

A decorative border of green ivy leaves with prominent veins, arranged in a slightly curved line across the top of the image.A shield-shaped crest with a gold border. The top half is dark blue with the text 'ST MARY MAGDALENE' and 'PRIMARY SCHOOL' in gold. The bottom half is gold with a dark blue cross. The year '1965' is written in small gold letters at the very bottom.

ST MARY MAGDALENE
PRIMARY SCHOOL

Y2 Welcome Meeting

September 2026

Staff Profile



Since training to teach 9 years ago, I have taught in a range of schools from Middlesbrough, to Rotherham, to here today. I have been teaching at St Mary's for 6 years now.

My favourite subjects are history, science and art. I love being creative in my teaching methods and making learning highly engaging and practical. I love seeing the children discovering new things and helping them to find out about the world around them.

Life at home is busy with my little boy, Toby, and Buzz, our school dog, too.

When I'm not teaching, you will probably find me visiting a park run with my running buggy, collecting medals/ t-shirts from various running races, on a camping trip or by the seaside with my family! I have previously travelled around the world including inter-railing Italy, island hopping in Thailand and road-tripping multiple places in America and Canada. One day, I hope to take Toby on these adventures too! For now, you will probably find me in a tent in the Lake District!

Staff Profile



I've been teaching for 10+ years in a range of schools including inner city schools with little to no English and more recently rural schools.

I enjoy having fun with the children and seeing them immersed in their learning. I love seeing their lightbulb moments!

My favourite subjects are English and PE. I love being creative in English and doing lots of drama work and imaginative stories and being competitive in PE games.

I have a very busy home life with 4 girls including 3 year old twins! They like to keep me very busy and up all night!

In my small amount of free time I enjoy running and being active, I was previously a swimmer and competed at national level in triathlon. I also enjoy holidaying abroad, my favourite places have been are the Maldives and Sri Lanka!



Classroom Charter

Y2 Class Charter

2026/27

Sit sensibly in my own
carpet space

Be respectful to people and
things

Always be kind and think
about other people's feelings

Be honest about our mistakes
and work hard to fix them.

Always walk calmly around the
classroom and school.

Look after people and care
for others.

Take it in turns when we are
talking so we can listen.

Put things back when we are
finished so we can find them again

Attendance and Punctuality

Session Times

Morning

- The morning register will be open from 8.45am to 9.15am (warning bell rings at 8.40am for children to line up).
- A child will be marked as **late** if they arrive at school after **between 8.50am and 9.15am**.
- The morning register will **close at 9.15am**. Pupils arriving after this time will receive an **unauthorised absence mark** in the register.

Afternoon

- The afternoon register will be open from 12.45pm to 1.15pm.
- A child will be marked as **late** if they arrive at school for the afternoon session **between 12.50pm and 1.15pm**.
- The afternoon register will **close at 1.15pm**. Pupils arriving after this time will receive an **unauthorised absence mark** in the register.

Book Looks on a Friday

Doors open at 8:30 with an opportunity to see your child's work and speak with teachers. **An adult must stay with their child until the bell rings at 8:45.**

School Absences

Day 1

- **Parents:** should contact the school office before 9:00am using the dedicated absence line to give a reason for absence and an estimation of length of absence
- **Attendance Officer:** where parents have not contacted by 9.30am, make contact with parents by text or telephone. If no response a further text sent explaining if we have no contact by 2pm we will carry out home visit. Appropriate register code applied.

Day 2

- **Attendance Officer:** if contact has not yet been established, continue to make efforts to engage the family. Record all contact as internal monitoring on CPOMS.

Day 3 Welfare Check

- **Attendance Officer:** if contact has been established but the pupil remains absent, carry out a welfare call. Speak to the child via telephone or undertake a home visit.
- **Attendance Officer & Safeguarding Team:** if contact has been not established, undertake a home visit alongside member of Safeguarding Team. Record all contact as internal monitoring on CPOMS.

Day 10 Referral

- **WHEREABOUTS KNOWN:** the absence meets the threshold for enforcement actions. **Attendance Officer/Safeguarding Team** to make joint referral to Family Services via Early Help (EHAF), evidencing actions taken.
- **WHEREABOUTS UNKNOWN:** absence could meet threshold for removal from role. **Attendance Officer/Safeguarding Team** to make joint referral to Children Missing Officer (CMO).

Health and Safety

- Please find a link to our 'Administering Medication' policy:
<https://www.stmarymagdalenprimary.co.uk/attachments/documents.asp?id=3463>
- Nut Free school – please do not send nut products or products that may contain nuts into school.



Our School Values



Our School Values

- We show respect to ourselves by trying our best in our learning
- We respect our peers by being kind and listening to their opinions
- We are respectful when we are in collective worship

- We say sorry
- We use our reflection and calm spaces to help us
- We treat others how we want to be treated

Respect Forgiveness

- We own up to our mistakes so we can try and fix them
- We can share our feelings in our emotional check in

Love

- We show a love for learning by working hard to make our work look nice in our books

- We show love to our peers by being kind, respectful and to listening when they are talking.

Courage

- We are brave to try new things in our learning, choosing areas and OPAL
- We are brave when we share our answers and thoughts in learning.

Honesty

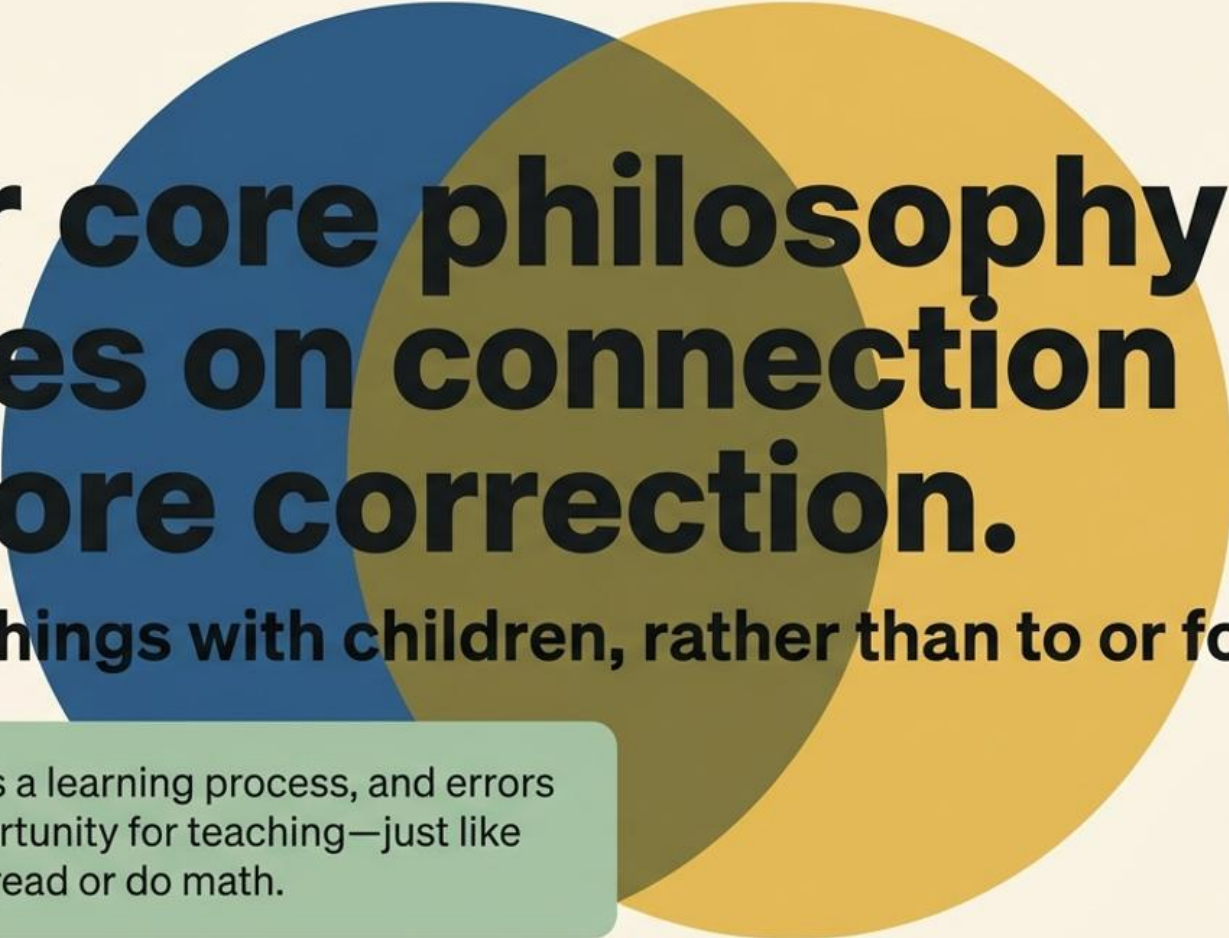
Our School Vision



We choose courage over
comfort because we know that
'the Lord our God is with us'.

*Adapted from
Joshua 1:9*

Our Behaviour Policy



**Our core philosophy
relies on connection
before correction.**

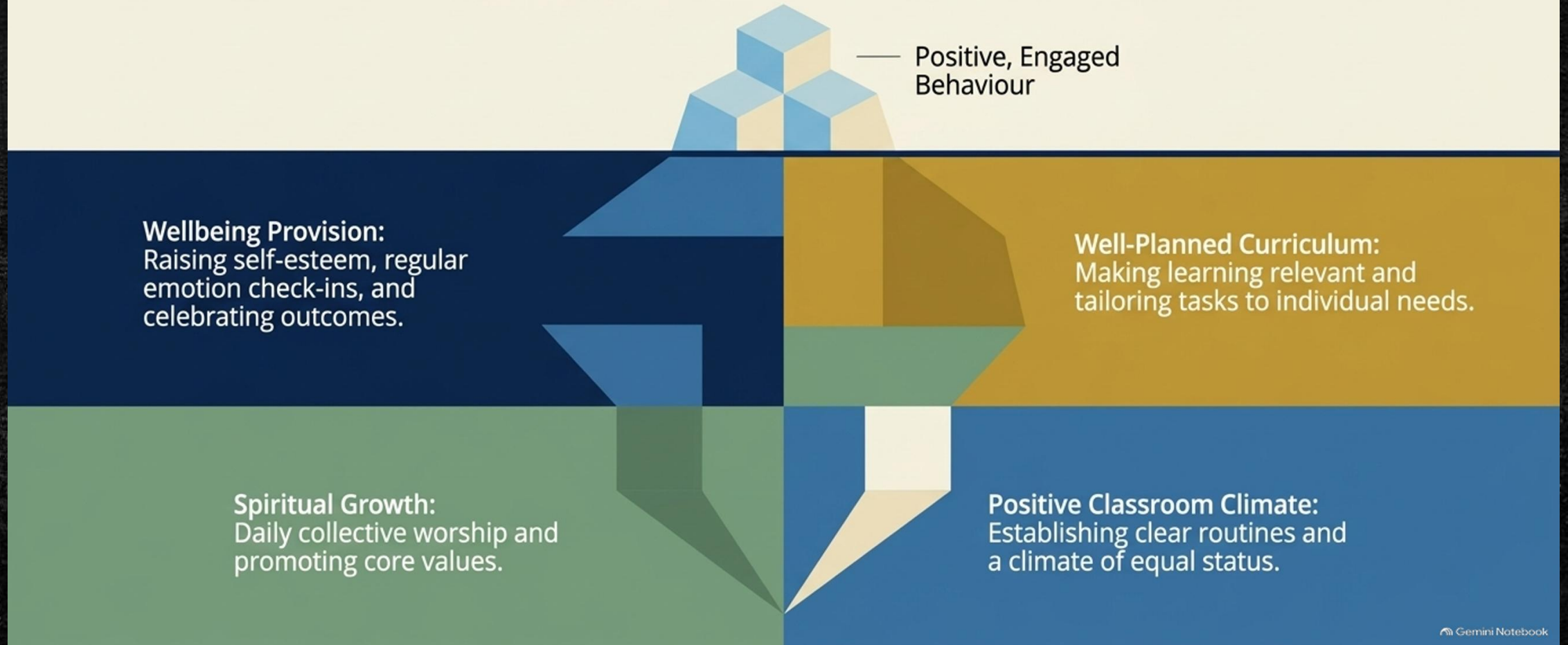
We do things with children, rather than to or for them.

Behaviour is a learning process, and errors are an opportunity for teaching—just like learning to read or do math.

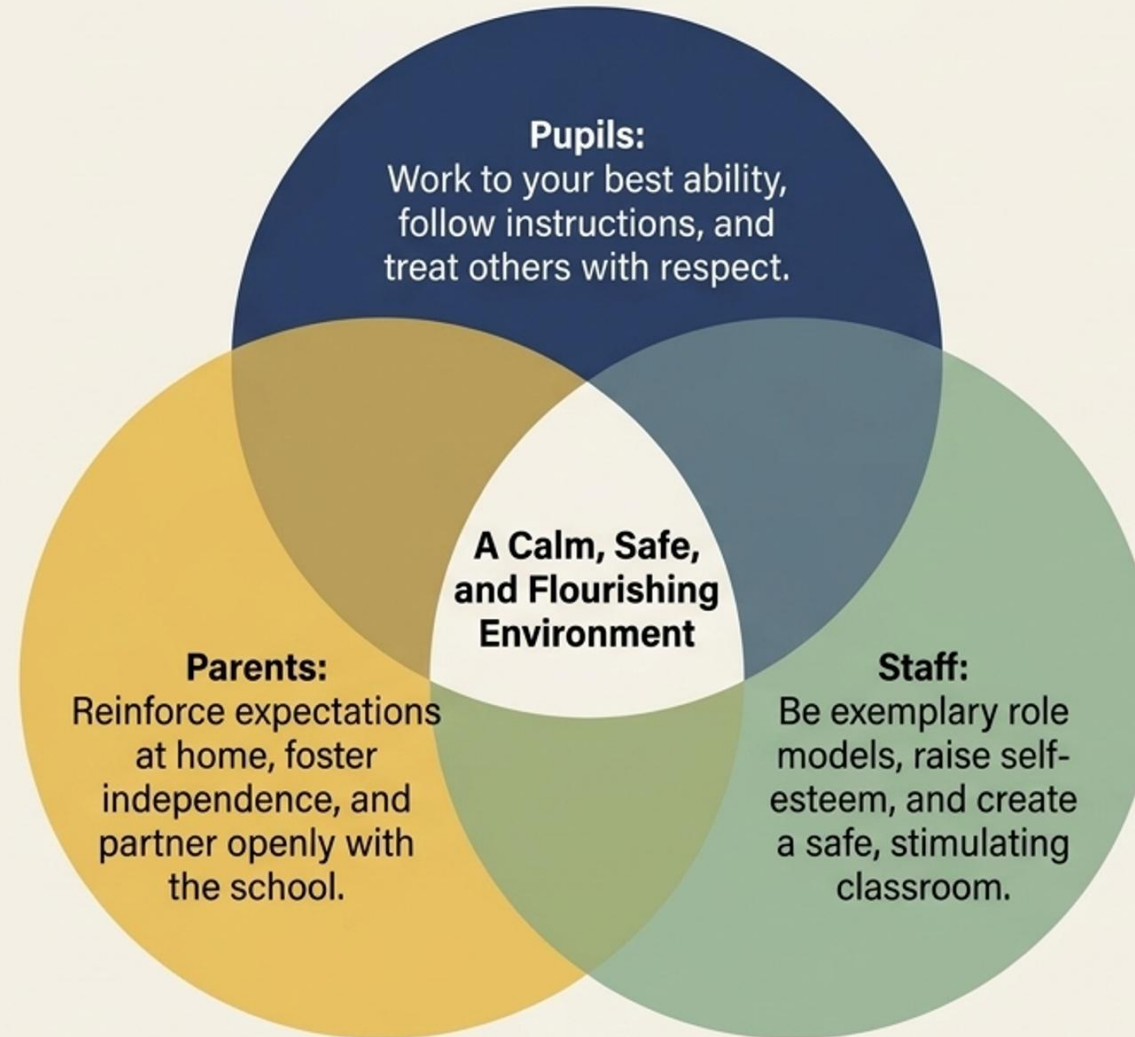
Five Christian values serve as our moral compass.



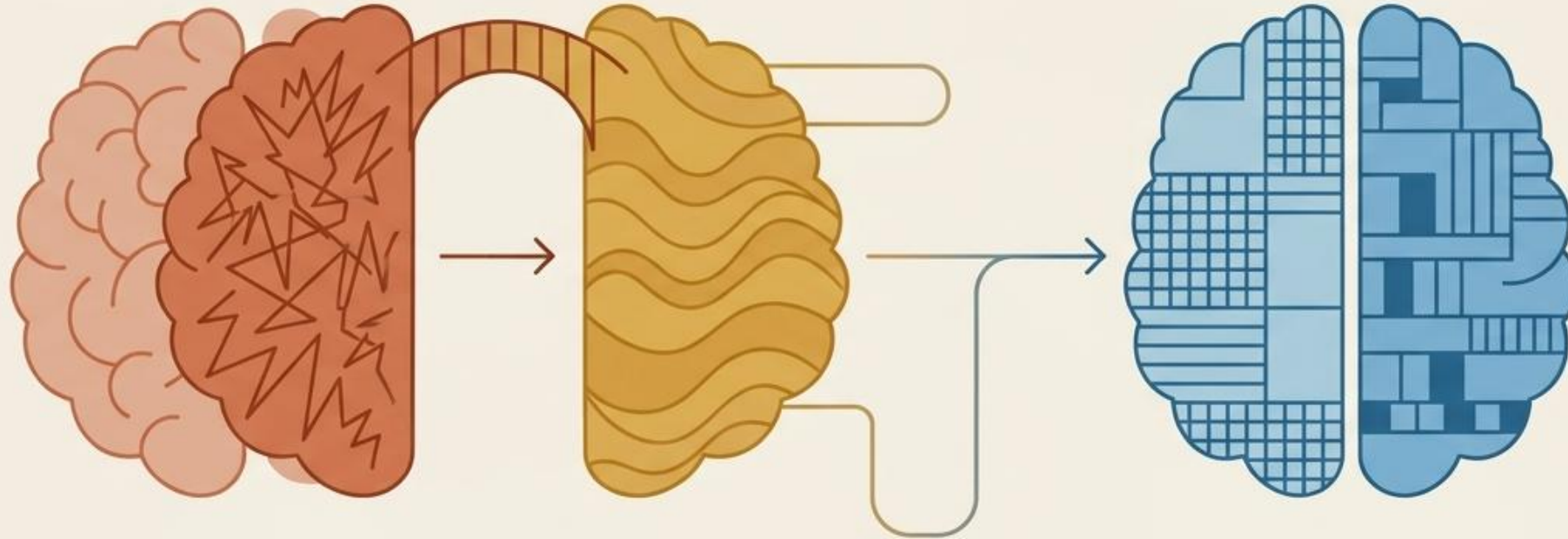
We build an environment that fosters intrinsic motivation.



A flourishing environment requires a triangle of shared success.



We use 'Emotion Coaching' to connect with the whole brain.



Step 1:
Connect emotionally first
(Right-brain to Right-brain).
We acknowledge the emotion to help the child feel safe and reduce shame.

Step 2: Bring in the lessons
(Left-brain). Once the child is in
control and receptive, we guide
problem-solving, set limits, and
administer discipline.

P.A.C.E. provides our blueprint for interaction.

Developed by Dr. Dan Hughes, this approach helps promote feelings of safety so children can re-engage their thoughtful, problem-solving brains.



Playfulness: Using a light-hearted tone to diffuse conflict and reduce shame when things go wrong.

Acceptance: Connecting with the child's feelings unconditionally, without judgement (though not accepting unwanted behaviour).

Curiosity: Wondering 'why' about a behaviour with a quiet, accepting tone, rather than accusing.

Empathy: Showing you understand that their feelings are important and that it is hard for them right now.

We invite you to share our language and tools at home.

The 30-Second Script (For delivering clear and walking away to allow take-up time)

“I noticed you are...”

“It was the rule about... that you broke.”

“Do you remember last week when you... that is who I need to see today.”

“You have now chosen to...”

“Thank you for listening.”

The W.I.N.E. Approach (For non-judgemental engagement)

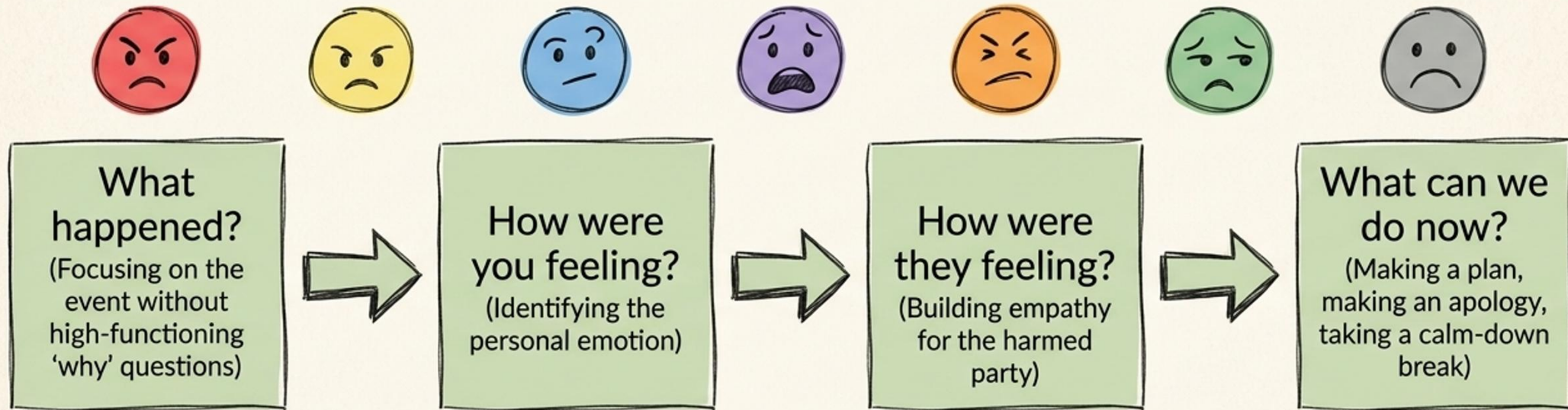
‘WONDER’	“I wonder if it is too noisy in here for you?”
‘IMAGINE’	“I imagine that was very frightening.”
‘NOTICE’	‘I notice that your sounds have changed.
‘EMPATHY’	“Maintain a sense of compassion for the child and their feelings.”

We maintain clear boundaries and logical responses to behaviour.

Low-Level Behaviour	Serious Behaviour
Examples: • Answering back • Low-level disruption • Calling out • Not settling to learning	Examples: • Violence • Discrimination • Bullying • Serious vandalism • Or repeated low-level defiance
Our Response: • Non-verbal cues • Whole-class reminders • The 30-second script • Or a 'Time in' for regulation using the calm box	Our Response: • Immediate separation • De-escalation • Written accounts reviewed by the Behaviour Lead • And same-day parent notification
Logical Consequence: • Verbal reminders • Temporary withdrawal of a privilege • Or catching up on work during break time	Logical Consequence: • School-based community service • Missed breaktimes • Fixed-term exclusion • And the immediate start of a Positive Behaviour Support Plan

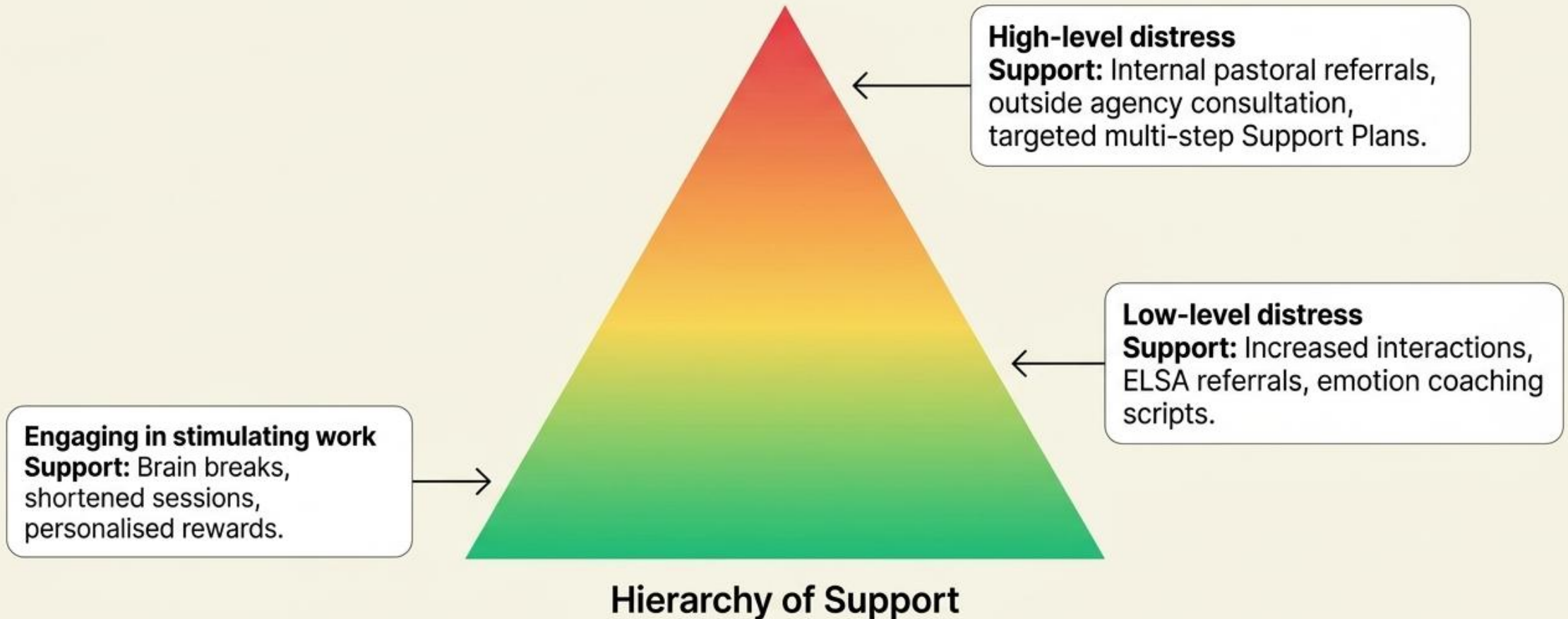
Discipline is a restorative process of reflection and resetting

We use a structured, supportive process to ensure those responsible acknowledge their impact and take steps to put it right.

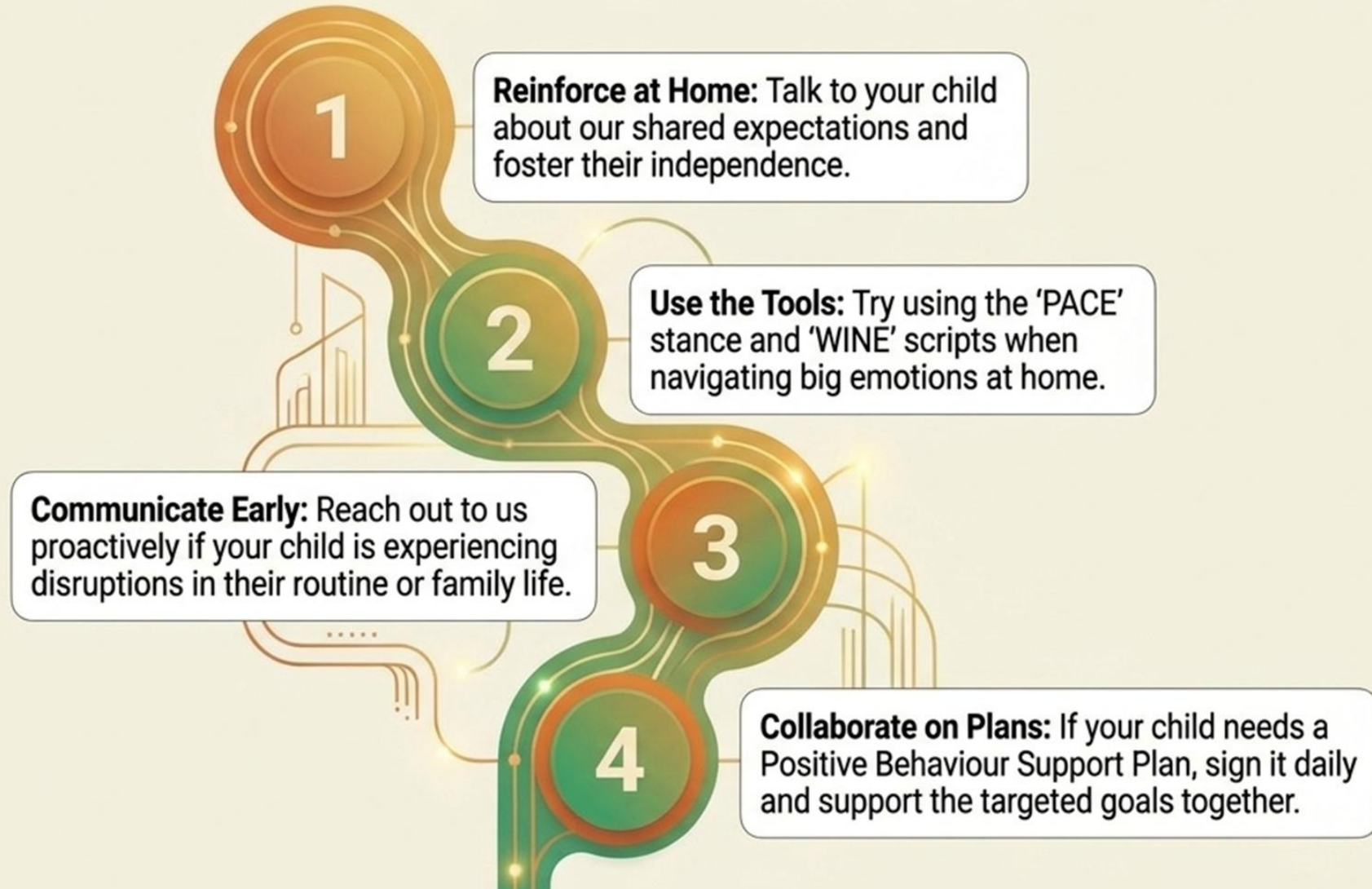


We provide tailored, sliding-scale support for SEND and SEMH.

All behaviour is communication. For children with Special Educational Needs or Social, Emotional, and Mental Health needs, we work closely with parents to develop personalised support.



Your partnership is crucial to your child's success.



Our shared journey begins with open communication.

We choose courage over comfort. We are called to create an environment where everyone is emboldened to take risks and achieve their potential.

*"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God is with you."
(Joshua 1:9)*

We invite you to speak with your Class Teachers or our Behaviour & Inclusion Lead regarding any specific support your child may need.

You can find our full Behaviour Policy on our school website by following the link below:

[Behaviour Policy June 2026.pdf](#)

Reading

Reading is vital! Please ensure that you read with your child at least 5 times a week and record this in their reading diaries.

Reading diaries will be checked by staff regularly throughout the week and reminders sent to families that haven't read.

It is important to remember that reading is not just about 'reading words' and involves comprehension too!

Tips to help at home with reading:

<https://www.stmarymagdalenprimary.co.uk/attachments/documents.asp?id=229>



Times tables



Times tables are vital and is something that we strive to learn and recall fluently.

In Y4, children undertake a multiplication check, which is carried out within a two-week period in early June. This is to check their recall and fluency of their times tables for 2-12.

We encourage the use of TTRS and would recommend the children go on it for a minimum of 15-20 minutes per week. As a class, we offer incentives and competitions against one another to make it fun and exciting!



Our Curriculum

Year 2 Medium Term Planning Overview 2025-26 Onwards

MULTI ACADEMY TRUST

Term	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Focus Text	Little Red – Bethan Woolvin	Flotsam – David Wiesner	Tear Thief – Carol Ann Duffy	James and the Giant Peach – Roald Dahl Human Achievement: Person – Roald Dahl	Julius Zebra; Entangled with the Egyptians – Gary Northfield	The Orchard Book of Greek Myths – Geraldine McCaughrean
Immersive Environment	Grandma's cottage Cloak Cottage	Under the Sea	Glimmering Moon, Streetlight	Giant Peach / Empire State building	Pyramid	Greek Temple
English	Written Outcomes: Narrative – character profile IC (N.B. published outcome an oral performance/reading). <i>Exemplar - Key stage 1 English writing training exercise 4. Pupil D, piece B (EXS)</i> Narrative – change ending. IC <i>Exemplar - Teacher assessment exemplification: end of key stage 1. Ali, Piece A (GDS)</i> Instructions – recipe. <i>Exemplar - KS1 2018 Training Exercise Pupil 1 - Piece D (EXS)</i>	Written Outcomes: Narrative – setting description. IC published piece <i>Exemplar - Teacher assessment exemplification: end of key stage 1. Kim, piece B (EXS) Independent Write</i> Persuasive Letter – to the Prime Minister. <i>Exemplar - 2018 KS1 training exercise Pupil 1, piece C (EXS)</i> Recount – Trip to The Deep IC <i>Exemplar - Teacher assessment exemplification: end of key stage 1 2018. Ali, piece B (GDS)</i>	Written Outcomes: Narrative – change story ending. IC <i>Exemplar - Key stage 1 English writing training exercise 3. Pupil C, Piece A (GDS)</i> Non-Chronological Report – Linked to Animals and their habitats in Science. <i>Exemplar - 2019 Key stage 1 English writing training exercise 1. Pupil A, piece E (EXS) Independent Write</i> Recount – sad event in role as a crying child from the story (N.B. published outcome an oral performance/reading). <i>Exemplar - 2019 Key stage 1 English writing training exercise 1. Child D, piece C (EXS)</i>	Written Outcomes: Narrative – missing chapter (a different place to visit) IC <i>Exemplar - Teacher assessment exemplification: end of key stage 1 2018. Ali, piece A (GDS)</i> Non-Chronological Report – Hot and cold climates <i>Exemplar - Key stage 1 English writing training exercise 1. (EXS) Child A, piece E</i> Letter – Thank you letter from James Independent Write Published piece <i>Exemplar - Key stage 1 English writing training exercise 3. Pupil C, piece B (GDS)</i>	Written Outcomes: Non-fiction leaflet - how the Ancient Egyptians changed the future (N.B. published outcome an oral performance/reading). <i>Exemplar - Key stage 1 English writing training exercise 3. Child C, piece D (GDS)</i> Diary – of Julius' tour of the pyramids IC <i>Exemplar - Key stage 1 English writing training exercise 3. Pupil C, Piece C (GDS)</i> Recount – of the Ancient Egypt VR Day <i>Exemplar - Key stage 1 2019 English writing training exercise 1. (EXS) Child A, piece C</i>	Written Outcomes: Narrative – character description (new God) Independent Write <i>Exemplar - Key stage 1 English writing training exercise 3. Child C, piece A (GDS)</i> Narrative – based on a Greek Myth IC published piece <i>Exemplar - 2019 Teacher assessment exemplification: end of key stage 1. Ali, piece F (GDS)</i> Procedural Instructions Text – Forces (car manual) <i>Exemplar - Teacher assessment exemplification: end of key stage 1 2018. Ali, piece C (GDS)</i>
Maths	Number - Place Value Number - Addition and Subtraction	Number – Addition and Subtraction Geometry – 2D and 3D shapes	Measurment – Money Number - Multiplication and Division	Measurement – Length and Height Measurement – Mass, Capacity and Temperature	Number – Fractions Measurement – Time	Statistics Geometry – Position and Direction

Our Wider Curriculum

Wider Academic Study: taught concepts and learning opportunities					
RE	UC1.1 God: What do Christians believe God is like? (WHOLE UNIT) Texts: Luke 15:1–2, 11–32 Christianity Vocabulary: prodigal, lost, sorry, love, forgiveness, parable, holy	UC1.3 Incarnation: Why does Christmas matter to Christians? (Digging deeper) Texts: Simple versions of the Christmas Story, including Luke 1 and 2 Christianity Vocabulary: Christmas, incarnation, saviour, king Major festival: Judaism - Hannukah	UC1.2 Creation: Who made the world? (WHOLE UNIT) Texts: Genesis 1 and 2 Christianity Vocabulary: Creation, beginning, Adam, Eve, serpent, animals, heaven, earth	UC1.5 Salvation: Why does Easter matter to Christians? (Digging deeper) Texts: Simple versions of the Holy Week and Easter gospel accounts Christianity Vocabulary: Cross, Jesus, forgiveness, new beginnings	NAS2.2: Believing What do Jewish people believe about God, creation, humanity and the natural world? Judaism Vocabulary: Jewish, Jew, synagogue, Torah, Hebrew, Siddur, shabbat
History Time Period Focus: chronological understanding during the BC period	Early Humans and (3500BC – 2500BC) Outdoor Learning Chronology – Locate on a timeline Evidence – introduce term ‘sources’ Significance – Ask and answer questions about how early humans changed the future.			Ancient Egyptians (3100BC – 332BC) Outdoor Learning Chronology – Locate on a timeline Evidence – begin to synthesise sources and say what happened Significance – Ask and answer questions about how the Ancient Egyptians changed the future, specifically the respect afforded to women.	Ancient Greeks (800BC – 146BC) Outdoor Learning Chronology – Locate on a timeline Evidence – synthesise sources and say what happened Significance – Ask and answer questions about how the Ancient Greeks changed the future.
Geography		Trouble in the Oceans Place: Recall and locate world continents and world oceans. Human: Know the causes of different types of pollution & describe the impact Physical: Know what a natural hazard is and give examples (coastal erosion, flooding). Space: Describe the features of an unfamiliar environment: link these with keys and OS symbols on age-appropriate maps.	Traffic Pollution Human: Know the causes of different types of pollution & describe the impact. Physical: Locate hot and cold areas of the world Cartography: Know the 4 points of the compass, and simple OS Map symbols. Engage with a range of maps to locate culturally significant places i.e. pyramids and other wonders of the world Cartography and Navigation Navigate a simple journey to Huthwaite Road using four points of the compass; devise their own map.	Hot and Cold Areas of the World Place: Recall and locate world continents and world oceans. Physical: Locate hot and cold areas of the world Cartography: Know the 4 points of the compass, and simple OS Map symbols. Engage with a range of maps to locate culturally significant places i.e. pyramids and other wonders of the world	
Science (See progression map for numbered objectives)	Animals including Humans & Seasons Outdoor Learning Life 1-3 Being Scientific – 4,6	Materials & Seasons Outdoor Learning Matter – 1,2 Being Scientific – 1-6 Energy – 3	Living things and their habitat Outdoor Learning Life – 1-3 Being Scientific – 1-6	Plants & Seasons Outdoor Learning Life – 1,2 Being Scientific – 1-6 Energy – 3	Seasons & Forces Outdoor Learning Energy 1-3 Being Scientific – 1-6
Music	Focus Music: Prokofiev – Peter and the Wolf Pitch: Use simple language to describe the pitch different notes within Peter & the Wolf Tempo: Use simple language to describe the tempo of a section of Peter & the Wolf and how it changes (e.g. slow, fast, quicker, slower). Duration: Use simple language to describe the duration of sounds within Peter & the Wolf	Focus Music: Prokofiev – Peter and the Wolf Composition: Create music (including song), using their developing knowledge of pitch, tempo, duration and timbre. Performance: Improvise and perform short pieces of music using specific instruments, to reflect a new character, demonstrate their understanding of musical timbre.	Focus Music: Aretha Franklin – Respect Cultural Heritage Piece Texture: Know that the melody is the main sequence of notes in a piece of music. Texture: Identify the melody in ‘Respect’: determine whether one or more instruments are playing the melody. Meaning: Say how a piece of music makes them feel using simple musical shape language to give reasons why (Consider the	Focus Music: Aretha Franklin – Respect Cultural Heritage Piece Composition: Create music (including song), using their developing knowledge of texture. Performance: Improvise and perform short pieces of music using specific choices in texture	Focus Music: Minotaur Dynamics: Know what dynamics are: use simple language to describe the dynamics, and any changes in these, within ‘The Minotaur’ extract. Duration: Use simple language to describe the duration of sounds within Minotaur. Timbre: Know and recognise the timbre of the 4 different instrument families: strings, brass, woodwind and percussion

Art and Design	Focus Artist/Piece: Paul Klee – Fish Magic Outcome: Abstract Engraving Composition (formal elements): Line – recognise and draw zigzags and diagonal lines Colour – consolidate and use secondary colours Texture – overlap and overlay different materials to create effects Y2 Comprehension Skills		Focus Artist/Piece: Quentin Blake Illustrations Outcome: Three Step Portraits of Roald Dahl Characters Composition (formal elements): Tone – to create tint and shade continuums using white paint, black paint, and water. Colour – introduce and use tertiary colours Shape and Form – Draw organic 2D shapes to create character illustrations. Proportion – Recognise how artists use proportion to represent human body parts e.g. head, feet, hands, legs Y2 Comprehension Skills Human Achievement: Person – Roald Dahl	Focus Artist/Piece: Zarina Hashmi, Home is a Foreign Place. Outcome: Screen Printed Hieroglyphics – foam Composition (formal elements): Pattern – Explore natural and manmade patterns. Design a repeating manmade pattern based on a specific time era. Y2 Comprehension Skills		
DT	Food: A Picnic Lunch User: classmates Implementation techniques, mechanisms or tools: cutting – sharp knives, peeling, mixing, spreading, combining ingredients Innovation: respond to design criteria i.e. allergies, class preferences Evaluation: write in sentences using writing frames as a guide		Textiles: A Drawstring Pouch User: The Tear Thief Implementation techniques, mechanisms or tools: use of evenly sized and spaced running stitch to create a pouch by joining two pieces of fabric and adding a drawstring technical flat. Innovation: respond to need for a drawstring to close bag Evaluation: write in sentences using writing frames as a guide		Structures: A Moving Car User: themselves Implementation techniques, mechanisms or tools: wood, saw, wood joints, glue, axels, wheels Innovation: respond to need for car to move at different speeds linked to force Evaluation: write in sentences using writing frames as a guide	
PE	Handball Resilience Fitness Competition Skill – throwing into a target at different distances	Sports Hall Athletics Resilience Fitness Competition Skill – jumping distances, sprinting, high hurdles with leading leg Dance Resilience Fitness Skill – 16 bar routine, repeated (32 bars), Incorporating Rec – Y2 knowledge. Danced with the teacher	Gymnastics Resilience Fitness Skill – shapes – tuck, pike, straddle, stretch, star, dish and arch. Travelling (on floor and apparatus) – bunny, straddle bunny, duck, giraffe, bear, spider, caterpillar, dip walk and sideways bunny. Jumps (from height) – stretch and star. Rolls – tuck, log, dish and arch, pike.	Basketball Resilience Fitness Skill – Chest pass, two-handed bounce pass, dribbling in a stationary position	Tennis Resilience Fitness Competition Skill – balancing an array of objects on racket, understanding the difference between weights. Technique – aiming	Cricket Resilience Fitness Competition Skill – hand and eye coordination – hitting a ball from a tee, using a cricket bat
Computing	In continuous provision areas, children will have free access to ipads, laptops, purple mash apps and beebots Discrete skills to be taught within provision: Touch typing (27type – First Steps) Navigate and open an app in Purple Mash Save completed work in ‘My Work’ folder and name the file Search internet for images Online Safety Digiduck’s Big Decision Smartie the Penguin – Year 2 Version A Coding: 2 code (1.7)					
RSE	Consent – KS1 1.2 Jack and the Beanstalk – Richard Walker  Mental Health – KS1 1.2 Not Now Bernard – David McKee  Identity – KS1 1.3 Stimulus: Something Else – Chris Riddell 	Consent – KS1 3.4 Don’t Touch my Hair – Sharree Miller  Physical Health – KS1 1.3 The Magic Breakfast – Hometalk 39  Safety – KS1 1.3 Into the Forest – Anthony Browne 	Consent – KS1 1.2 My Body Belongs To Me: From My Head, To My Toes – Marilee Arnold  Mental Health – KS1 1.2 Huge Bag of Worries – Virginia Ironside  Safety – KS1 1.3 ‘Curiosity killed the cat’ – Hometalk 38 	Consent – KS1 3.4 The Switch – The Literacy shed  https://www.literacysbed.com/s/wlitch.html Relationships and Friendships – KS1 1.3 Willy and Hugh – Anthony Browne  Equality – KS1 1.3 Are you a boy or are you a girl? – Sarah Savage & Fox Fisher 	Consent – KS1 1.2 Your body belongs to you – Cornelia  Spellman and Teri Weidner Equality – KS1 1.3 We are all born free – UDHR  Physical Health – KS1 1.3 The Hare and the Tortoise – Disney https://www.youtube.com/watch?v=2BrKmpu4tMg	Consent – KS1 3.4 The Princess and the Frog  Relationships and Friendships – KS1 3.4 The Conquerors – David McKee  Identity – KS1 1.2 Woman in Mirror 1959 – Pablo Picasso 

Involving you...

We share your children's targets and progress with you regularly through:

- 15 minute year group allocated slots before school to have a look at your children's books (Friday 8.30am – 8.45am)
- This will also give you the chance to understand and see what your child's targets are in certain subjects.
- Learning Conferences take place twice a year and directly involve your child in sharing their work, proudest moments and talking through targets.



Homework

Homework for English and Maths is set on a Friday for the following Friday. Homework clubs will be held weekly in classrooms for children who do not complete their homework.

This is set via www.maths.co.uk and www.spag.com these can be accessed via our website 'Homework' tab (under Children).

Spellings will now be set weekly on Spelling Shed. Your child will come home with a username and password to access these <https://www.edshed.com/en-gb/login/school> These should be practised 5 times per week.

Reading 5 times per week.

Homework is extremely important, as we use this to plan our lessons and ensure that the children have a secure subject knowledge. It also helps us to identify areas where they may need extra support!



Proposed Fieldwork

Autumn

Cresswell Craggs

Trip to 'The Deep'

Spring

- Navigate a simple journey to Huthwaite Road

Summer

'The Butterfly House'



PE and Sports

- We are supported by SH Active
- <https://shactivesports.co.uk/>
- Last year, we were awarded the **Gold** School Games Award.
- Currently, we have a qualified dance teacher leading our dance curriculum across school.

Our PE days are Monday and Friday.

PE Uniform

- Plain sky blue T-shirt
- Plain navy blue shorts
- Plain navy jogging bottoms
- Plain black plimsols or trainers
- Plain navy blue zip jacket (no hoods)

Please ensure that any branding is kept to a minimum.

Can we kindly request that you label all children's clothing clearly to prevent losses. Please note that earrings are not allowed to be worn for PE.



After School Clubs

Day	Club	Age range	Led by	Time	Price
Monday	Dance	R, Y1, Y2, Y3, Y4	SH Active	3:15-4:15pm	£44 (£4 per session)
	Energise	All year groups	Kitty	3:15-4:15pm	FREE
Tuesday	Archery	Y2, Y3, Y4, Y5 and Y6	SH Active	3:15-4:15pm	£44 (£4 per session)
	British Sign Language	Y3, Y4, Y5, Y6	Mrs Summers	3:15-4:15pm	£33 (£3 per session)
	OPAL Stay and Play	All year groups	Mrs Hallam	3:15-4:15pm	£22 (£2 per session)
Wednesday	Trampolining	R, Y1, Y2, Y3, Y4	SH Active	3:15-4:15pm	£44 (£4 per session)
	Make and Bake	Y3, Y4, Y5, Y6	Mrs Harding	3:15-4:15pm	£33 (£3 per session)
Thursday	Art and Craft Club	All year groups	Mrs Harding	3:15-4:15pm	£33 (£3 per session)
	Board Games	All year groups	Mrs Summers	3:15 – 4:15pm	£33 (£3 per session)

Limetrees

- **Every day, 3:15–6:00pm – School Hall**
- A fun, welcoming space with a wide range of activities for all children led by our new external provider.
- **£10 per session**
- This club can be booked directly with The Limes Trees using the following link:
<https://thelimetrees.co.uk/>



OPAL



As we enter autumn and the field gets muddier, please ensure your child has a pair of named wellies and a puddle suit in school for lunchtimes. Please store these in your year groups welly storage.

Short term projects for this term include the addition the creation of a sensory garden, further fixed play equipment, updated water area and improved drainage.

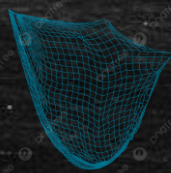
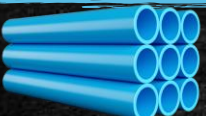
Longer term OPAL projects include developing willow tunnels and sheltered areas. If you think you can help please let us know!

We're grateful to receive any donations, from pallets to small world items see the following lists of items we could make use of - please drop them at the school office.



Get ready to play... OPAL BINGO



Acorns 	Baking pans 	Cake moulds 	Measuring spoons 	Strainers 
Baskets 	Cable spools 	Cones 	Water Play 	Corrugated pipes 
Dress up items 	Fabric 	Funnels 	Nets 	Old electronics 
Pool noodles 	PVC pipes 	Ropes 	Shovels and spades 	Sinks and tubs 
Tyres and wheels - big, small and 	Pots 	Colanders 	Wheelbarrow 	Watering cans 

Get ready to play... OPAL BINGO



Rakes



Toy cars



Action figures



Umbrellas



Plastic trucks



Suitcases



Hard hats



Wind Chimes



Wood dowels



'Caution' tape



Sledges



Plastic bins



Laundry baskets



Trikes, tractors



Duct tape



Straw bales



Rocks



Artificial Grass



Gravel, pebbles



5 Gallon buckets



Poles



Glass jewels



Jugs



Marbles



Balls - every kind!



Get ready to play... OPAL BINGO



Litter Pickers



Suitcase



Wooden spoons



Action figures



Plastic crates



Dress up items



Cars



Dinosaurs



Pans



Plastic dolls



Lego



Small balls



Scooter



Plastic tubes



Tarpaulin



Beach spades



Buckets



Trowels



Skateboard



Cardboard tubes



Guttering



Wooden planks



Bikes



Aprons



Chalk





Diary Dates

Thursday 24th September- Colour Run

Wednesday 7th October- First Aid Training for Children

Friday 16th October- Last day of the half term

Monday 2nd November- Students return

Friday 6th November- Individual and sibling school photographs

Thursday 19th November- Y2 Trip to The Deep

Tuesday 24th November- Pantomime trip

Wednesday 25th November- Flu Vaccinations in school

Thursday 10th December- Christingle

Tuesday 15th December- School Christmas Disco

Wednesday 16th December- Christmas Church Service led by Y4

Friday 18th December- Last day of term

Monday 4th January- INSET

Tuesday 5th January- Students return

Friday 12th February- Last day of half term

Monday 22nd February- Students rerurn.

Thursday 25th March- Last day of Spring Half Term

Monday 12TH April- Students return

Monday 3rd May- Early May Bank Hokiday

Friday 28th May- Last day of the summer half term

Monday 7th June- Students return

Thursday 10th June- Year 2 trip to Tropical Butterfly House

Friday 23rd July- Last day of summer term

Monday 26th July- INSET

Tuesday 27th July- INSET

Wednesday 28th July- INSET

Parent Governor



Questions and Feedback

- If you have any questions or comments regarding the Welcome Meeting please use the QR code to complete the survey.

