

FILTON AVENUE

PRIMARY SCHOOL

Welcome!

Meet the team

2P: Miss E Plummer

PPA Cover: Miss Ford

2H: Miss J Hine

TA: Mr C Bailey

PPA Cover: Mrs Piper

2B: Mrs K Bremer

PPA Cover: Mrs Houghton

Arriving in school

The school day **starts** at **8.45**. Our outside door opens at 8:40.

The register is taken at **8.50** and any children arriving after this time are marked in as late.

If you would like to speak to us, please arrange this either through the office or Class Dojo.

The school day

- In Year 2, we like the children to be as independent as possible in order to prepare them for KS2.
- Please refrain from coming into the school building with your child.
- Home time: Please collect your child from the Phase 2 playground at **3:20pm**.

Term 1 Week 3

	Monday	Tuesday	Wednesday	Thursday	Friday
8:40-8:55	Flashback 4				Spelling
9:00-10:05	Author-Writer LO: To retell a narrative	Author-Writer LO: To story map a narrative	Author-Writer LO: To understand what a complete sentence is	Author-Writer LO: To write an imitated narrative	Mathematician LO: To write numbers to 100 in words
10:00-10:15	Break time				
10:15-10:30	Spelling/RWI				
10:30-11:00	Reading Lesson	Reading Lesson	Reading Lesson	Reading Lesson	Reading Lesson
11:00-12:00	Mathematician LO: To use a place value chart	Mathematician LO: To partition numbers to 100	Mathematician LO: LO: To partition numbers to 100	Author-Writer LO: To write an imitated narrative	Mathematician LO: To partition numbers in different ways
12:00-1:00		Lunch time			
1:00-1:05	Mindfulness				ERIC 1:00-1:30
1:05-1:15	Maths Meeting				Celebration Assembly 1:30-2:00
1:15-1:45	ERIC				PSHE/Computing 2:00-3:00
1:45–2:45	PE (2B) Enquiry	Enquiry	Enquiry (2B) Bristol Sport (1-2H, 2-2P)	Enquiry	
2:45-3:00	Music Assembly	Handwriting	Values Assembly	Handwriting	
3:00-3:20	Storytime – The Cloud Spotter	Home things/Storytime/Golden Ticket			

Lunch

- ✓ sandwich, wrap, pasta, crackers
- ✓ carrot, cucumber, tomatoes
- ✓ fresh or dried fruit
- ✓ yogurt
- ✓ biscuit, flapjack, malt loaf



Please limit the
treats!

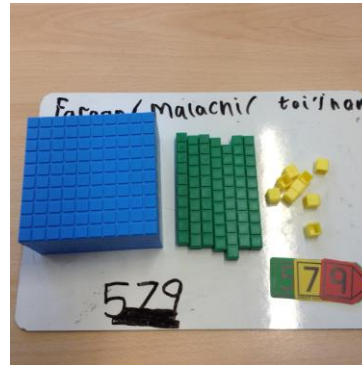
X peanut or nut
products

Children also have a free
piece of fruit or a
vegetable everyday
before playtime

Being a Mathematician



- We are following a scheme of work in Being Mathematicians, called 'White Rose' which focuses on broadening and deepening the children's understanding of particular units of work.



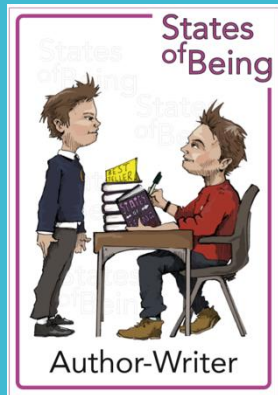
- There is an expectation that all children will know their **2, 5, 10, and 3** times tables by the end of the school year, so frequent practise recalling times tables from memory would be very helpful.
- **Numbots, MathSeeds and TT Rockstars** can be accessed at home to reinforce learning in the classroom. Please contact us via Dojo if you require a login.

Being an Author-Reader

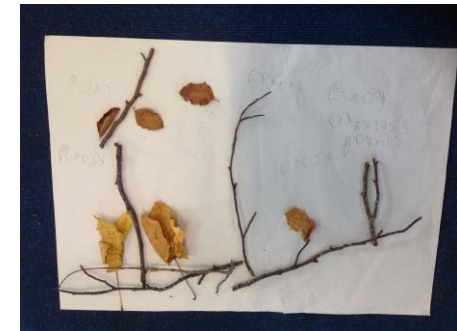
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Author-Writer



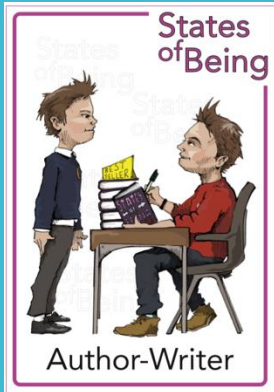
- We stream the children for Phonics and Spelling groups after playtime each day.
- Children also have an Author-Writer lesson every day. This term, we are focusing on the book 'Emily Brown and the Thing'
- We incorporate drama, art, discussion and practical activities into Author-Writer to support learning too.



Being an Author-Reader

&

Author-Writer



Some other activities to help your child at home include:

- Taking note of punctuation and grammar when reading with your child. Discuss any unknown punctuation and why it's used.
- Reading their school reading book to an adult for 10 minutes a day. They can also read age appropriate books and answer questions independently.

Being an Author- Reader

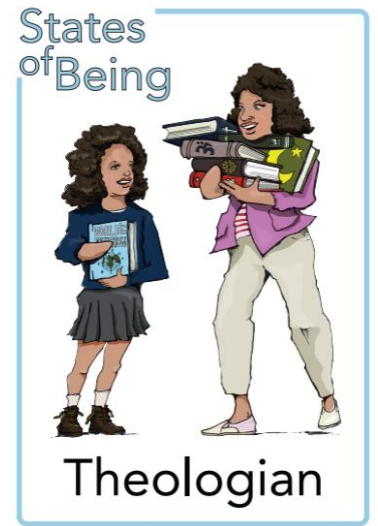


- We aim to read with your child at least once a week – either individually or in a group guided reading session.
- We encourage the children to read at home at least 10 minutes each day. We will be checking children's home Reading Record to encourage home reading. Your child can earn dojos and stickers for an end of term reading incentive.
- Reading the same book multiple times builds fluency and is recommended.
- Reading hats:



Theologian

- As Theologians, children gain the chance to build a deeper understanding of the world as well as their community. As a part of our curriculum, we learn about various religions and beliefs.
- The religions that are taught are: Christianity, Buddhism, Islam, Hinduism, Sikhism and Judaism.
- In Year 2, we look at Christianity and Islam. We visit a church and a Mosque.
- If you have any questions about the trips, please contact Mrs. Hussain directly.



Marking and feedback

- Our marking policy is based on a feedback star to give children simple next steps.
- Instead of giving children written comments in their books, we will be using their work to carefully inform our next day's 'feedback session'
- Feedback will be verbal and focus on learning from mistakes and editing work in purple pen.
- The following day, the children will look at their 'feedback star' and see what their editing focus is.
- This system should help the children to become more independent and gain a much better understanding of where they went wrong and how to improve it.




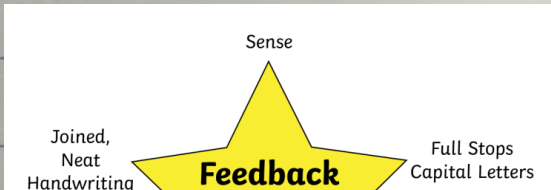
Marking and feedback

Tuesday 11th September 2018

Lo - To describe a setting

• AS I WALK in to the forest I can see a
Clean stream trickling and emerald
leaves. In the forest I can see rough
prown bark. I can hear ^{the} cool ^{the} breeze
blowing. I can hear ^{the} furry bees buzzing.
There are Ringfishers singing.





Enquiry

- We use an enquiry approach to teach the wider curriculum. Enquiry based learning focuses on 'learning through doing'.
- We begin with an **enquiry question** and **wow day** to inspire learning for the term.
- We aim for the children to build on what they know and deepen their understanding.
- There will be a big focus on discussion, vocabulary and speaking in full sentences linked to our Oracy project.
- There will be many opportunities for practical activities.
- We aim to have a trip or visitor every term.

Enquiry

- Who is Alfredo Arreguin?
- How do we live a healthy life?
- How are artists inspired by nature?
- How are schools the same?
- What's my classroom made of?
- What did Brunel do for Great Britain?
- How do plants grow near me?
- What is home?
- How will I get around in the future?

SATS

- SATS (TBC)
- The children will sit the following tests:
 - Spelling, punctuation and grammar
 - Reading
 - Maths reasoning
 - Maths arithmetic
- There will be further information on SATS sent to parents later on in the year. All of the past year's papers are available online if you would like to have a look.

P.E



- Every child **needs** to come into school wearing their PE kit.
- PE Kit:
 - Plain white T-Shirt
 - Plain Black or navy shorts
 - School jumper
 - Plain tracksuit bottoms
 - Trainers or daps
 - Please tie back all long hair
 - No jewellery to be worn
 - No football shirts
- Our P.E lessons are every **Monday for 2P and 2B and Wednesday for 2H**

Safeguarding

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How we keep you safe:

If you are concerned about the welfare of any child or adult then please discuss this with a member of the Safeguarding Team.

We have a Safeguarding Team that is always happy to help in whatever way they can!



Sarah Stefanini
Designated Safeguarding Lead



Sam Crane
Deputy Designated Safeguarding Lead



Dan Rodeck
Designated Safeguarding Lead



Mel McCorry
Deputy Designated Safeguarding Lead



Kat Preece
Deputy Designated Safeguarding Lead



Lisa Lackie
Deputy Designated Safeguarding Lead



Steve Pavey
Deputy Designated Safeguarding Lead



Fran Mills
Deputy Designated Safeguarding Lead

Anti-bullying

Bullying of any kind is never acceptable behaviour at our school.

If bullying does occur, all students should tell a member of staff so that incidents can be dealt with promptly and effectively.

Our definition of bullying:

Bullying is the repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power. Bullying can be physical, verbal or psychological. It can happen face-to-face or online.

Bullying as a group behaviour

Anti-Bullying Alliance UNITED AGAINST BULLYING

The ringleader – Starting and leading the bullying but not always the person 'doing' the bullying.

The target – The person who is being bullied.

Assistant(s) – Actively involved in 'doing' the bullying.

Reinforcer(s) – Supports the bullying, might laugh or encourage other people to carry on what is going on.

Defender(s) – Stands up for someone being bullied. Knows that bullying is wrong and feels confident enough to do something about it. This might involve talking to an adult in school.

Outsider(s) – Ignores any bullying and doesn't want to get involved.



Inclusive Goal

Our Inclusive goal:

We want every person in our school community to feel free to be themselves, to feel seen, to feel safe, to feel supported, and to feel like they belong.

We will take a victim-centred approach and challenge any prejudice-based language or discriminatory behaviour.

Online Safety Class Charter



I agree
that I
will:

Ask an adult if we want to use the computers/tablets

Only visit website which are useful to my learning, or that an adult has told us we can access

I will ask for help from a teacher or suitable adult if I am not sure what to do or if I think I have done something wrong

Tell a teacher or an adult I trust if anything from the internet makes us feel scared or upset, or is inappropriate

Make sure any messages we send are polite and respectful. Report any unkind messages on social media (whether in or out of school)

Hand mobile phones into the teacher and only give our telephone numbers to people we know and trust

Always keep our personal details private when on the internet

Check with an adult before putting photographs of myself or others on the internet

Respect and look after school computing equipment and report any faults to my class teacher

If we break the rules, we might not be allowed to use a computer/tablet

Online Safety

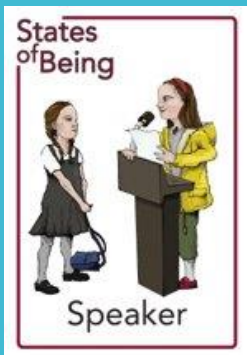
Social Media Age Restrictions

Under 13 (with parental consent)	13 +	16+	18+	18 (13 with parental permission)
 GoBubble	 Facebook	 WhatsApp	 Meow Chat	 flickr
 PopJam	 Instagram	 Telegram	 Meet Me	 YouTube
 GROM SOCIAL	 Twitter		 Tinder	 Spotify
	 Skype			
	 iTunes			
	 Pinterest			
	 MyLOL			
	 Wink			
	 Snapchat			
	 TikTok			
	 reddit			
	 ASK.fm			
		17+		

Attendance



Oracy



At Filton Avenue we aim to equip our learners with the skills to talk and listen effectively to one another. **Effective communication helps every child to fulfil their potential and flourish in their school life and beyond. We endeavour to give every learner this opportunity.**

Oracy underpins the development of reading, writing, and maths and is key to progress in all subjects.

We aim to encourage speakers, who are confident to communicate, debate and present in a wide range of situations to a wide range of different audiences.



"Building on that idea, I think..."



"Why do you think ... ?"



"Let's also think about..."

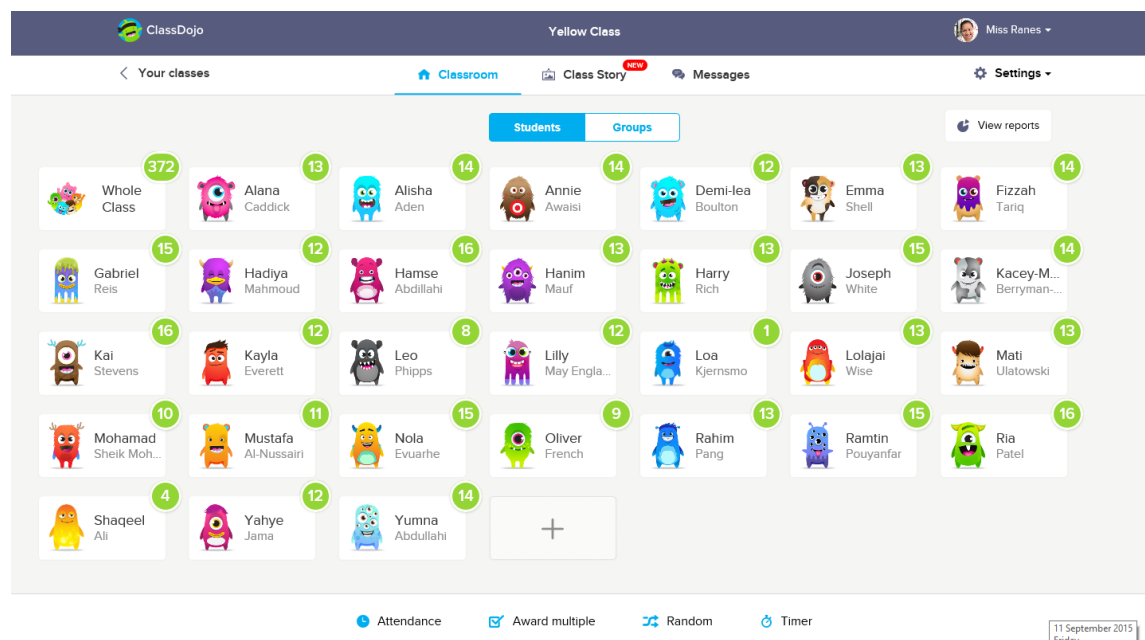


What do you mean when you say ... ?



Please have a look at the weekly Talking Tuesdays posts on Dojo and engage in these conversations at home.

Class Dojo and Rainbow



Homework

- Weekly spellings linked to Phonics
- Reading every night
- Numbots, Readingeggs, MathSeeds, TT Rockstars

Reading Books

- We encourage the children to read at home every night for at least 10 minutes.
- Their home reading book will be changed weekly.
- In order to build fluency, we ask that the children read the same book more than once.

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Thank you!