



Highwood Primary School

Welcome to F2



Learning Behaviours



Teamwork



Perseverance



Independence



Creativity



Curiosity



Reflection

Values

(The things we truly believe in for **everyone** involved with Highwood)

- Celebrating Diversity
- Continual Improvement
- Pride
- Happiness
- Trust
- Respect



Meet The Team



Mrs Parker – Assistant
Head and class teacher
Badgers



Mrs Newham –
EYP **Squirrels**



Mrs Vanka –
EYP **Owls**



Miss Grainger –
Class teacher
Hedgehogs



Mrs Poulton EYP
Foxes



Miss Webb
EYP **Rabbits**



The school day

- School starts at 8.45am (8:35 soft start)
- Lunch time starts at 11.45am and finishes at 12.45pm.
- School finishes at 3.15pm. If another adult is collecting your child, please inform us in the morning. We are unable to release children unless we have verbal or written permission directly from a parent.
- Breakfast club and after school club are available.



The school day

- 8:45 – 9:00 registration/dinners
- 9:00 – 9:45 phonics (adult input, building up to group reading 3 times a week)
9:45 – 10:30 learning zone
- 10:30 – 11:00 – snack, story, singing, wake-up shake-up
- 11:00 – 11:30 maths (adult input, followed by different activities to consolidate the learning)
- 11:45 – 12:45 lunch
- 12:45 – 1:00 registration, singing, story, mindfulness
- 1:00-1:30 topic and PSHE (adult input, followed by different activities to consolidate the learning)
- 1:30 – 2:45 learning zone
- 2:45 – 3:15 handwriting/library, story, singing, home

- Fridays PE
- Fridays Assembly

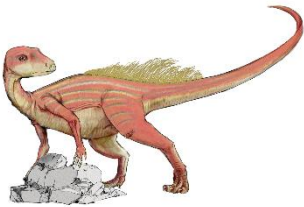
The school day



- Starts off with lots of time for child-initiated opportunities.
- We slowly build up to some adult directed time.
- We focus heavily on building relationships, trust and ensuring that children are happy before moving onto more academic learning.
- Our intention is to teach them to read, write and understand number by the end of the year. Some children might require support, which we can provide within the setting.
- If your child isn't accessing the curriculum, we might ask to have a meeting so that we can discuss how to meet their needs.

Topics

Autumn term: Could dinosaurs live in Woodley?



Spring term: How is the world filled with colour?



Summer term: Who are our local heroes?



Curriculum

Expressive arts and design

making fossils (clay)
printing - dinosaur feet
making dinosaurs - junk modelling
make a dinosaur bone
Familiar rhymes and songs
learning songs for the Nativity

The natural world

What happened to the dinosaurs?
Carnivores and herbivores
Growing plants
Making dinosaur homes - forest area
Exploring rocks and fossils

People, culture and communities/Past and present

Mary Anning
How do we grow?
How were dinosaurs born? (bring in baby photos)
Comparing dinosaurs with animals today

Literacy

Phonics:

Learning Phase 2 sounds:
s,a,t,p,i,n,m,d,g,o,c,k,ck,e,u,r,h,b,f,ff,l,ll,ss
Practising segmenting and blending sounds
in words: at, cat, man.

Reading:

Reading their name and familiar words:
I, the, go, no, to, into

Writing:

Writing their name independently
Labelling familiar objects

F2: Autumn

Could dinosaurs live in Woodley?

Hook: Dinosaur egg discovery in the outside area

Enrichment: Nativity

School Trip: Local environment walk

Personal, social and emotional development

Making friends
Sharing and taking turns
making parts of a dinosaur as a team

Communication and language

Rules and routines
Talking about themselves now and in the past.
Role-play - dinosaurs
Recalling stories and songs

Technology

Exploring Beebots
Using purple mash programme to design a dinosaur habitat

Mathematics

Matching, subitising and representing numbers to 5
Matching and sorting
Making patterns
Circles, triangles and 4 sided shapes
One more and one less

Physical development

cutting and sticking
Dance/move like a dinosaur
compare different ways of moving



Seesaw

- If you haven't received an email from Seesaw, please let us know.
- We post photos, videos and add comments so that you can get a snapshot of what they do.
- You can like a post, add a comment or upload your own photo/video. We love to see them.
- We will send home QR codes which enable you to post.

Phonics

- Little Wandle letters and sounds
- [For parents | Letters and Sounds](#)
- We teach one phoneme a day.
- Once the children have learnt a few sounds we teach them to blend sounds together to read words
- We will read three times a week with the children in a group.
- We see fantastic progress throughout the year.
- [Little Wandle at Home First Phonics Flashcards for Reception : Wandle Learning Trust and Little Sutton Primary School: Amazon.co.uk: Books](#)



Maths

- Very practical
- Lots of sorting and matching, then leading on to recognising and understanding number.
- Numberblocks helps children



Writing

- Started name writing
- We do lots of fine motor to build strength
- We will be doing handwriting sessions when they are ready
- Once they have learnt some sounds, we start to write words.
- Important to hold pencils using the correct pencil grip and form letters correctly.



How can you help at home?

- Reading
 - Listen to your child read **every day**
 - They should use their phonics to sound out words
 - Practice blending to read, c-a-t
 - Read lots of stories to your child – fiction and non-fiction
 - Decodable books which match phonics learnt in school and the school reading books
- Number
 - play number games
 - Practice recognising and matching numbers to 10.
- Writing
 - Writing their name everyday
 - Strengthen their hands by using play dough, threading, colouring
 - Copying over letters
 - Letter writing using the sheets provided further into the year



How can you help?

○ Bags

Unfortunately, we don't have space for rucksacks – please bring a school green reading bag and a draw-string PE bag. Changes of clothes can be kept in PE bags

○ Water bottles

We are a healthy school and promote drinking water to stay hydrated. Please make sure it is pure water, not flavoured or squash/juice.

○ Reading and phonics

- We will send reading books home at the end of next week.
- We will give two decodable books and one choosing book (not expected to be able to read it) to last the week.
- Books changed weekly
- Children do a group read in school 3 x a week



How can you help?

◉ Snacks

We provide a healthy snack every day. Usually an apple, banana, orange, pear, carrot rota. If you would prefer to provide your own, it needs to be a fruit or vegetable.

◉ Lunch boxes

Nuts or nut-based products are not permitted in school due to children having severe nut allergies.

◉ Lunch

We will let you know if your child hasn't eaten a lot of food that day. The lunch time controllers keep an eye on the children and let us know. They only tell us about the ones who haven't eaten.



PE kits

PE kits are brought into school EVERY Monday and will be sent home on Friday.

Please can we make sure that a winter PE kit is also provided as we will still do PE outside when the weather turns colder and damp.

PE kits to include; the green Highwood PE t-shirt, plain black shorts, jogging bottoms, sweatshirt and a pair of trainers, velcro straps if possible. This is outlined in our school uniform policy.

Everything named!

There are to be NO earrings on PE days.

We teach the children to dress independently, so as much practise at home as possible would help.

Keeping in touch with progress

- Welcome any time
- SPLAT afternoons
- Mid-year reports
- Seesaw
- Parents appointments and book looks

Child's Name: Neiva Hickey

Class: Year 2W



Highwood
Primary School

| Grading Key | A | Above Average / Above Expectation | |
|-------------------|------------|-----------------------------------|--------|
| | B | Average / As Expected | |
| | C | Below Average / Below Expectation | |
| | I | Inconsistent | |
| Subject | Attainment | Progress | Effort |
| English – Reading | A | A | A |
| English – Writing | A | B | B |
| Maths | B | B | I |
| Science | B | B | A |
| Computing | B | B | B |
| Music | B | B | A |
| PE | B | B | A |
| Art | B | A | A |
| DT | B | B | B |
| RE | B | B | B |
| History | A | B | A |
| Geography | B | B | B |

Next Steps:

Reading: To express her opinion about the author's choice of characters, language and setting.

Writing: To consistently and effectively use a variety of descriptive language to enhance her writing.

Maths: To show greater perseverance when answering higher order questions and ensure that she provides sufficient evidence to support her answers.

Teacher's Comment:

It has been such a pleasure teaching Neiva this year. Her effervescent personality and wonderfully expressive nature spread positivity throughout the classroom. She thrives on being able to share her unique insights on all areas of the curriculum. Neiva is an incredibly supportive talk partner and it has been wonderful to watch her enable her partners to confidently tackle a task. This is testament to how Neiva embodies not only the teamwork learning behaviour, but the Highwood Values too.

Neiva, I am confident that you will continue to soar high in Year 3. I wish you all the best!

Signed: _____



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Lunch time

- Lunch boxes need to be healthy – Lucy can support if needed.
- Hot meals ordered in advance, pick with the children so they know what they are having.

Communication

- Every day
- Arrange a meeting
- Share anything with me or other adults you feel is important
- School Website
- Arbor
- Email: f2@highwood.wokingham.sch.uk
- It is important we always have your up-to-date contact information and details of who is collecting your children.



Thank you for coming!



Questions...?