



Dream, Believe, Achieve

"All things are possible." Mark 9:23

Meet the Teacher

Welcome to Year 2/3

Mrs Liz Cannock, Ms Wright, Mrs
Cole and Miss Welsh



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Year 2 & 3 Class Timetable (Art and D.T will be taught in blocks)

	08:40	09:10	10:10	10:25	10:40	11:10	12:10	13:00-15:20
Mon	Registration and morning challenge	Maths	Worship	Break	Guided Reading	English	Lunch	PE RE
Tues		Maths	Class Worship		Guided Reading	English		Science Music
Wed		Maths	Singing		Guided Reading	English		PE, PSHE, Big Questions
Thur		Maths	Worship		Guided Reading	English		Topic
Fri		Maths	Celebration Service		Guided Reading	English		Computing
		Reading, spelling and handwriting						



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Class Teacher:
Mrs Liz Cannock



Teaching Assistants:
Mrs Cole 1-1
Ms Wright Maths
Miss Welsh English
Afternoon interventions





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PE

**Wednesday (Bristol Sports) & Monday
Children must wear their PE kits to
school on PE days.**

**We will be outside, so make sure they
have appropriate kit on.**

**Earrings need to be taped up or taken
out.**



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Homework

English or Maths: This will be set every Friday on Google Classroom. It will alternate between maths, topic and English.

I will send out paper letters once this is up and running as it should be.

English Homework Term 1 Week 2		Due: 26.09.24	Name: _____
Last week - English			
NOUNS Write 3 examples for each of the nouns.			
Common	Abstract		
Proper	Collective		
Next week - English			
We're off to France! Choose 3 or 4 words from our Week 1 spelling patterns and write a couple of sentences about how you're feeling about the trip. Include an expanded noun phrase in one of your sentences.			
			
This week - English			
Homophones and Near Homophones 1. Find the homophone or near homophone. The number in the brackets is the number of letters the word has.			
flow	(5)		
advice	(6)		
idle	(4)		
alter	(5)		
guessed	(8)		
morning	(8)		
2. Choose 2 groups of homophones and write a sentence each for them showing the different meaning. E.g. I only had one pen. Jamie won his race.			
Spelling pattern: Week 1: Unexpected letters from the Y3/4 list Answer, believe, business, breathe, caught, certain, different, enough, eight Week 2: Homophones and Near Homophones Practice, practise, wary, weary, device, devise, missed, mist, dessert, desert Here are some activities you could try with your spellings.			
Rainbow Write First write each word in pencil. Then trace over each word three times. Each time you trace, you must use a DIFFERENT colour. -crazy- Trace neatly and you will see a rainbow!	Pyramid Writing Pyramid write your spelling words. You must write carefully! Example: home h ha ha hom home	Bubble Letters Write your spelling words in bubble letters. After you write your words in bubble letters, colour your words with a compass or dotting pencil. Bubble Letters Rock!	



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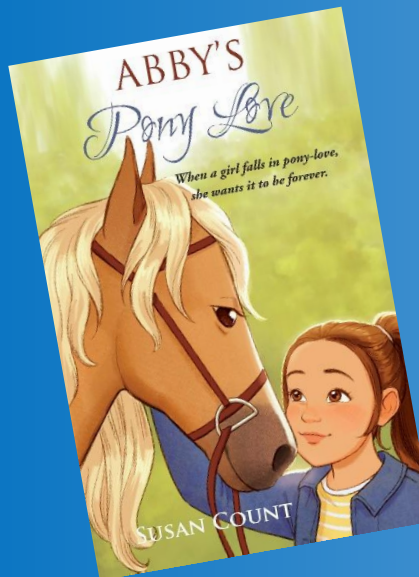
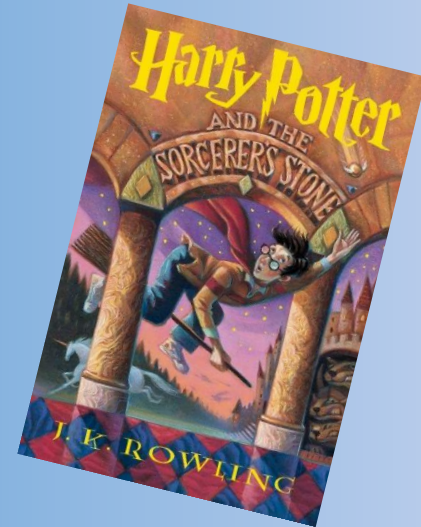
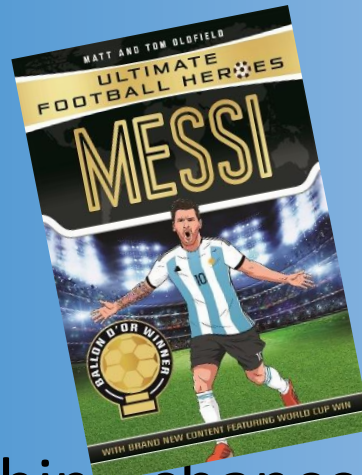
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Reading

3 x a week = vending machine chance!

I like to hear about all reading!

Books are taken in on a Thursday





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Google Classroom and website.

Please regularly check our class page on the school website for any important information and news.



Year 2 and 3

Uniform, hair, nail polish

Birthday invites

Birthday Sweets

Nativity

Numbots/TTRS



Universal Offer for Special Educational Needs and Disabilities.

St Peter's Anglican/Methodist Primary School

What is the Universal Offer?

At St Peter's Primary School, we are committed to offering an inclusive curriculum to all our pupils, whatever their needs or abilities. We aim to ensure that all our learners have access to a broad and balanced curriculum, supporting the development of the whole child.

We recognise that children are individuals who learn in different ways, and that some children need additional differentiated approaches beyond what is normally provided as part of quality first teaching in our classrooms. Some children need additional support because:

- . They have a significantly greater difficulty in learning than the majority of children of the same age.
- . They have a disability as defined under the Equality Act, affecting their ability to access and benefit from the educational opportunities generally enjoyed by children of the same age.

The Special Education Needs Co-Ordinator/ Deputy Designated Safeguarding Lead at St Peter's is Miss Sarah McKenzie. You can find our full Local Offer on our school website.

So what support is available for my child?

- Curriculum design
- St Peter's pedagogy 'I do, We do' You do'
- Flashback 4s and 4 from before
- Scaffolds and writing frames to support learning
- Small steps teaching in mathematics/ Steps to Success
- Text marking
- Flexible groupings and Adult support
- Working walls
- Use of visualiser
- Manipulative and resources
- Word Banks and Sound mats
- Talking tins
- Use of personalised dictionaries
- Highlighted lines and Scribing
- Use of laptop to record learning
- Use of widget
- Use of Chat GPT (especially translation of documents)
- Use of Google classrooms to record learning

So what support is available for my child?

- Cwtchy Corner (Sensory Room) and The Nest
- Forest Schools
- Wobble cushions and Wobble boards
- Fidget toys
- Regulation stations
- Dark Tent
- Weighted blankets
- Brain breaks
- Movement breaks
- Theraputty and Therabands
- Manipulatives
- Chewy toys
- Adapted resources: squeeze scissors, triangular pencils
- Pencil grips and Handwriting warm-ups
- Sensory circuits

Next Steps

If your child is still struggling to access the curriculum, whether this is due to their academic, social, well-being, physical or sensory needs, additional support may be required. This would first be SEND School Support (such as accessing an intervention) and then if needed, a referral to an outside agency. A written plan provided by the school may also be required (Support Plan)

Interventions

Phonics/ Spelling/ Math interventions, Early morning readers, Social groups, Guided reading interventions, Emotional Literacy Support (ELSA), Precision teaching, fine motor skills groups, mentoring and support from our Education Mental Health Practitioner.

Referrals:

NHS Speech and Language team, Occupational Therapy, Primary Mental Health Support Team, Educational Psychologist, School Nurse, Children and Adolescence Mental Health Services

EHCP

If it is felt that, despite receiving rigorous intervention provision, and where the school has taken relevant and purposeful action to identify, assess and meet the needs of a SEND child, that the child is still not making expected progress, the school or parents could make a request to make an EHCP needs assessment (EHCPna). An assessment takes place over a twenty-week period. Following a needs assessment is agreed at panel and initiated, the process of providing an EHCP can start. After consultation between the Local authority's 0-25 team, other educational professionals, the school and parents, a plan may be given to a child that can run from anytime between the ages of 0 to 25.



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ZONES of Regulation

Exhausted

Sad

Shy

Tired

Hurt

Happy

Calm

Focused

Proud

Comfortable

Frustrated

Worried

Silly

Embarrassed

Excited

Angry

Panicked

Terrified

Overjoyed

Devastated



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Liz.cannock@stpetersprimary.co.uk

I'm happy to be emailed even with small worries.
Please be aware that I may forget things, make
mistakes.



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Online safety is a shared responsibility!

At School:

We teach the children how to be safe online, how to use the internet responsibly and closely monitor their use.

At home:

We need you to reinforce what is being taught at school, know what applications are age appropriate and closely monitor your child's use of the internet.



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USE OF THE INTERNET

Children get the opportunity to develop their internet skills in all subject areas. They are taught how to use the internet safely and how some information found on the internet can be unreliable. During computing lessons children have specific E-safety lessons. They are taught the SMART e-safety rules as well as being taught online research and note taking skills.

As a duty of care, teaching staff will inform a member of the Senior Leadership Team or a member of the Computing Team if they have evidence of children using websites or applications that are not appropriate for them. This includes sites and applications that children are using at home. The Computing Team or SLT will follow this up with both the child and parent and report the child to the company concerned.

Many websites have an age restriction of 13 and over, and are therefore not suitable for any Primary aged children.

The following applications/sites are examples and are not an exhaustive list.

Application/Site	Age Restriction
Musical.ly	age limit 13+
Fortnite	age limit 12+
Instagram	age limit 13+
Facebook	age limit 13+
WhatsApp	age limit 13+
Snapchat	age limit 13+
YouTube channel	age limit 13+
Minecraft	has two age limit settings 7+ & 13+

School Policy

There is a clear section in our Computing policy that addresses use of the internet.



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Use of AI



EDUCATING PUPILS AT AI

At St Peter's Primary School, we acknowledge that pupils benefit from a knowledge-rich curriculum that allows them to become well-informed users of technology and understand its impact on society. Strong foundational knowledge will ensure that pupils develop the right skills to make the best use of generative AI.

Pupils are taught about the potential benefits of using AI tools to aid their learning, while also covering subjects such as:

- Creating and using digital content safely and responsibly
- The limitations, reliability and potential bias of generative AI
- How information on the internet is organised and ranked
- Online safety to protect against harmful or misleading content

USE OF AI BY PUPILS

Most AI tools have age restrictions in place, with the minimum age being set at 13+. Whilst we recognise that AI has many uses to help pupils learn, we do not allow pupils to use AI tools at St Peter's Primary School unless deemed by the Safeguarding Team as safe to do so.

Parents

At St Peter's Primary School, we recognise that AI is a useful tool to support parents to support their children with homework. While AI can be used for research and brainstorming, it should not do the thinking for the pupil. Passing off AI-generated work as a pupil's own work violates academic integrity. It is recommended that parents use the recommended AI tools from Appendix 1.

Parents should ensure children use age-appropriate AI tools (*'Use of AI by pupils'*).

There is a clear section in our AI policy that addresses use of AI by both children and parents.

If you are struggling, please come and see us.



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Attendance

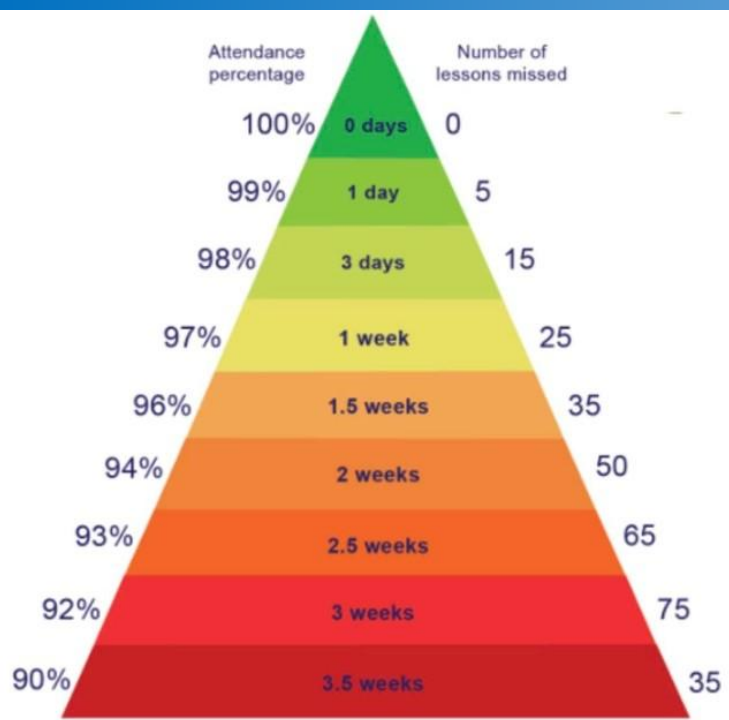
- Attendance is most important to ensure that all children achieve their full potential and make the most of their time at school.
- Punctuality is also crucial to ensure children have the maximum time in school and do not miss vital starts to lessons each day.



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These images show the impact on percentage of days missed throughout the year and the number of lessons of learning missed.



Attendance Groups

Annual Attendance %	Days attended	Days/Weeks Absent
100%	190	0
97%	184	6 days
95%	180	2 weeks
90%	171	4 weeks
85%	161	6 weeks
80%	152	More than ½ a term
75%	143	9+ weeks absent



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First Penalty notice

The first Penalty Notice is issued for term time absences or irregular absences, the amount will be:

- **£80** per parent, per child (if paid within 21 days of issue)
- **£160** per parent, per child (if paid after 21 days but within 28 days of issue)

No. of parents	No. of children	Fine amount up to 21 days	Fine amount after 21 days but within 28 days
1	1	£80	£160
1	2	£160	£320
2	3	£480	£960

Second Penalty notice

The second Penalty Notice is issued for term time absences or irregular absences, issued to the **same parent** for the **same child**, the amount will be:

- **£160** per parent, per child (if paid within 28 days). This is a flat rate. **There is no discount for early payment.**

No. of parents	No. of children	Fine amount up to 21 days	Fine amount up to 28 days
1	1	Not applicable	£160
1	2	Not applicable	£320
2	3	Not applicable	£960

Further offences

The third time an offence is committed for unauthorised term time or irregular absences **within 3 years** by the same parent for the same child (including those from other schools or Local Authorities) may result in an automatic request for Prosecution.

Education Act: 1996: It is your responsibility as the parent/carers to ensure your child's school attendance is on a regular basis and if you fail to do this without good cause, you are liable to prosecution. If found guilty of this offence you could be liable to, amongst other things, a fine of up to £2500 and/or a custodial sentence of up to 3 months.



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- We will continue to engage with parents and children when attendance falls below expectations through letters, discussions, meetings and if required referrals to the Education Welfare Officer (EWO).
- We will continue to expect parents to let us know when children are ill and the 48-hour rule regarding sickness and diarrhoea apply.
- We will ring parents if we have not heard from them if the children are in school on the first day and then every other subsequent day until they return unless parents ring school to update.



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- Parents should expect to be prepared to discuss any attendance issues with their child's class teacher whenever necessary, at parents evenings and informal meetings.
- Either Mr Smith or Mr BM will meet with parents and children when attendance falls below 95% informally initially and then formally when attendance falls below 90%.

ATTENDANCE MEANS ACHIEVEMENT