



LifeFull Schools



John 10:10

**“I have come that they may
have life, and have it to the full”**

This is why we exist...

We are...

“I have come that they may
have **life**, and have it to the **full**”



BELONG - Everyone included, everyone welcome.

LEARN - Love to learn, gain knowledge.

GROW - Grow spiritually, in confidence and courage.

Life
In
Fullness
Ethos

Year 2

2026-2027





Year 2 Thistle:

Mrs Davis (Class teacher)

Year 2 Honeysuckle:

Miss Callum-Clarke (Class teacher)

Mr Olubanjo and Mr Djabate(LSA 1-1)



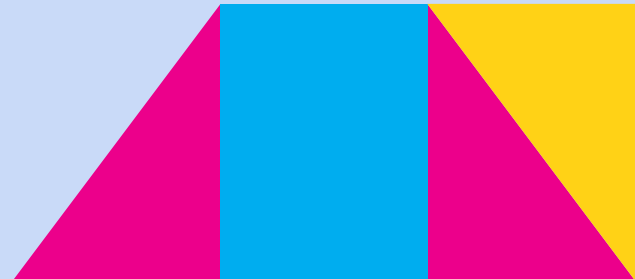
Learning for the term

- Please ensure you read and sign the Home School Agreement
- Please let us know if you would like to volunteer as a reading volunteer?

Class assemblies:

2 Honeysuckle

2 Thistle



Home-School Agreement - 2025

At our schools, we believe in working together to give every child the best possible start.

School will:

- Provide a safe, caring and welcoming place to learn.
- Teach children to be kind, fair and respectful to everyone.
- Offer exciting lessons and a broad, inclusive curriculum.
- Keep parents informed about learning, progress, behaviour and school events.
- Set appropriate homework and offer help when needed.
- Encourage good attendance, punctuality and positive behaviour.
- Teach children how to play safely and look after equipment.
- Listen to parents' and children's concerns and respond in a timely manner.

Parents/Carers will:

- Make sure their child attends school every day, on time and is collected on time.
- Make sure their child wears the correct uniform.
- Support their child's learning, behaviour and homework.
- Encourage their child to read daily and talk about school.
- Attend meetings, events and workshops whenever possible.
- Raise any concerns directly with the school, starting with the class teacher.
- Use social media responsibly and never post comments about school staff, children or other parents.
- Treat staff, other parents and children with respect at all times.

Parents must not use aggressive, abusive or intimidating behaviour towards staff, parents or children — in person, by phone or online. School staff have the right to come to work without fear of abuse.

Children will:

- Be kind, polite and respectful to everyone.
- Work hard, join in lessons and follow the school rules.
- Read every day and complete their homework.
- Play safely, take turns and tidy up after themselves.
- Speak to an adult if they are worried about anything.

Together, we aim to create a happy, safe and successful school community for all.

Name of parents/carers: _____

Signed by parents/carers: _____

Signed by child (where appropriate): _____ Class _____

School Rules

Please continue to remind your child/ren of our school rules and expectations.

Our 5 School Rules

I can:

1. Show respect
2. Use kind hands, kind feet and kind words
3. Move around the school safely
4. Always try my best
5. Look after the school

Rewards

- House points
- Marble jar - reward decided on by the class
- Star of the Week - every child will get one! (This term during achievement assembly, alongside our Star of the Week, we will be celebrating children who show courage)
- Love Thy Neighbour award
- Headteacher award

Consequences

- Non-verbal prompts
- Verbal reminders/warnings
- Reflection time at the regulation station
- Time in a neighbouring classroom
- Time off playtime (**not** the whole playtime)

1. Non-verbal Prompt

2. Verbal reminder

3. First verbal warning

4. Reflection time at the regulation station

5. Second verbal warning

6. If you get a 2nd warning- minutes of playtime taken away

7. Time out in neighbouring class

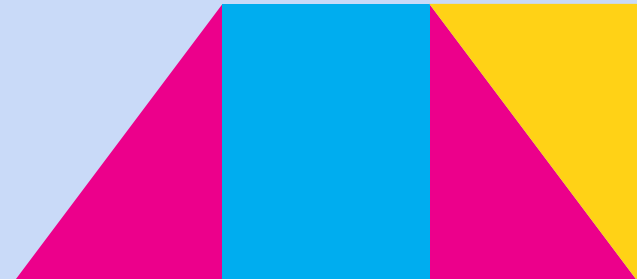
8. When the child comes back- we start again-back to point 1

9. If a child has been sent to their partner class 3 times in a week they will have an internal suspension

Differentiated Rewards and Consequences (equity not equality)

We acknowledge that 'fair' is giving each individual what they need to succeed. Therefore there are times where a differentiated approach is vital. Some children may be provided with personalised rewards, incentives and consequences.

Routines and behaviour



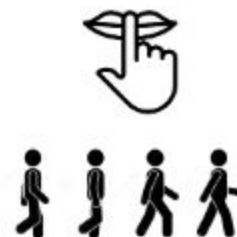
"silent stairs, open doors."

1. We line up in the same order
2. When leaving the classroom for breaktime, we put our coats on in silence and line up or go straight into the playground
3. We walk in silence and single file
4. We hold onto the handrail - walking up and down the stairs on the left hand side
5. One person holds the door open for others



Moving around the classroom: "tight transitions."

- We move from the carpet to tables quickly and quietly
- We move with the following signals
 1. stand up
 2. move silently
 3. sit down



Moving Materials: "precise, polite passing"

1. Monitors pick up resources for each row or table
2. Pass whiteboards/books/pens across rows or around the table
3. Check the pen works and replace if needed



Sit at the table "ready to record"

1. Clear tables
2. Chairs pulled under
3. Feet flat on the floor
4. Straight backs
5. Other hand placed on book
6. Book at slight slant
7. Tripod grip - pen in air (Rec - Y3)
8. We are quiet and ready



Gaining Attention "Stop at a signal"

1. Stop talking when you hear the signal
2. Respond to the signal (clap back)
3. Turn to the leader
4. Look at the leader
5. Stay still



Active Attention

1. Eyes looking, ears listening, brains thinking, ready to start.
2. Eyes on speaker
3. Body moves to track the speaker
4. Whole body calm



"Stand up to Speak"

1. We stand up calmly and quietly and push the chair back
2. We speak with a loud clear voice in Standard English
3. We share our ideas with confidence
4. We sit back down on the leader's signal



"Back from Break"

Moving from the playground back to class

We move safely and calmly from the playground to class:

1. Listen out for the bell
2. Stand still
3. When given the hand signal, walk quietly to the doors, giving each other space
4. Silent Stairs
5. Efficient Entry



"Kind and courteous"

We are kind and polite to everyone. I:

1. Smile and welcome everyone - say 'hello', 'good morning'
2. Let adults (and young children) through doors first
3. Offer to hold doors open
4. Remember 'Please' and 'Thank you'
5. Wait for a break in conversation before saying, 'Excuse me'



"Purposeful Partners"

KS1 - When I work with a talk partner I:

1. Turn to face my talk partner
2. Active Attention
3. Share my ideas
4. Wait for my turn to speak
5. Use a loud, clear voice
6. Listen to others



"Purposeful Partners"

KS2 - When I work with a talk partner I:

1. Turn to face my talk partner
2. Active Attention
3. Speak when it's my turn
4. Use an audible voice
5. Respect others' ideas
6. Follow on from and build on the previous point



"Pride in Presentation"

KS1 neat presentation and handwriting

1. Start on the second line
2. Write the date on the left hand side of the page
3. Use a ruler and pencil to underline
4. Start writing at the margin
5. Use my best handwriting
6. Never use a rubber - rule out mistakes



"Pride in presentation"

KS2 Presentation and handwriting is consistently tidy and neat

1. Start on the second line
2. Write the date on the left hand side of the page
3. Use a ruler and pencil to underline
4. Start at the margin or indent paragraphs
5. Stick sheets in neatly, lined up with the margin
6. Never use a rubber - rule out mistakes
7. Use my best cursive handwriting
8. Keep my book clean



"Efficient Entry"

Every moment is precious so I:

1. Greet the adult waiting for me at the door
2. Go straight to my space quietly
3. Look at the board and follow the task instructions
4. Calmly retrieve any equipment I need
5. Get started immediately on the task
6. Use 'Never stop at Stuck' routine if I need it



"Never Stop at Stuck"

When I am stuck I recover rapidly. I:

1. Stop and re-read the instructions
2. Remember to use resources
3. Keep trying
4. Ask my learning partner
5. Keep trying
6. Ask the teacher
7. Try out an idea on my whiteboard while I wait



"Positive Play"

I can solve problems with my friends. I:

1. Use a stop hand signal
 2. Firmly say 'Stop it I don't like it'
 3. Talk about how I feel
 4. Try to fix the problem using respect and kindness
- Or
- Walk away and find another friend to play with
5. Find an adult to help if I can't solve a problem myself



"Tidy up Time"

We are all responsible for keeping our school clean and tidy. We:

1. Stop at a signal
2. Show Active Attention
3. Wait until 'Go'
4. Get the job done
5. Double-check everything is tidy and the floor is clear
6. Return to my seat



Home Learning

Some of you have asked how you can support your child:

Reading - 20 minutes reading aloud with an adult to improve fluency and at least 10 minutes quiet independent reading. Ask questions about what is being read to improve comprehension.

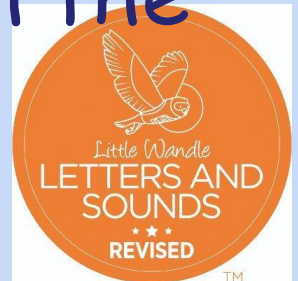
Spelling - Your child will receive 200 high-frequency words to practice and learn at home.

Knowledge organizer - is a simple sheet showing the key facts, vocabulary and ideas your child needs to know for a topic. Spend a few minutes regularly looking through the organiser with your child. You could read the facts together, practise new vocabulary,

How can parents help with math? Your child will receive handouts to practice their times tables and number bonds. Use the KIRF's to help with ideas to support your child.

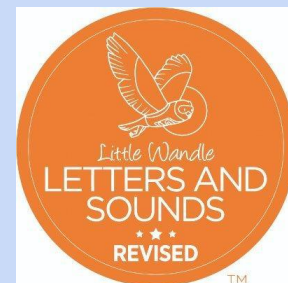
Phonics and reading

- Little Wandle - based on Letters and Sounds.
- Phonics workshops: This will be around the Christmas period and will inform you as to what comes after phonics.
- Scheme aims to keep every child in the class together



Phonics and reading

- Reading book and reading record sent home once a week - this will be the same book that your child is reading at school in guided reading sessions. This will start at the beginning of October.
- Your child should be able to read them with ease
- Use other books to stretch and challenge your child



Phonics and reading

- Reading with your child is one of the most important things you can do for them:
 - Builds essential language and cognitive skills
 - Fosters social and emotional skills
 - Sets them up for academic success across the curriculum
 - Improves concentration
 - Sparks imagination
 - Improves future socio-economic outcomes (children growing up in poverty who read are less likely to remain in poverty as adults)

Home learning

- Daily reading - school reading book, library books, books from home, listening to stories
- Rapid recall Facts - essential mathematical facts that children should be able to recall instantly - sent home at the start of each half term
- Spellings - sent home once a week from Autumn 2 for children to learn - no test but will be assessed informally in lessons



Dear parents and carers,

As you may already be aware, our schools use a cursive handwriting script. This flyer aims to give you more information about why we do this, and provide you with further details about how to support your children with the development of their handwriting.

Although we live in an increasingly digital world, handwriting remains a vital skill for children. The **2014 National Curriculum** placed a greater emphasis on handwriting, stating that by the end of Key Stage 2, children must write in a **neat, joined, and legible** style to meet the expected standard.

Even today, most formal assessments are still handwritten, so being able to write clearly and confidently is essential. Beyond that, handwriting has a big impact on how children feel about writing in general.

- Children who feel good about their handwriting are more motivated to write.
- Those who struggle with handwriting often experience frustration, low self-esteem, and reluctance to write (Cornhill & Case-Smith, 1996).
- When handwriting isn't fluent or automatic, it takes up mental energy – making it harder for children to focus on spelling, punctuation, and creating meaning ("The Writer Effect").
- A smooth, joined **cursive style** helps support spelling and builds the foundation for fluent writing – this is why we've chosen this style for teaching.

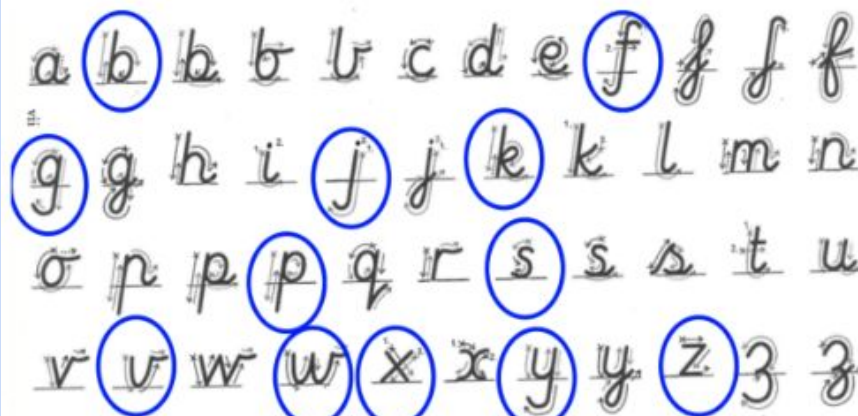
If you'd like to learn more about why handwriting is important, these blog posts offer further insight:

<https://www.theconfidentteacher.com/2021/01/should-we-worry-about-handwriting/>
<https://learningspy.co.uk/writing/handwriting-matters/>

Cursive Script

Children will be taught to form letters as per the alphabets below. Where there is more than one possibility, children will be taught to form the letters that are circled in blue. Most children will begin joining in the second half of Y2 once all letters are correctly formed and orientated. By the time children are in Y6, they will be shown the various letter possibilities to support development of their own style.

EYFS - KS1 (pre-joining)



KS1 - KS2 (once joining: Y2 onwards)



The Alphabet

The diagrams below show how the upper case or capital letters are formed. The grey lines show the path of the pen. A cross indicates where each stroke of the pen should start. The separate strokes are numbered and should be completed in the correct order.



Parents and carers can also find helpful resources in their child's reading journal, including guidance on correct pencil grip and fine motor skill activities that support the development of neat, joined, and legible handwriting. These can be found on pages 28-30.

Dear Mr. Squire,

I am really sorry that I gave you the wrong parcel. It all started when baby James first came was coming through and my parents asked to deliver the mail. I was bored so I decided to in the river because it was cold. Suddenly I slipped on a slippery rock and I fell in the river. The mail bag got wet because it went in with me. When I looked at the soaking wet parcel I noticed that they were smudged. I felt so ashamed of my self. I'll never forgive what I did. After this I didn't know which one went to which house except the ruby red lollipops one because it was mine. Then I did a silly thing. I ran as fast I could and threw them to my house. I am so sorry.
Love Katie May

Tim Jarvis teetered nervously on the edge of the curb his cold blue fingers clenched together in the icy air. Huge black carriages swayed past, splashing splashing filthy slushy mud onto his face and tattered clothes. Finally, Tim saw his chance and made a dash for it through the chaotic traffic. He soon got to the other side of the road and found the meat pudding shop. He saw skinny dog dogs and skeletal boys loitering around the shop. The meat pudding shop sign was creaking and the glow of the sign kept on flickering, but Tim didn't mind and pushed into the shop. The rich smell of gravy entered into Tim's nostrils. Mr. Hodder was sweeping the soggy floor to make sure everything was clean.



A guide for using the knowledge organisers



The Knowledge Organisers have been created to support with memory skills in order to retain key facts and to support pupils with their learning in the classroom. Every half term, there will be an organiser for certain subjects. These can provide further opportunities for challenge activities for parents to engage with at home. Why not challenge your child further? Investigate and research the topic independently, play games to remind your child what all the vocabulary words mean and how to spell them.

Why not try the following:

Mind Map

Use the knowledge organiser to create a mind map to organise your learning.



Charades

Use the vocabulary words and act out their meaning. Others have to guess the word e.g.

petal	A petal is one coloured part of the flower.
flower	All the petals together are called the flower.
stem	Thin upright part of the plant on which the petals and leaves grow.
leaf	A leaf is a flat, thin (usually green) part of a plant that uses the sun to make its food.

Post-It Recall

Use 'post its' to display the key vocabulary and their meanings. Put them up around the room and try to match the meaning to the term.

Pictionary

Use the vocabulary words and draw their meaning using pictures. Others have to guess the word.

Timeline

Create a timeline of events within this period in history.

Snap

Create cards with the vocabulary words and write the meanings on other cards. Play snap- matching the word with the meaning.

Guess My Word

Choose a word from the knowledge organiser
Can you describe the word without using it so that someone else can guess the word?

Where in the world?

Use atlases/maps to locate key places for a subject.
Research the physical and human features of the land e.g. towns, cities, mountains, rivers, seas and oceans.

Create a quiz

Use the knowledge organiser to create a quiz for friends or family.

Checklist challenge

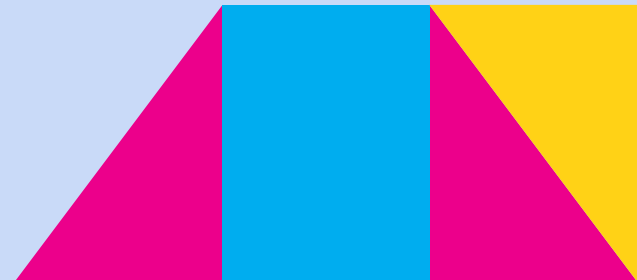
Challenge yourself to remember the key facts or definitions of as many of the words as you can. Tick off each one that you can remember.

Speak like a... (scientist/geographer/historian)

Use the vocabulary list to talk about the topic. Every time a word is used correctly in a sentence the child gets a point.

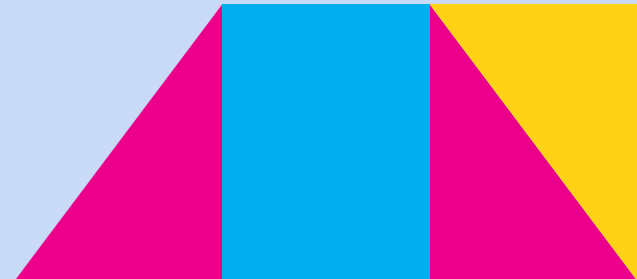
Curriculum

- Please ensure your child wears their PE kit on PE days. Your child needs **black shorts or grey tracksuit bottoms and a plain T-shirt** (which should be the colour of their house) for PE sessions.
- PE: 2 Thistle Monday and Friday
- PE: 2 Honeysuckle Tuesday and Friday
- Library is on: 2 Thistle Monday
- 2 Honeysuckle Wednesday
- The details of topics covered will be found on the school website, including knowledge organisers and key instant recall facts.



Medicines

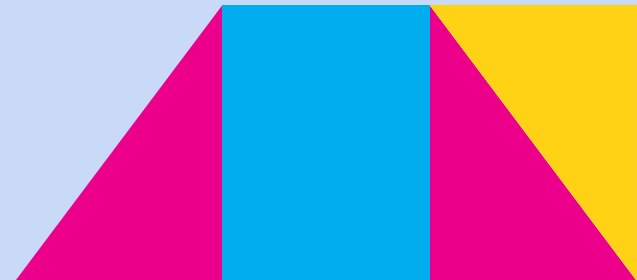
- Medicines at school must be handed in to the office.
Children must **not** carry medicines on them.
- Ensure that Epi Pens and Pumps are up to date.



Snacks

- Year 2 are provided with a fruit or vegetable at morning break.

If you provide your child with a snack this must be a **fruit or vegetable**



Attendance

Attendance and punctuality - very important

- Good attendance and punctuality are essential for children's learning and wellbeing.
- Punctuality -learning starts at **8.55am** and all children should really be here at **8.50am** - the gate opens at **8:40am** and closes at **8:55am**.
- Anyone arriving **after 9:00am** will be marked as **late**
- End of day pick up time is at **3.30pm** in the KS2 playground.
- **Breakfast club runs from 7:45am** each day
- Medical appointments in school time - please keep this to a minimum (e.g. don't book dentists)

Please ensure that the office has your up-to-date contact details

Uniform

- Black shoes/ankle boots or fully black trainers
- Please label your child's uniform
- PE kit to be worn to school on PE days, (trainers for PE can be any colour)
- Jewellery - not to be worn (exceptions: tiny stud earrings, religious medal)
- Hair - hair accessories in school colours (yellow, blue, white and black).
- Shoulder length hair should be tied back. No fancy shaved haircuts.

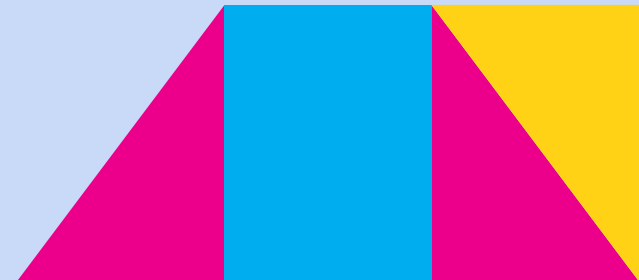
E-Safety

- **Cyber bullying / computer games** - Make sure you have parental controls on youtube, messaging others online, be aware about screen time use.
- **Use of phones** - no phones in school - children are more vulnerable if they carrying a phone to or home from school - please phone the school office if you need to know if your child has arrived or left school.
- **Electronics before bedtime** - research shows that the bluelight and stimulation from electronics has a negative impact on sleep patterns and behaviour.
- **Photo consent for school** - please complete the single permission form that will be sent home.

Trips

We aim to organise at least one trip per half term.

Our first trip is on 22nd October to Hyde Park.



Communication

You are welcome to email your class teacher. We aim to respond within 48 hours. If your query is urgent, please contact the office directly. Alternatively, we are able to speak in the playground at drop-off

Email: admin@lifefull.org

Mrs. Davis: jdavis@lifefull.org

Miss Callum-Clarke: dcallum-clarke@lifefull.org

Class teacher: Miss Callum-Clarke/ Mrs. Davis

Head of school: Ms. Fautley

Executive head Teacher: Ms Rebecca Hughes

Any questions?

Thank you all for attending.

