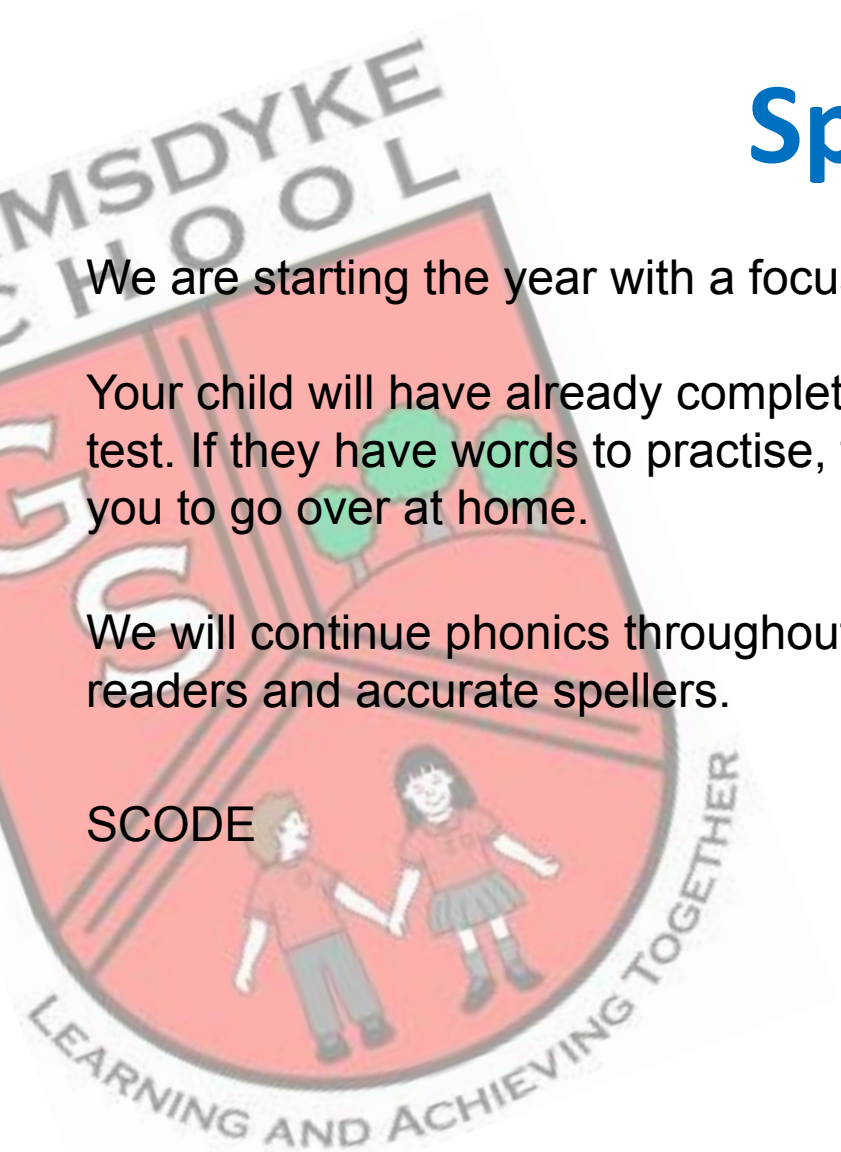
# Spellings

We are starting the year with a focus on year 2 common exception words.

Your child will have already completed a year 1 common exception word spelling test. If they have words to practise, these will be stuck in their reading records for you to go over at home.

We will continue phonics throughout year 2, with the aim of children becoming fluent readers and accurate spellers.

SCORE




# Home learning/google classroom

- Starting from this week, children will be set home learning weekly. It will be available from **Thursday** and due by **Tuesday at 9am.**

*This week's work will be available on Google Classroom.*

**Any issues with logins please see the office.**



Home Learning

Year 2

Autumn 1

### Every week...

- Reading every day - Parents to sign/record comment in reading record
- Phonics - sent home on paper (no need to return to school)
- Maths /English/Wider curriculum task - set weekly on Google Classroom

### Key Skills to work on over the next 6 weeks...

**Year 2 Common Exception Word Spelling**

door floor poor  
because find kind  
mind behind  
child children

**Maths**

Learn your 2s, 5s and 10s time table.  
This should be learnt out of order.

eg:  $2 \times 5 =$        $9 \times 10 =$   
 $11 \times 5 =$        $2 \times 10 =$

**Handwriting**

Write the alphabet in a cursive style.

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

**Topic**

Create a PowerPoint or poster about one of the famous people we are learning about.

### If you are seeking additional tasks, try these...

**PE**

Be active! Use the links below to keep fit and healthy.

[Children's Exercise](#)  
[Cosmic Yoga](#)  
[Meditation](#)

**Science**

Go on a local area walk to see what animals you can find in their habitats.

Once you have completed any of these activities, bring it in to show your teacher and the rest of your class. Merits may be awarded for excellent effort.

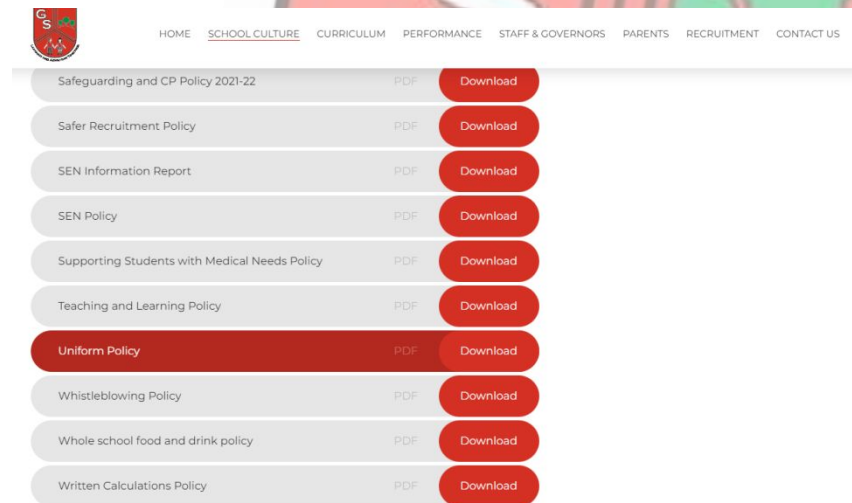
# School uniform/PE kit (safety)

Please **name** all uniform clearly.

PE is on a Tuesday and Friday. Children will come into school on these days in their PE Kit.

No earrings on P.E. days (small studs only permitted in school) Please tape up earrings that cannot be removed.

The school uniform policy can be found online.

A screenshot of a school website's policy page. The page features a navigation menu at the top with links for HOME, SCHOOL CULTURE, CURRICULUM, PERFORMANCE, STAFF & GOVERNORS, PARENTS, RECRUITMENT, and CONTACT US. Below the menu is a list of policies, each with a PDF icon and a red 'Download' button. The 'Uniform Policy' is highlighted in red. The background of the screenshot shows a large, faded version of the school crest, which includes the text 'GRIMSDYKE SCHOOL' and 'LEARNING AND ACHIEVING TOGETHER'.



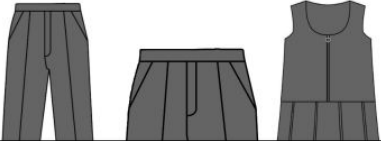



Policy Name	Format	Action
Safeguarding and CP Policy 2021-22	PDF	Download
Safer Recruitment Policy	PDF	Download
SEN Information Report	PDF	Download
SEN Policy	PDF	Download
Supporting Students with Medical Needs Policy	PDF	Download
Teaching and Learning Policy	PDF	Download
<b>Uniform Policy</b>	PDF	Download
Whistleblowing Policy	PDF	Download
Whole school food and drink policy	PDF	Download
Written Calculations Policy	PDF	Download

# School uniform/PE kit (safety)

**No polo shirts.** These need to be phased out.







All children are expected to wear a shirt

There are details and pictures on the school website.

<b>School uniform Reminder</b>	
Red school sweatshirt or cardigan	
White shirt (buttoned)	
Charcoal Grey trousers/length shorts/Pinafore/skirt (Knee-length)	
White/grey/black socks (knee or ankle length)	
Red checked summer dress	
Sensible black school shoes	 <p>Please email the year group email address with reasons why your child is temporarily wearing alternative footwear.</p>

Fleeces are in addition to jumpers not instead of.

## Other items of school uniform

A suitable coat (please make sure coats have a loop for hanging on a peg)	
Red fleece with school logo (available through school supplier)	
School peaked cap with logo -available from the school office	
School bag - where needed should be of a sensible size to enable safe storage on a peg in cloakrooms	
Book bags - for Key Stage One students purchased from the school office	
Hair bands, ribbons, bows or hair scrunchies should be plain and either red or black.	

# What to bring to school

- Book bags **only** (if possible)
- Reading books and reading records need to be in the book bags daily
- Library books
- Water bottle
- Please ensure your child has a named raincoat
- Analogue watch

# What not to bring to school

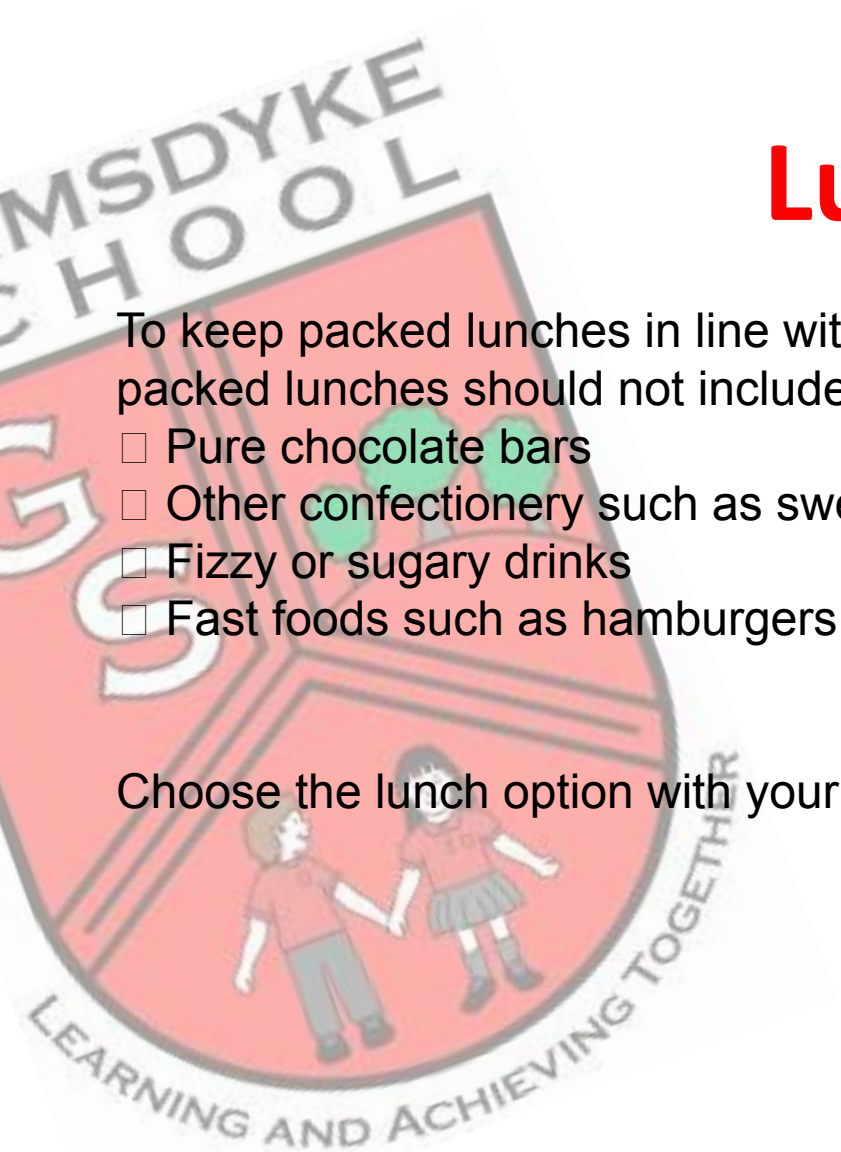
- Students in year 2 are provided with a morning snack of fruit. Milk can be provided at a cost, please see the office
- No stationery is needed as we provided this in class
- Smart watches

# Lunches

To keep packed lunches in line with food-based standards for school meals, packed lunches should not include:

- Pure chocolate bars
- Other confectionery such as sweets
- Fizzy or sugary drinks
- Fast foods such as hamburgers

Choose the lunch option with your child at home on Arbor.



# Safeguarding

Safeguarding at Grimsdyke School is everyone's responsibility. Everyone who comes into contact with children and families has a role to play in safeguarding- identifying concerns, sharing information and taking prompt action.

Any information or concerns have to be shared confidentially with our

**Safeguarding Lead - Mrs Bhudia**

**The Deputy Safeguarding Leads – Mrs Dwyer and Mrs White**

For further information on this please read our safeguarding policy on our school website.

**If there are any changes to any contact details, medication or allergies, please let us know. It is important we can get in touch with you in case of emergency.**

**New green bags**

# Official channels of communication

The academic year is always really busy in many different ways. We do our ultimate best to share as much information with parents as possible and keep you informed of any changes with as much notice as we can give. Lots of information is shared with parents using our “official” channels of communication:

- Grimsdyke Newsletter (fortnightly),
- Schoolcomms/email
- School website
- School Calendar (available on the website and newsletter),
- Twitter feed (@GrimsdykeSchool),
- A-Frame in the carpark
- Specific class based letters.

A majority of communication is shared with the parents on Fridays. **Please do read these carefully.**

The School Office email – [office@grimsdyke.harrow.sch.uk](mailto:office@grimsdyke.harrow.sch.uk) can be used if you have any further questions.

The newsletters are sent via email but will also be available on the school website.



## Online and social media communication @ Grimsdyke School

### School will...

- Put all essential information for parents onto our website
- Send regular communication to the email address parents share with us
- Use the school Twitter account to share additional information
- Use text alerts to parents where there is something important to share
- Deal with any issues parents raise through the appropriate channels e.g. year group email, email to office or Head teacher

### School does not...

- Use or recommend any other social media platform is used for school related communication e.g. WhatsApp
- Share information or monitor communication via these platforms
- Give information to parents to be shared through year group or class parent social media accounts e.g. WhatsApp groups
- Allow images or content from school to be used in private social media accounts

### School recommends...

- Parents share any concerns or queries directly with school staff or via school email accounts
- Parents use any social media accounts related to school for networking and support only
- Parents model good and responsible social media use for their children
- Parents monitor their children's use of social media across all platforms including those related to games they might play online

Parents should contact the school office or year group email regarding any queries or questions. Staff will always be more than happy to answer any queries.

Social Media Policy  
Parent Code of Conduct  
Community Behaviour Policy

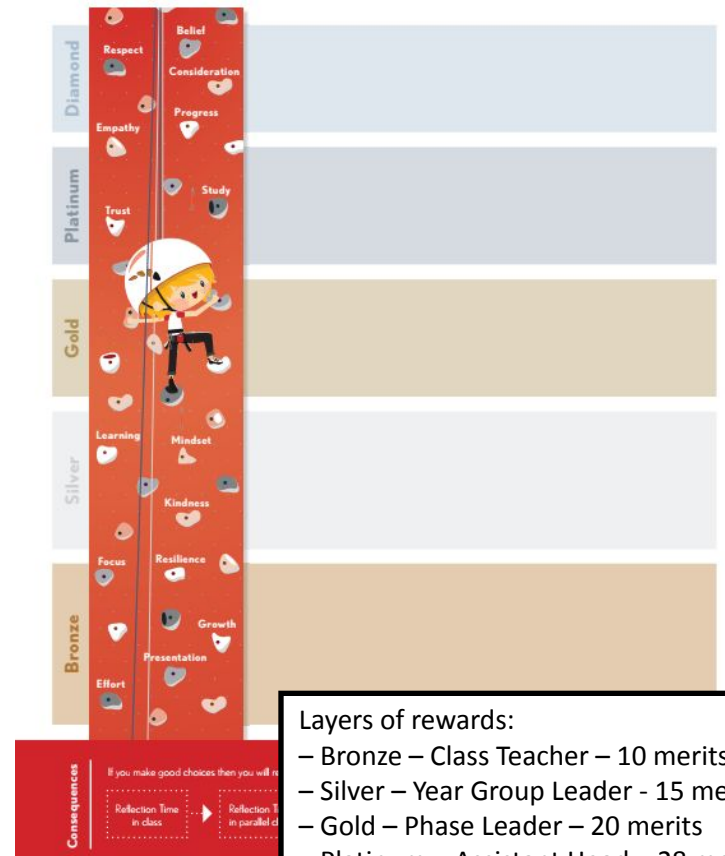
# Behaviour and merits

Behaviour expectations are set within the class and discussed with the children.

- ❖ “Merits and Commendations” are prominently displayed in all classrooms and are consistently adhered to by all staff and pupils. This system is a layered approach to acknowledge and reward positive behaviours based on the ethos / ideas of teamwork, citizenship and learning
- ❖ Each week there will be an achievement assembly where children can receive a certificate
- ❖ Other rewards can include – verbal praise, stickers, table points, extra play, golden time
- ❖ Undesirable behaviour which leads to a child being spoken to and/or being warned must be recorded within a logging system. There are phase consequence as outlined in our school policy
- ❖ Parents will be informed of behaviour incidents which have gone beyond a warning
- ❖ Consequences – missed golden time, playtime, time out of class with a member of leadership team, behaviour log for sanctions

## Merits and Commendations

You can gain merits and commendations through  
**Teamwork, Citizenship and Learning**



Layers of rewards:

- Bronze – Class Teacher – 10 merits
- Silver – Year Group Leader - 15 merits
- Gold – Phase Leader – 20 merits
- Platinum – Assistant Head – 28 merits
- Diamond – Deputy Head - 32 merits
- Medal – Head teacher

# Attendance and punctuality

Letters for absence/medical appointments

Times for soft start, morning drop off.

Gates shut promptly at 8.45am

To clarify - if your child arrives after 8.45, they will be marked as late.

If you want to submit a form for exceptional leave, the details are outlined in our attendance policy.

# Collection/dismissal

- Collecting other children – update permission with office
- Emails to be sent previous day to the year group email or by 8.30am otherwise last minute changes must be communicated via medical room/attendance
- Children will not be dismissed to adults if teachers are not aware of changes have been made to normal collection arrangements
- Conversations are not possible until children have been dismissed – safety first. Please try to prearrange these with teachers where possible as they also have after school commitments eg meetings. Gates close at 3.35pm.
- Safeguarding notice - children should not be left at the gate in the morning unsupervised in the car park. They are responsibility of parents until gates open.

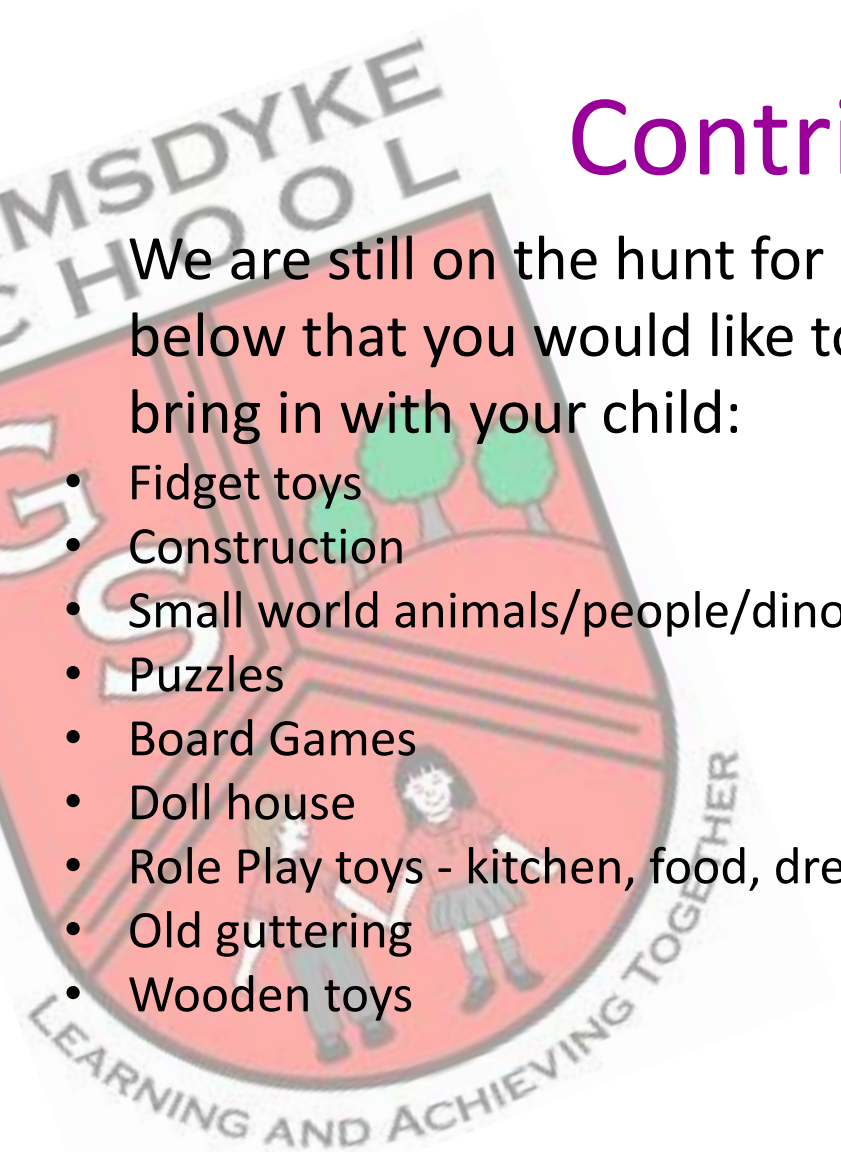
# Useful contact information

Year group email	Year_@grimsdyke.harrow.sch.uk Or Reception@grimsdyke.harrow.sch.uk	Use this to communicate with class teachers about The day-to-day operations: -Learning, progress, homework -behaviour -Welfare, behaviour, safety etc:
Office email:	<u><a href="mailto:office@grimsdyke.harrow.sch.uk">office@grimsdyke.harrow.sch.uk</a></u>	Changes to pick up arrangements General enquiries
Absences/Attendance:	<u><a href="mailto:attendance@grimsdyke.harrow.sch.uk">attendance@grimsdyke.harrow.sch.uk</a></u>	Attendance and absences - We ask that you communicate this information by 9.30am on each day of absence. Medical appointments Sending exceptional leave requests
SENDCO	<u><a href="mailto:sendco@grimsdyke.harrow.sch.uk">sendco@grimsdyke.harrow.sch.uk</a></u>	Queries relating to your child's support
Headteacher	<u><a href="mailto:headteacher@grimsdyke.harrow.sch.uk">headteacher@grimsdyke.harrow.sch.uk</a></u>	Safeguarding queries Escalating complaints

# Contribution

We are still on the hunt for contributions. If you have any of the below that you would like to donate to Reception/Year 1 please bring in with your child:

- Fidget toys
- Construction
- Small world animals/people/dinosaurs
- Puzzles
- Board Games
- Doll house
- Role Play toys - kitchen, food, dressing up etc.
- Old guttering
- Wooden toys





Thank you!

Any questions?

