



SCAN ME

Give us a follow on
Instagram to see what
the children have been
getting up to!



WELCOME TO YEAR 2!

**Year 1,2+3 Vice Principal
Mrs Parmley**

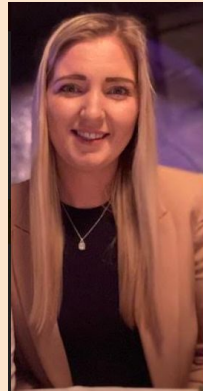
2 Elizabeth



Mrs Brzostowska

2 George

Mrs Mema
(Year 2 Lead)



HLTA
Mrs Madigan

2 Charles



Miss Shakeel

Meet Jessie



- Jessie is a 3 month old cross between a St Bernard and a Poodle and lives with Mrs Snowden and her family
- Very calm temperament and hypoallergenic
- Jessie will become a school therapy dog and her training will take up to 12-18 months. Her three handlers and Jessie will undergo the training with PAWs Therapy Dog Training Programme
- She will always be on a lead around the school and the children will know not to approach her when she is on her lead or wearing her training vest
- No child will work directly with her without permission from parents

Our Vision For Our Children

*By embedding our values-based, high expectation approach to learning and behaviour, we believe in developing the whole-child. What do they need today? What do they need tomorrow? We strive to give children the knowledge and skills to achieve their full potential and be successful lifelong learners who value their emotional health and wellbeing. They recognise their own uniqueness and that of others. WHA is a place where no time is wasted and where **'every opportunity shapes a life'**.*

Our curriculum offer has four aspects that are split into two domains:

Core Curriculum Offer
Knowledge & Experience (National Curriculum)

WHA Enhanced Curriculum Offer
Values & Equality (Shaping Lives)



Core Values	Linked Values		
Ambition	Desire	Motivation	Determination
Respect	Empathy	Considerate	Admiration
Tolerance	Acceptance	Patience	Understanding
Friendship	Kindness	Compassion	Love
Positivity	Hope	Happiness	Optimistic
Teamwork	Responsibility	Pride	Equality
Resilience	Perseverance	Adaptable	Fortitude
Courage	Confidence	Valour	Heroism
Honesty	Trustworthy	Integrity	Reliable
Curiosity	Inquisitive	Awareness	Awe

Meet our safeguarding team



Mrs Costelloe Mrs Kearney

DSL



DDSL



Ms Gregory

DDSL



Mrs Snowden Mrs Parmley

DDSL



DDSL



Miss Poynter

DDSL



Mr Overton

DDSL

At WHA every adult thinks your health, safety and wellbeing are very important. You can talk to any trusted adult in school.

How will we protect you?

- We will provide a safe environment for you to learn in
- We will help you to remain safe at home, as well as school
- We will always listen to you

OUR SAFEGUARDING TEAM

We are here to help

If you are worried about anything, at home or in school, or have any safeguarding concerns please speak to a member of the safeguarding team.

PUPIL PREMIUM GRANT

Many children from families who receive certain benefits are entitled to a sum of money paid to their school to boost their learning. **This is called the Pupil Premium Grant.**

Are you eligible?

- Universal credit (provided you have a net income of £7400 or less)
- Income support
- Income-based jobseekers' allowance
- Income-related employment and support allowance
- Support under Part IV of the Immigration and Asylum Act 1999
- The guaranteed element of state pension credit
- Child tax credit, provided that you are not also entitled to working tax credit and have an annual gross income of £16,190 or less

The extra funding helps the school to provide further support for your children in so many ways such as extra 1:1 and small group teaching sessions and providing additional resources in school and at home. It also entitles your child to a free school meal every day which could save you hundreds of pounds each academic year.

There is an eligibility checker on our school website as well as a link to the application platform.

We advise **ALL** families to check eligibility as any additional funding will support the school and your children greatly.

Please speak with the school office team if you have any questions about your application

GENERAL INFORMATION

Friday = New Spellings/homework given out in folders

Friday = Spelling test

Wednesday = homework folders to be handed in

Monday= Multiplication tests

PE days

- Monday - 2 Charles
- Tuesday - 2 Elizabeth
- Wednesday - all of Year 2
- Thursday - 2 George

Year 2

P.E. DAYS

2 George - Wednesdays and Thursdays

2 Elizabeth - Tuesdays and Wednesdays

2 Charles - Mondays and Wednesdays

Please can children come to school dressed in their PE kits on these days and for the rest of the week they will wear their school uniform.

A slip has already been stuck into your child's diary.

HOMWORK



- **Spellings will be sent home on a Friday.** The spellings set closely match the spelling scheme followed that week. The children will have a small slip stuck in their diaries of the spellings that week and a practice sheet in the homework folders. The spelling test will then be the following Friday giving the children a week to learn their spellings. Scores will be recorded. We expect a minimum score of 6/8 each week.
- **Homework will be given on a Friday** and must be completed and returned by the **Wednesday**. This will include one maths, one times table, one writing/ reading activity and spellings. All homework set is carrying on from that weeks learning to consolidate learning. Any children who we see struggle to hand the homework in each week, will spend one breaktime staying in to complete it during this time with the support of a member of staff. Reward=dojos!
- TTRS times tables practice is set starting off with the 2s, 5s and 10s.

HOMWORK



- **Project Passport** - This will be uploaded onto Google Classroom half termly and it is important your child completes 2 activities for every project passport. These activities are based on that half term of learning we will be teaching the children which helps to consolidate learning and for children to gain prior knowledge.
- **Google classroom** - Yrs 2-6. For Year 2, project passports will be uploaded here every half term along with a few other communications. Your child's Google Classroom login will be in the front of their diaries. There will be an email, password and class code for your child to join the class set up by the class teacher to start accessing things on Google Classroom.



TTRS



- Big push this year
- Autumn 2s and 5s
- Spring and Summer 2s, 5s, 10s and 4s. TTRS will be updated when new tables have been introduced in class.
- Logins in the front of childrens diaries.
- Games and activities
- Earn points and buy rewards for character
- Children will have a whole lesson given to times tables each half term.
- Every Monday children will have a times table test and scores will be recorded.

POSITIVE BEHAVIOUR



JUBILEE

A - F



WINDSOR

G - L



MERCIAN

M - R



ETON

S - Z



ClassDojo

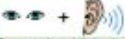
















**HOT
CHOCOLATE
FRIDAY**

YOU ARE INVITED TO HOT
CHOCOLATE FRIDAY WITH THE
SENIOR LEADERSHIP TEAM FOR
GOING ABOVE AND BEYOND
EVERY DAY!



POOR BEHAVIOUR

CHOICES:

<p>1. We expect the following behaviours for learning in our classroom to include:</p>				
 Engaged and listening to adults or peers who are talking	 Use your indoor voice	 Sitting smartly on the carpet and desk	 Follow all instructions swiftly	<p>If we don't see this:</p> <ol style="list-style-type: none"> Verbal warning Last chance if given a second verbal warning Miss up to 5 minutes of break or lunch
<p>2. We expect that all instructions are followed.</p>				
 Defiance or not following instructions	 Shouting out in the classroom	 Disrupting or distracting other children	 No returning to classroom after break or lunch	<p>If we see this:</p> <ol style="list-style-type: none"> Immediate loss of all break time or half of lunchtime If repeated twice in a week, call home and reflection sheet sent home If repeated three times in a week, report card issued with YTL
<p>3. We expect RESPECT.</p>				
 Lack of respect: extreme impoliteness, leaving class, 'stopping and tutting', arguing back or shouting	 Breach of online safety policy (unkind messaging to or about other children)	 Lack of respect towards peers (swearing, spreading rumours, showing aggression/threatening behaviour eg. pushing and shoving)	<p>If we see this:</p> <ol style="list-style-type: none"> Immediate loss of all break time plus lunchtime and a call home to parents. Reflection form to be completed and sent home. If repeated, meeting arranged with parents and class teacher to work to support improvement of behaviour If repeated, further meetings arranged with parent and YTL. Report card issued with daily reporting to YTL for a week. 	
<p>4. We expect that we always treat everyone kindly: speak kindly, have kind hands, kind actions and how care to our school environment.</p>				
 Extreme rudeness/swearing towards staff and/or peers	 Damaging school property (shoving or throwing furniture, vandalism)	 Not keeping safe (climbing fences, hiding, running around school)	<p>If we see this:</p> <ol style="list-style-type: none"> Internal suspension from class or playground. Work to be given and completed in another year group or hub. No social interaction with current year group Reflection form completed and given to parents Parents to meet with YTL and Vice Principal 	
<p>5. We expect everyone to be in control of their behaviour and manage feeling positively and show positive treatment to each other and our environment.</p>				
 Extreme breach of online safety policy (sharing imagery, bullying, threatening behaviour, talking about or viewing inappropriate material)	 Violence towards peers and adults such as fighting. Sexual Harassment.	 Sustained bullying behaviours	<p>All level 5 behaviours will be considered on a case-by-case basis by the Principal and SLT. The consequence considered will be:</p> <ol style="list-style-type: none"> Internal suspension Fixed term suspension Permanent exclusion 	

UNIFORM



Girls

Grey (**not black**) skirts, grey trousers are permitted

Burgundy jumper/sweatshirt or cardigan

Pale blue blouse/polo shirt

Grey or black socks or tights

School tie* (optional)

Pale blue/white check dresses for summer

Boys

Grey (**not black**) trousers

Burgundy jumper/sweatshirt

Pale blue shirt/polo shirt

Grey or black socks

School tie* (optional)

Grey shorts for summer

Shoes

flat black shoes or

black trainers (no

logos or other

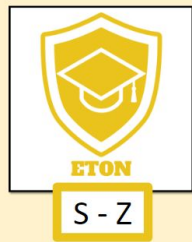
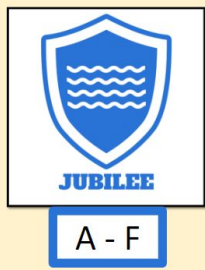
colours visible)



UNIFORM - THIS SETS HIGH STANDARDS AND EXPECTATIONS

- Hair must be tied up. Any hair accessories must be in school colours.
- All black shoes. The children can wear black trainers, but they must be ALL black.
- No hoop earrings.
- No nail polish.

Please label ALL items - we cannot take responsibility for lost items.



P.E. KIT

On PE days children are expected to wear their WHA house colour t-shirt.

This is the only branded part of the uniform we ask our parents to purchase. This is so the children have a sense of belonging and at competitions and in school events they compete for their houses.



Trainers (for outdoor sport) – plain black or plain white
Plimsolls or trainers (indoor)

Tracksuit or jogging bottoms and sweat top for winter

Tracksuit, jogging bottoms & sweat tops need to be a plain, dark colour (navy, black, dark grey) with NO pictures, writing or patterns.



PARENTS GUIDE TO:

ZONES OF REGULATION









Western House Academy

At WHA, we use the Zones of Regulation as a way to teach and support our children to manage and regulate their emotions.

WHAT IS IT?

The Zones of Regulation is an approach which supports children in managing their feelings. By categorising the different ways we can feel and states of alertness, children can be supported to identify their own feelings and understand how their feelings can then affect their behaviour.

The **ZONES** of Regulation®

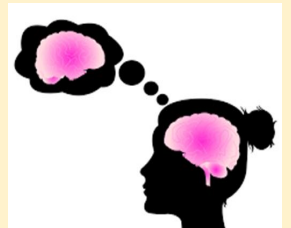
			
			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE Mad/Angry Terrified Yelling/Hitting Elated Out of Control

WHY DO WE USE IT?

To teach our pupils:

- How to identify their feelings as well as read others' facial expressions
- Understand how their behaviours can influence others' thoughts, feelings and behaviours
- How to regulate their own feelings and in doing so, develop their own 'toolbox' of strategies to self-manage their thoughts and emotions.
- Problem solve and find positive solutions to different emotions

The ultimate goal is for independent regulation.



THE FOUR ZONES:

ZONES OF REGULATION

Choose your **zone**. How are you feeling?

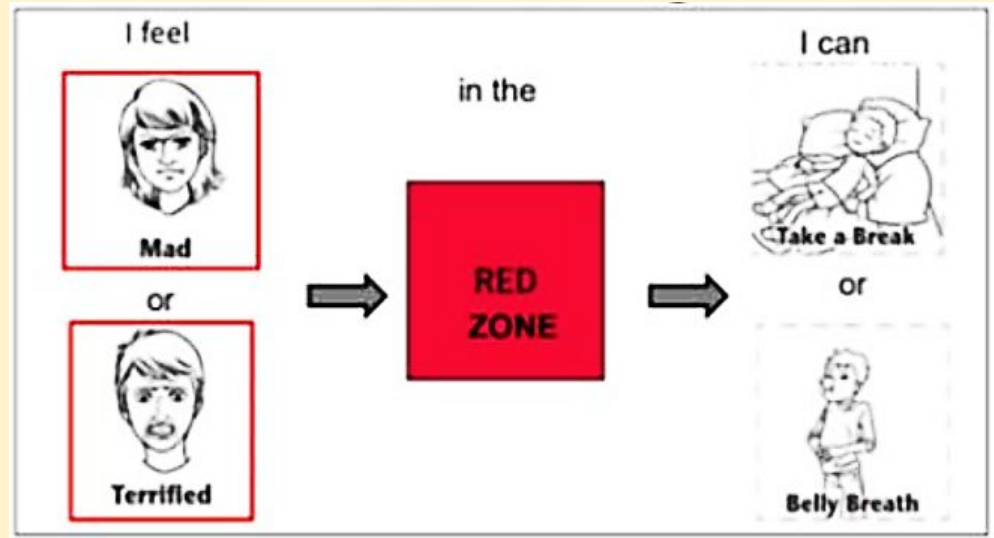
Blue	Green	Yellow	Red
 A blue character with glasses and a sad expression, holding a blue ball.	 A blue character in a yellow dress, dancing happily with arms raised.	 A purple character with a long nose, looking frustrated with hands clasped.	 A red character with a flame on its head, shouting with clenched fists.
<p>Sad Sick Tired Bored Moving slowly</p>	<p>Happy Calm Good to go Focused Ready to learn</p>	<p>Frustrated Worried Silly Anxious I need some help</p>	<p>Mad Angry Yelling / Hitting Out of control I need time and space</p>

WORTH REMEMBERING...THE RED ZONE IS NOT A BAD ZONE!

In fact, none of the zones are bad!

The feelings of anger, terror, devastation etc are perfectly normal to feel but what matters is **how** children learn to

regulate and manage these strong feelings.



WHAT DOES IT LOOK LIKE IN SCHOOL AND HOW DO WE USE IT?

ZONES OF REGULATION

Choose your **zone**. How are you feeling?

Blue	Green	Yellow	Red
			
Sad Sick Tired Bored Moving slowly	Happy Calm Good to go Focused Ready to learn	Frustrated Worried Silly Anxious I need some help	Mad Angry Yelling / Hitting Out of control I need time and space



Every morning children will put their lolly sticks into the zone they are feeling and staff will check in with the children.

Children are encouraged to talk about their feelings!

By doing so, this will support their understanding and consolidate their learning further. Our pupils can then decide whether to **check in** with their feelings through the school day. Our staff can support by reminding them of the ‘tools’ they could use to help them navigate through their feelings.

Here are some examples:

- Talk to a trusted adult
- Belly breathing (deep breathing exercises)
- Finding a quiet space to calm down
- Drinking water
- Movement and/or sensory breaks
- Mindful sketching

At home:

Ask how your child is feeling and which zone they are in. Talk through and think of strategies in their toolbox.

HOW CAN WE USE IT AT HOME?

ZONES OF REGULATION

Choose your **zone**. How are you feeling?

Blue	Green	Yellow	Red
			
Sad Sick Tired Bored Moving slowly	Happy Calm Good to go Focused Ready to learn	Frustrated Worried Silly Anxious I need some help	Mad Angry Yelling / Hitting Out of control I need time and space

1. Ask children 'how are you feeling?'/check

in with their feelings.






2. Identify which zone they are in. 'Which

zone are you in?'

3. Talk through strategies in their toolbox.





ZONES OF REGULATION TOOLBOX

I'm in the...

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
 <ul style="list-style-type: none"> Positive thinking (inner coach - "You can do this!") Drink water Stretches Star jumps Run Eat something 	 <ul style="list-style-type: none"> I feel: Happy Focused Calm Ready to learn  <p>calm</p>	 <ul style="list-style-type: none"> Positive thinking (inner coach - you can do this) Talk to an adult Think about the size of the problem - is it really that big? Distract yourself - hand books out, deliver a message Deep belly breaths Sit and count to 10/other breathing activities Standing push up against a wall 	 <ul style="list-style-type: none"> Deep belly breaths Find a space to calm down Talk to a trusted adult Lazy 8 breathing - draw figure of 8 on palm: breath in on the circle, out as you cross over the midline). Squeeze fists/sensory toy

ZONES OF REGULATION TOOLBOX

I'm in the...

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
 <ul style="list-style-type: none"> Talk to Adult 	 <ul style="list-style-type: none"> Take deep breath 	 <ul style="list-style-type: none"> Lazy 8 Breathing Deep Breathing Pushups 	 <ul style="list-style-type: none"> Deep Breathing Pushups

SCHOOL DIARY

- Your child has been given a new school diary.
- This diary is for communication between home and school and messages will be given and stuck into the diaries so please check this regularly.
- This diary will also become your child's reading record. Please sign and write a comment about how your child is getting on with their reading.
- Please ensure that the diary is in their bag EVERY day.
- Computer logins and passwords will be stuck in the front of their dairies.

WHERE THE WILD THINGS ARE



STORY AND PICTURES BY MAURICE SENDAK

Autumn 1

Where the Wild Things Are

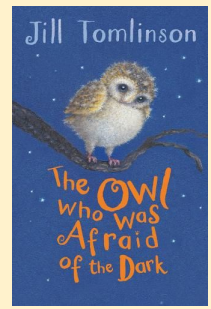
By Maurice Sendak

Autumn 2

The Owl who was

Afraid of the Dark

By Jill Tomlinson



Spring 1

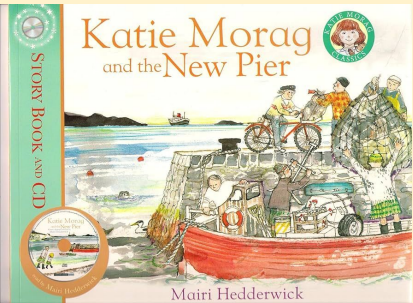
Katie Morag

and the New

Pier

By Mairi

Hedderwick

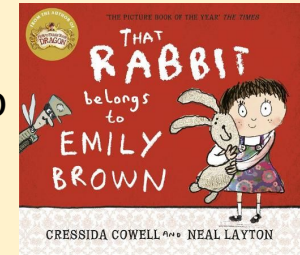


Spring 2

That Rabbit belongs to

Emily Brown

By Cressida Cowell



Reading Vipers

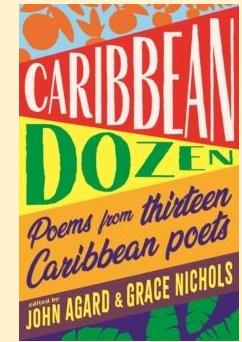
- Vocabulary
- Infer
- Predict
- Explain
- Retrieve
- Sequence or Summarise



READING

Summer 2

Caribbean Dozen- Poems from thirteen Caribbean poets



Summer 1

Meerkat Mail

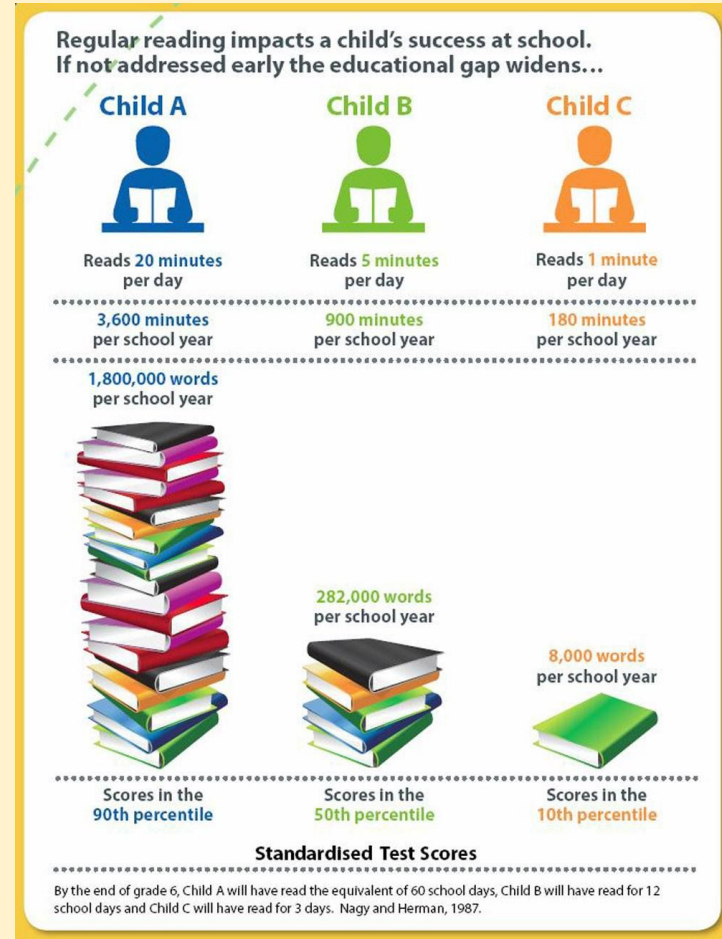
By Emily Gravett





Accelerated Reader™

- The importance of reading cannot be underestimated.
- We recommend 15/20 minutes of reading daily.
- When reading with your child, ask questions about what they have read.
- Please ensure you write in their diaries when you have read with your child.
- Used by Yr2-6 to track children's reading. Logins will be in the front of your child's diary.
- Each child completes a star assessment half termly and these will be recorded in the diaries to identify their correct ZPD range.
- They then choose books within this range to read and take a quiz.
- The quiz checks your child's understanding and provides their teacher with information about how they need to be supported and challenged.
- Once the children have completed the quiz and achieved a high score, they will be able to take home another book.
- If not, their understanding is not quite there yet.
- Children will be completing 2 quizzes per week and we expect 80-100%. Children will have 3 books on that level before moving up.



MATHS IN YEAR 2:



Times table fluency is a huge focus for us this year. We will be learning our 2s, 4s 5s and 10 times table.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value FREE TRIAL VIEW				Number Addition and subtraction VIEW				Geometry Shape VIEW			
Spring term	Measurement Money VIEW	Number Multiplication and division VIEW					Measurement Length and height VIEW	Measurement Mass, capacity and temperature VIEW				
Summer term	Number Fractions VIEW			Measurement Time VIEW			Statistics VIEW		Geometry Position and direction VIEW		Consolidation	



TRIPS

Place of worship

TBC



London Zoo

In the Spring term

TBC



10 X 10 trip

West Wittering

In the summer term

TBC



Local walk - Crippenham

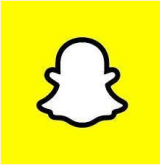
TBC



Safeguarding our children is everyone's responsibility and duty and requires an open, communicative relationship between school and home.

ONLINE SAFETY TIPS

- Ensure you have parental controls in place on ALL apps and platforms on your child's device.
- Ensure you are aware of age restrictions on apps and social media and the risks they present to young children.
- Snapchat is a popular app amongst young children, however presents serious dangers. Messages are designed to disappear making it hard to gather proof, people can set up fake accounts and pretend to be someone they are not, the tool 'quick add' enables strangers to request to befriend your child and your child's location can be visible on a detailed map to everyone they are friends with unless they have changed their settings.
- WhatsApp group chats amongst peers although can be harmless, in the past have been the medium for online bullying. **It is important you are aware of what your child is saying on any platforms and remove them from a group chat if it is no longer a positive environment whilst reporting any evidence of online bullying to school or to the Police.**



If we receive evidence that your child has been part of any online bullying or inappropriate activity then external agencies may be contacted.

School Census



Department for Education

THURSDAY 2ND OCTOBER 2025

Much of our funding is decided based on the school census on Thursday 2nd October.

The number of hot lunches eaten on this day is one of the ways that this funding is calculated.



We normally have a special menu on this day. Please order a meal to help secure the best possible funding we can for our children.



DATES FOR THE DIARY:

- ❑ Wellbeing Day (values) - Monday 15th September 2025
- ❑ Census day - Thursday 2nd October 2025
- ❑ Individual and sibling photos - Thursday 9th & 10th October 2025
- ❑ Wellbeing Day (Black History Month) - Wednesday 15th October 2025
- ❑ Parents evening - Thursday 23rd October 2025
- ❑ Term ends on Thursday 23rd October 2025.
- ❑ Friday 24th October - Inset Day school closed to pupils.
- ❑ Half term - Monday 27th October 2025

Mrs Snowden will send out an important dates update every Monday.



LUNCHES

Parents are required to select meal options for lunch at home. You can select for the week. Teachers and the office staff are unable to change your option.

If your child has a packed lunch they should be based on the following:

At least one portion of fruit and one portion of vegetable, protein, oily fish, carbohydrate and dairy



Packed lunches should not include any of the following:

Foods and drinks high in fat and / or sugar - sweets, chocolate, biscuits, crisps, donuts, toffee/salted popcorn, squash and fizzy drinks

We are a **NUT FREE** school. If a child is bringing a snack to school it needs to be a healthy option.

BIRTHDAYS AT WHA

We are not going to have sweets in school anymore for a number of reasons:

- They are expensive and not all families can afford them
- Allergies and intolerances
- Promoting a healthy lifestyle

We will celebrate in school by singing to them at lunchtime and at the end of the day and the children will wear a sash for the day. Children can instead of bringing in sweets and cakes bring something to share for the class such as a story book.

Happy Birthday

HOW TO CONTACT US:

- If you have a concern or something you would like to discuss the first person you should speak to is your child's class teacher.
- If the problem is not solved please feel free to make an appointment to speak to the Year 2 Leader- Mrs Mema.
- If you still feel your concern has not been dealt with then please make an appointment with Mrs Parmley (Vice Principal for Years 1, 2 and 3)

Our emails:

Mrs Mema (Year 2 Lead and teacher of 2 George) 2georgewha@theparkfederation.org

Mrs Brzostowska (2 Elizabeth) 2elizabethwha@theparkfederation.org

Miss Shakeel (2 Charles) 2charleswha@theparkfederation.org

Mrs Parmley (Vice Principal) viceprincipal123wha@theparkfederation.org

THANK YOU, ANY QUESTIONS?

