

Welcome to Year 2



Information for parents: September 2026



Before we begin, just a few quick reminders.

- If you have little ones with you and they become restless, please don't worry; feel free to step out if you need to.
- We kindly ask that all mobile phones are switched to silent.
- If you have any questions, please make a note of them and save them until the end of the presentation, unless I invite questions during the session.

Thank you, and let's get started.

Meet the Team

**We are thrilled to embark on a new academic year with your child!
Your support and partnership are invaluable to us.**



Ian

Kingfisher Class
teacher

Achievement Leader
Assistant Headteacher



Claire

Puffin Class Teacher



Ellen

Woodpecker Class
Teachers



Zoe



Jo

Robin Class Teacher

Additional adults: **Helen, Sylvana, Gosia, Berivan, Sarrinah, Sonia**



Attendance & Punctuality

Achieving Their Best

We have a whole-school target of 97% attendance. Children thrive when they are in school on time every day, ensuring a positive, confident, and settled start to the day for the entire class.

A prompt arrival ensures your child can participate in the important 'meet and greet' with their teacher, allowing a valuable connection before the day begins.

Attendance

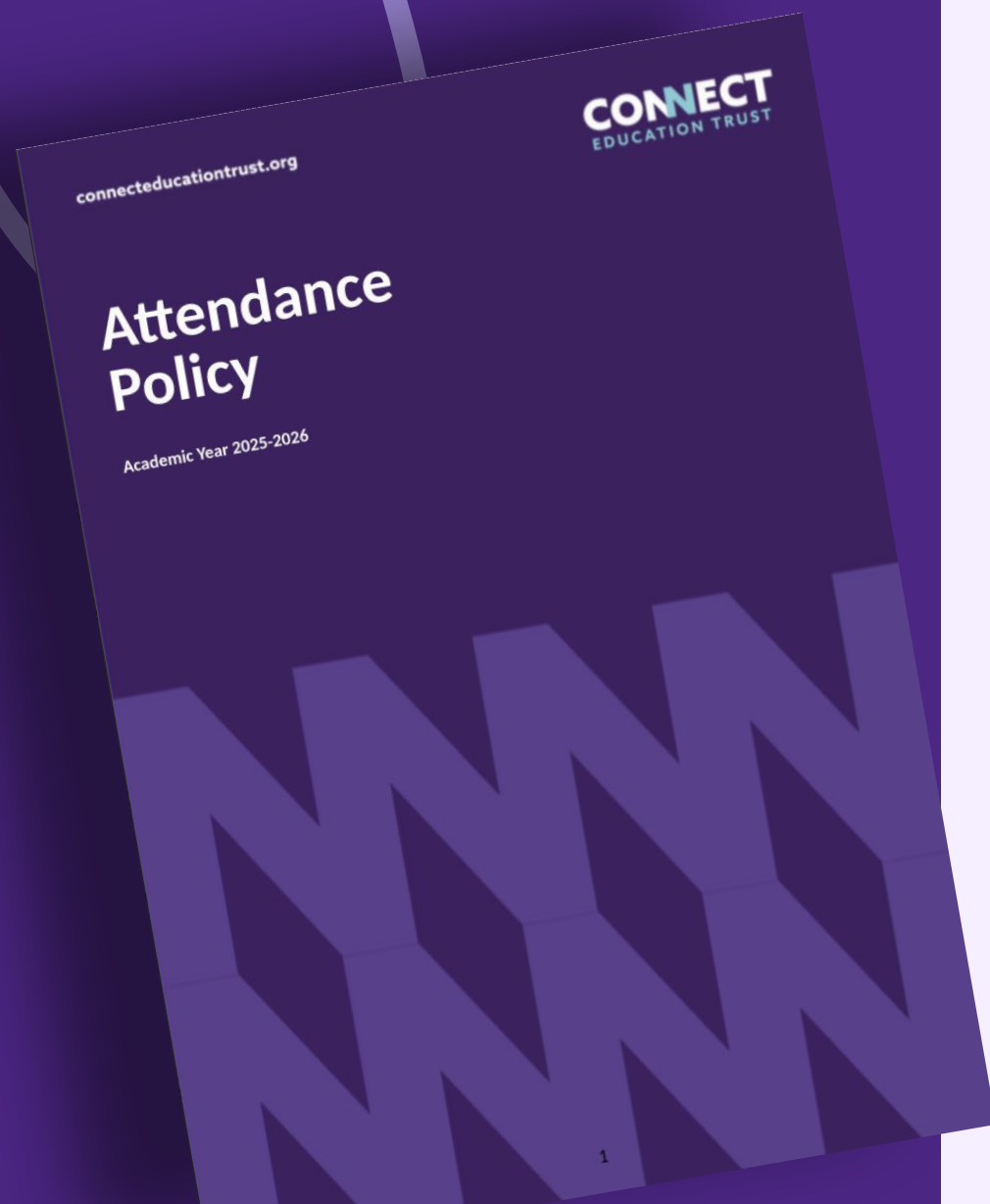
The NHS has published guidance on when to send your child to school and when to keep them at home:

- High Temperature (Fever): If your child has a high temperature, they should remain at home until it returns to normal.
- Diarrhoea and Vomiting: Children should stay home for 48 hours after their last episode of diarrhoea or vomiting.
- Chickenpox: Keep your child off school until all spots have crusted over, typically about five days after they first appeared.

Children with mild symptoms can attend school if they feel well enough.



- **School Doors:** Open from **8:45 AM**, with children expected to be in class very soon after.
- **Late Arrivals:** Children arriving **after 8:55 AM** will be marked late on the register.
- **Absences:** If your child is ill please notify the school via **Arbor**.
- **Early/During School Collections:** Where possible, please book appointments outside school hours. If however your child does have a dental/medical appointment, parents must warn the office in advance of the collection.
- **Good Attendance:** is celebrated in our family assemblies and the Newsroundup.
- **End of the Day:** The school day ends at **3:25 PM** for all children in Reception to Year 6.
- **Collection Point:** Parents are to collect their child from the class door.



Make sure
you check out
our exciting
holiday clubs...
look out for
the brochures

• **Enrichment & Wrap-Around Care:** We offer a variety of after-school opportunities:

- Sport, Art, Dance, Science, Maths, Yoga, Martial Arts and many more
- After-school enrichment clubs finish at 4:30 PM.

◦ Extend Afterschool Club finishes at 6:00 PM.

◦ Further information about our wrap-around care is available on the school website: [Extend - Breakfast, Afterschool and Holiday Club - Grange Park Primary](#)

Grange Park Primary School
Extend Holiday Club
21st July to 14th August 2026

Week 1 - Theme: Summer Quest

Tuesday 21st July	Team Games Parachute	Make and Take Coloured Sand Vials	Build Sandcastles
Wednesday 22nd July	Team Games H2O-Sympies	Make and Take Design a Fan	Create Ice Cube Painting
Thursday 23rd July	Team Games Ballon Volleyball	Make and Take Puffy Paint Creations	Cold Cooking Ice Lollies
Friday 24th July	Team Games Water Gun Tag	Make and Take Friendship Bracelets	Competition The Sun Lolly Stack

Week 2 - Theme: Island Castaways

Monday 25th July	Team Games Shipwrecked!	Make and Take Exotic Animals	Build Island Shelters
Tuesday 26th July	Team Games Coconut Transport Race	Make and Take Driftwood Creations	Cold Cooking Tropical Smoothies
Wednesday 27th July	Team Games Raft Building	Make and Take Shell Jewellery	Competition Message in a Bottle
Thursday 28th July	Team Games Tsunami Relay	Make and Take Tropical Islands	Experiment Pirate Ice Treasure Hunt
Friday 29th July	Team Games Stranded Island Obstacle Course	Make and Take Ocean Slime	Create Sea Shell Photo Frames

Navigating Friendships

Age appropriate behaviours

As children talk about their day, they will often tell you about events from their own perspective. That perspective is important because it reflects how they have experienced a situation and how they are feeling.

However, children don't always see or know the whole picture. They may have missed what happened beforehand, misunderstood someone's intentions, or only be able to describe events from their point of view.

If your child comes home upset or concerned about something:

- Please listen to them, acknowledge their feelings, and reassure them that you've heard them.
- Then, please let us know. By speaking to school, we can look into what happened, gather the full picture, and ensure that any concerns are addressed fairly and appropriately.

Friendships at this age are still developing, and children are learning important skills such as sharing, resolving disagreements, taking turns, and understanding different viewpoints. There will inevitably be misunderstandings and friendship ups and downs along the way, and these are valuable learning opportunities that we support them through.

We are committed to working in partnership with you. The earlier we know about a concern, the sooner we can investigate, support the children involved, and help everyone move forward positively.

We would always rather hear about a concern early so that we can work together to understand the full picture and support your child.

Home School Agreement

At Grange Park, we are immensely proud of our school community - our dedicated staff, supportive families, and, most importantly, our wonderful pupils who make our school such a vibrant and welcoming place.

As you begin your journey with us, we want to ensure that every child has the very best experience and opportunities to thrive. To support this, we are introducing a formal Home-School Agreement. While working in partnership with families has always been at the heart of what we do, this agreement clearly outlines the shared responsibilities of the school, parents, and pupils.

Grange Park Primary School: Home-School Agreement				
	Agreement for the School	Agreement for pupils	Agreement for parents	
	As a school we will commit to:	As a pupil I will commit to:	As a parent I will commit to:	
Values, Character and Behaviour	Promoting our Character Traits and embedding it in all aspects of school life. Promoting the Grange Park Values 'Respect, Responsibility and Resilience' and The Big 3 'Ready, Respectful and Safe'. Ensuring that positive behaviour is recognised and the 'Behaviour Pathway' is followed consistently.	Upholding our Character Traits and embedding it in all aspects of school life. Upholding the Grange Park Values 'Respect, Responsibility and Resilience' and The Big 3 'Ready, Respectful and Safe'. Making positive behaviour choices, taking responsibility for my actions, and engaging in restorative conversations to help solve problems.	Supporting my child in upholding the Character Traits and embedding it in all aspects of school life. Supporting my child in upholding the Grange Park Values 'Respect, Responsibility and Resilience' and The Big 3 'Ready, Respectful and Safe'. Working with the school to make sure my child behaves well. Encouraging my child to accept responsibility for their choices and supporting the consequences given in line with the schools behaviour policy.	
Learning, Attendance and Uniform	Delivering a balanced and carefully planned curriculum, which meets the needs of all children. Providing regular home learning opportunities.	Coming to school every day, on time and ready to learn. Walking around the school building quietly and respectfully. Working hard and following instructions.	Bringing my child to school every day at the designated time. Encouraging my child to work hard and follow instruction. Ensuring my child wears the correct school uniform. Supporting my child in completing home learning tasks on	

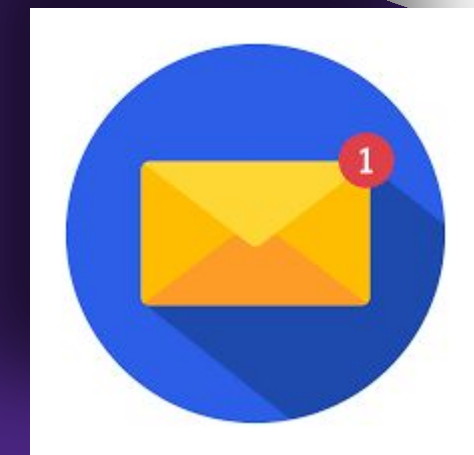
Grange Park Primary School: Home-School Agreement				
	Agreement for the School	Agreement for pupils	Agreement for parents	
	As a school we will commit to:	As a pupil I will commit to:	As a parent I will commit to:	
Communication and Partnership	Maintaining a polite and courteous and professional environment at all times. Informing parents regularly about their child's academic progress, behaviour and attendance. Communicating with parents to share positive news on progress, behaviour, attendance or punctuality. Communicating with parents if there are concerns regarding progress, behaviour, attendance or punctuality. Ensuring communication between the school and parents is effective.	Talking to a trusted adult in school if I'm unhappy and to keep trying until I am heard. Sharing my school day honestly with my parents and participating in restorative conversations to solve problems. Talking at home about what I learn at school to share my progress with my family. Participating in school life as an ambassador for Grange Park.	Maintaining polite, professional, and personal communication with the school at all times. Using a personal conversation or meeting as the required first step to resolve issues. Following the school's formal escalation pathway (starting with the Class Teacher); ensuring any escalated correspondence includes details of previous informal discussions and allowing reasonable time for matters to be looked into. Acknowledging that there may be multiple perspectives to a situation and remaining reasonable and proportionate when raising concerns. Focusing concerns solely on my own child, refraining from using collective platforms to raise concerns, and accepting that, to protect privacy, the school cannot discuss other children with me. Using parent WhatsApp groups only for sharing school information rather than discussing children, staff, or policy. Considering the ethical implications of using AI and ensuring correspondence remains authentic and personal.	
Wellbeing, Environment and Community	Ensuring the safety, happiness and self-confidence of all pupils and encouraging them to do their best at all times. Providing opportunities for effectively reducing, reusing and recycling waste.	Being an ambassador for my school when I am off site. Reducing waste by reducing, reusing and recycling.	Speaking positively about the school and staff in front of my child to model a supportive relationship. Attending parent's meetings, concerts and assemblies. Keeping the school updated on any changes in circumstances that may affect my child's learning. Completing and returning all consent forms promptly. Supporting my child to reduce waste by reducing, reusing and recycling.	

To summarise the communication lines:

We are always here to support your child's learning journey.

Talk to us first: We value personal conversation as the most effective way to resolve issues. The Class Teacher (us) is your first point of contact as we know your child best and can usually sort things quickly. To support this, we commit to a conversation, phone call, or meeting at a mutually convenient time.

To keep the focus on resolution, we ask that you avoid sending long or escalating emails. You will also find members of the Senior Leadership Team outside at the start of each day; they are always happy to listen and pass on messages or concerns along to the staff.

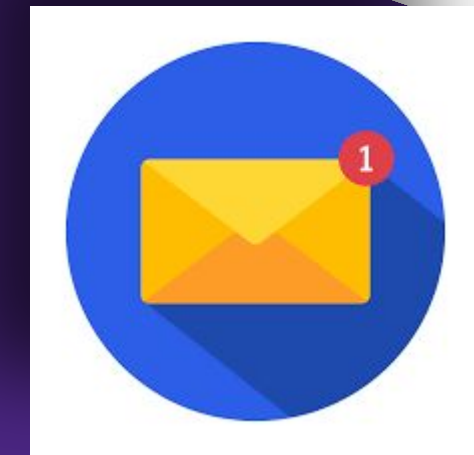


General Communication Guidelines

Escalate accordingly:

Escalate accordingly: If a concern isn't resolved with the teacher, you can then escalate the matter to the Achievement Leader, then the Deputy Headteacher and finally the Headteacher if needed.

We ask that any further communications include details of how the issue has already been addressed informally.



School uniform

Uniform Policy: It is vital that all children wear the correct school uniform and footwear, including PE kits. We will communicate with parents if a child's uniform does not meet school requirements.



Day Wear

- Purple or white polo shirt (with logo)
- Purple sweatshirt/cardigan (with logo)
- Grey pinafore/skirt/trousers/ shorts (no leggings please)
- Purple and white gingham summer dress or shorts
- White/grey/black socks or tights
- Black shoes (strong and flat heeled) or plain black trainers (no logos or colour on trainers)

School uniform

Please ensure all uniform items, PE kit, and other belongings are clearly labelled with your child's name.

For full uniform details, please visit our website: [School Uniform - Grange Park Primary](#)



- For health and safety, only religious items, stud earrings, and watches are permitted. Makeup and nail polish are not allowed.

School uniform (PE)

Children should come to school wearing their PE kit on the days they have PE.

Children must remove all earrings and watches before PE and games lessons.

PE Kit

- Purple or white Polo (with logo)
- Grey winter sweatshirt (with logo)
- Grey winter joggers
- Black PE shorts
- Black plimsolls or plain black trainers (no logos or colour on trainers)
- Leggings and other colour joggers/sweatshirts are not permitted



School uniform (PE)

Thursday is PPA, so all children to come to school in PE uniform for their lesson with the coaches.

Additional PE day with class teachers:

- Kingfisher - Tuesday
- Woodpecker - Tuesday
- Robin- Wednesday
- Puffin - Wednesday



School resources

As you know, children from Year 1 - Year 6 should bring in their own pencil case and stationery to school which many schools are requesting now. This enables children to take care and have a sense of responsibility for their own belongings. Please see the list:

1 x Clear pencil case (20cm X 12cm)

1 x A glue stick

3 X HB pencils (Staedtler Noris/Yellow and Black HB)

1 x Purple pen (ball point)

3 x Whiteboard pen

1 x Sharpener

1 x Rubber

6 x colouring pencils

Box of tissues for the classroom (this doesn't need to be labelled as it's for the classroom)





Playtime & Lunchtime

Playtime snacks and snacks before enrichment clubs are an integral part of our school day. We kindly ask for your cooperation in limiting these to fruit and vegetables only

We do not permit any snacks or packed lunches containing nuts or nut products due to allergies.

We encourage parents to select their child's lunch choices together via The Pantry website to ensure a smooth and enjoyable lunch experience when they reach the hatch.

If lunch has not been ordered in advance, your child will be provided with a jacket potato.

If you choose to send a packed lunch, please ensure it is healthy.

While tasty, items like crisps and chocolates are high in sugar and unhealthy fats, which can lead to energy fluctuations that hinder productive learning and play.

Playtime & Lunchtime



We continue to add 'loose parts' to the playgrounds, fostering opportunities for creative and imaginative play by allowing children to manipulate and change their environment. This initiative will continue to develop throughout the year, so please look out for requests for donations.

We are also fortunate to have fixed equipment throughout our playgrounds for children to climb and enjoy when supervised.

All playground enhancements are subject to strict risk assessments. We kindly request that you do not allow your children to play on or with the equipment before or after school.

The Grange Park Way: Behaviour for Learning

We have high expectations for children's behaviour in the classroom, when moving around the school and during play and lunchtimes.

We believe positive behaviour is central to children's learning, wellbeing and success.

We celebrate and recognise children who demonstrate The Grange Park Way - **Ready**, **Respectful** and **Safe**

Our aim is to teach behaviour, not simply manage it. We work with children to develop self-regulation, responsibility and positive relationships.

We ask parents and carers to work in partnership with us by reinforcing these expectations at home and encouraging children to take responsibility for their choices.

Our approach to behaviour is consistent, fair and focused on helping children learn from their experiences. It is guided by our published **Behaviour for Learning Guidance**, which can be found on the school website.

We maintain strict confidentiality and will not discuss other children with you, as this safeguards all pupils.

Respecting our shared spaces – Terrific Toilets

Respect extends to all areas of our school. Our 'Terrific Toilets' initiative supports children in using school bathrooms responsibly, respectfully and considerately, helping to create a positive environment for everyone.





The Curriculum: Ambitious and coherently planned

Our coherently planned curriculum uses the National Curriculum as its foundation for subject content and expectations.

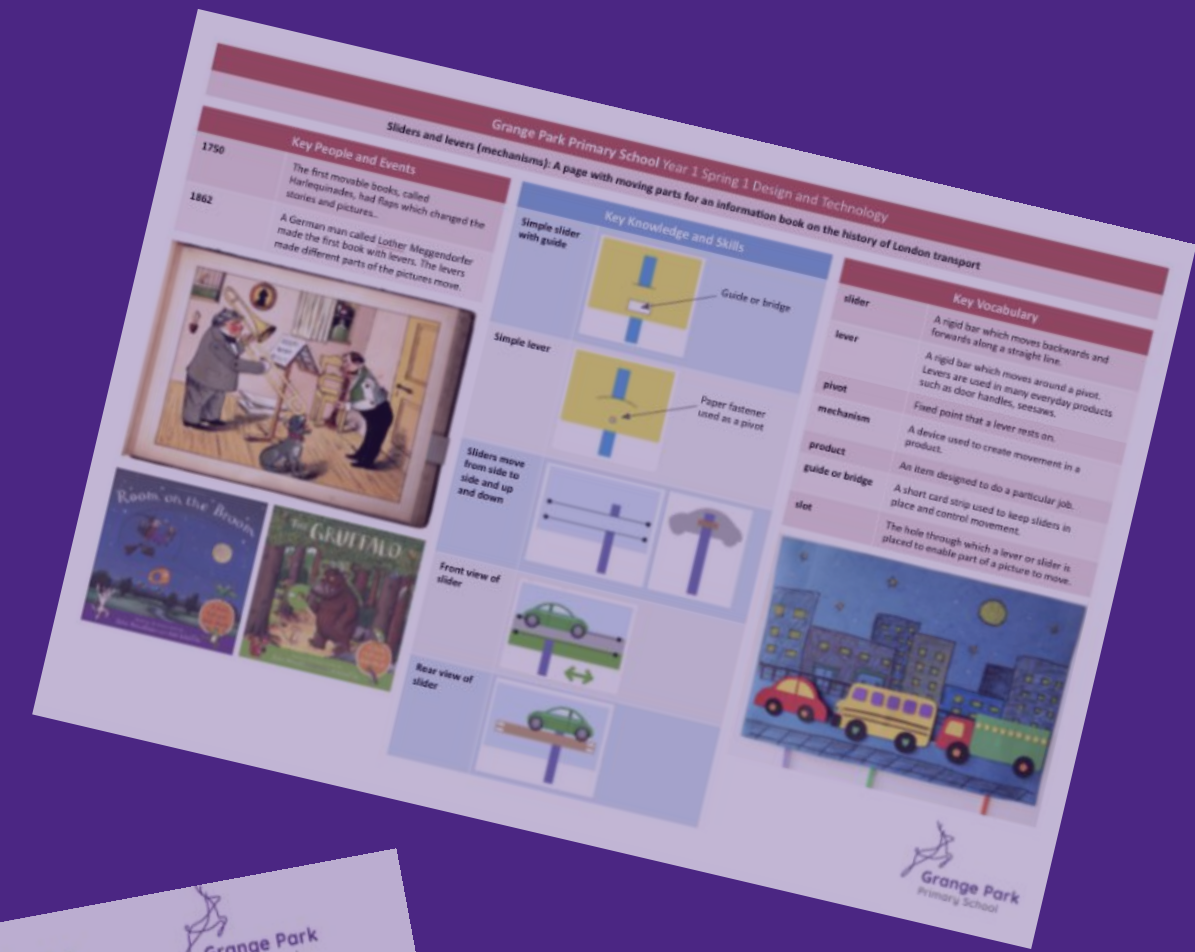
We are committed to ensuring our pupils experience a broad and balanced curriculum, leading to a long-term memory of an ambitious body of knowledge.

The curriculum

It is designed and sequenced so that new knowledge and skills build upon what has been taught before, progressing towards **clearly defined endpoints**.

These endpoints outline what pupils need to know and be able to do at each stage and can be found on our website in the curriculum tab: [Subjects - Grange Park Primary](#)

We understand that learning is most successful when children can make connections with past learning and future topics, ensuring that learning is organised and meaningful.



The ‘core’ curriculum

By the end of the year, children working at age related expectation (ARE) will be confident with the following:

Reading - Year 2 ARE (white chapter books)

Writing - big focus on handwriting, spelling, demarcation, coordination (and, but, so, or), subordination (if, when, that, because) and tense. ([Writing TAF’s Link](#))

Maths - place value (Tens and ones), 2’s, 5’s & 10 times tables, addition and subtraction, fractions, money, time, properties of 2D and 3D shapes.

Year Group	School Terms	Book Band	or...
Reception	Autumn	Set 1 sounds	
	Spring	Red RWI	
	Summer	Green RWI	Purple RWI
Year 1	Autumn	Pink RWI	Orange RWI
	Spring	Yellow RWI	
	Summer	Blue RWI	Grey RWI
Year 2	Autumn	Blue RWI	Grey RWI
	Spring	Gold	
	Summer	White	
Year 3	Autumn	White	
	Spring	Lime	
	Summer	Brown	
Year 4	Autumn	Brown	
	Spring	Brown	
	Summer	Grey	
Year 5	Autumn	Grey	
	Spring	Dark Blue	
	Summer	Dark Blue	
Year 6	Autumn	Burgundy	
	Spring	Burgundy	
	Summer	Black	
Secondary		Black	

Year 2 Autumn 1: Maybe it's because I'm a Londoner

Curriculum connections

2

English

Writing:

- Write an acrostic poem about a London landmark
 - Imitate, innovate and write a story based on The Lonely Beast visiting London.
 - Write a recount of the London Eye Trip
 - Use knowledge about London to create an information text on significant landmarks.
 - Use effective adjectives which link to the five senses.
 - Develop writing in a cursive script.
 - Learn high frequency spelling words and patterns.
- Reading:** Develop fluency when reading.
- Use expression to engage an audience.
 - Answer retrieval questions from a text.
 - Choose books for pleasure to read with friends and family.

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Maths

- Focus on place value of numbers by recognising tens and ones.
- Count objects to 100 by making 10s.
- Partition numbers to 100.
- Write numbers to 100 in words and expanded form.
- Estimate numbers on a number line.
- Compare and order objects and numbers.
- Count on in 2s, 5s, 3s and 10s
- Recall number bonds to 10.
- Identify related facts and fact families.
- Add and subtracts 1s.
- Add by making 10.
- Add three 1-digit numbers.

2

Geography

Maybe it's because I'm a Londoner

- Know what landmarks are and know why they are important.
- Use aerial photographs and plan perspectives to recognise landmarks and basic and human physical features.
- Use vocabulary such as landmarks, eastings, northings, grid references, harbour, tourism, urban and city.
- Explore maps of London.
- Use Google Earth to look at aerial views of London.
- Know what a simple map needs to include in order to design their own map of Central London.
- Compare London with Sydney, Australia.

1

2

2

1

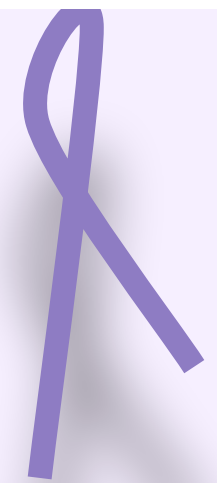
D&T

Maybe it's because I'm a Londoner: Building a bridge

- Explore and evaluate a range of existing products
- Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.
- Design purposeful, functional, appealing products for themselves and other users based on design criteria generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics
- Build structures, exploring how they can be made stronger, stiffer and more stable



Curriculum connections





Knowledge Organiser



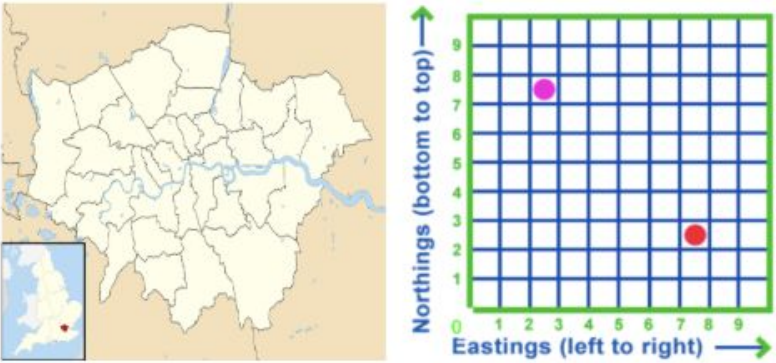
Grange Park Primary School Year 2 Autumn 1 Geography

Maybe it is because I'm a Londoner

Physical Features	
River Thames	346 km long. It has its source near the village of Kemble in the Cotswolds, flows through Oxford, Reading and Windsor before reaching London, and eventually flows into the North Sea.
Royal Parks	Originally used by the royal family as hunting grounds, there are ten in all including Richmond, Hyde, Green and St James's Parks.
Human Features	
shop	A place where you can buy things.
road	A wide path that vehicles can use.
house	A building that people live in.
transport	A way of carrying people or things from one place to another.
bridge	A structure carrying a road across a river.
factory	A building where things are made.
train station	A place where a train can stop and pick up passengers or goods.

Key Places	
London	The capital and largest city of England and the United Kingdom. The city stands on the River Thames.
England	England is a country in the United Kingdom. It is bordered by Wales and Scotland.
Big Ben	The great clock tower of the Houses of Parliament in London.
The Palace of Westminster	Known as the Houses of Parliament. It houses the UK parliament.
London Eye	The London Eye is a large metal ferris wheel. It is also known as the Millenium Wheel and is the largest observation wheel in the world.

Summary
There are many significant landmarks in London. They are important as they help people to find where they are in a place. Landmarks in London encourage people from around the world to visit the city and so bring money into the country.
Sydney is one of Australia's largest cities. It has a magnificent harbour. Like London, Sydney is an urban area. It shares many similarities with London. However, Sydney has a seashore.
A simple map should include a title, a key, map symbols, colours to show different things and compass rose.

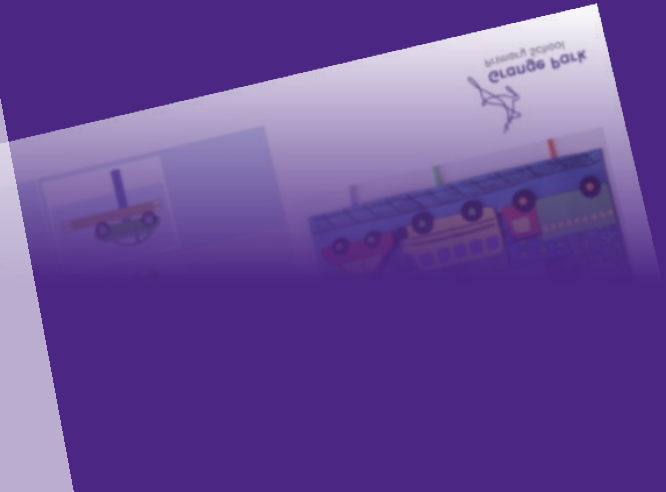
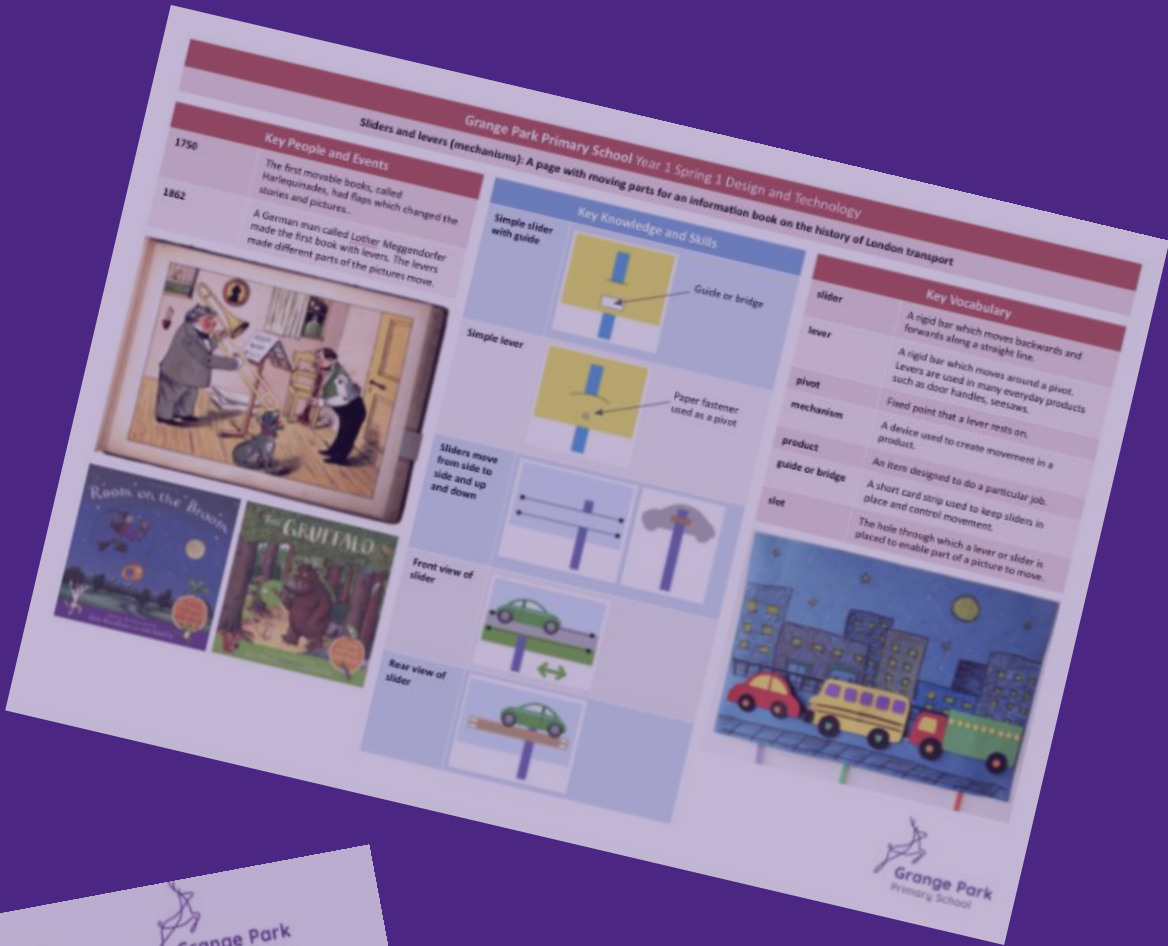


Key Vocabulary	
landmark	An important building that is easy to spot.
eastings	The vertical lines on a grid reference. The numbers get bigger in an easterly direction.
northings	The horizontal lines on a grid reference. The numbers get bigger in a northern direction.
grid references	A grid of squares helps the map-reader to find a place.
harbour	A sheltered place on the coast surrounded by land or walls. It is a place where ships can be safely left.
tourism	Travelling for pleasure and to see places of interest. It brings money into the country.
urban	To do with a city.
city	A large town.



The curriculum

	History/Geography	Art/Design & technology
Autumn 1	Geography - London	Design and Technology - Bridges
Autumn 2	History - Great fire of london	Design and Technology - making bread
Spring 1	Geography - Madagascar	Art - Henri Rousseau
Spring 2		
Summer 1	History - Florence Nightingale	Design and Technology - Wheels and axles
Summer 2	Geography - Seaside	Art - portraits



The curriculum

Our reading spine:

- Eyes that Kiss in the Corners
- Perfectly Norman
- Flat Stanley
- Diary of a Killer Cat
- The Lighthouse Keeper's Lunch
- The Girl at the Front of the Class.

Reading for pleasure - Grange Park Primary





Reading hub

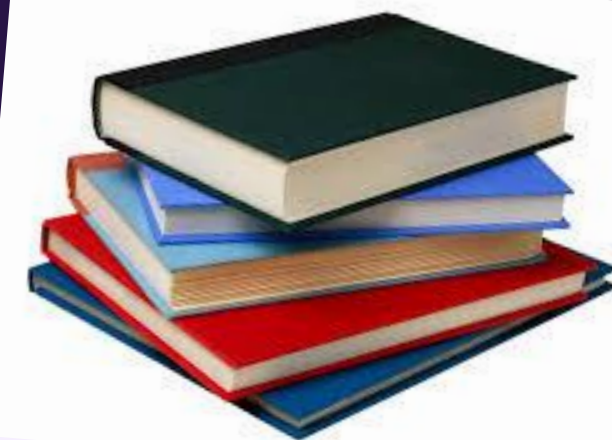
The reading hub had an uplift at the start of last academic year.

The children are excited about the new books and have spent the last couple of terms enjoying them.

With the time and cost of the upgrade, we have set up the reading hub system to carefully monitor book loans.

If your child has a book that is overdue, you will receive an email from our system that tells you this.

After a second reminder you will receive an email that will charge you for the outstanding book.





Swimming

As part of the curriculum, we offer swimming at our school. In the past we used to go to Arnos Grove swimming pool, but this year we will be setting up the temporary pool on site and all Y4s and Y5s will have their swimming lessons on site. This is our second time setting up the pool, it was very successful in 2024 - 2025 academic year

Home learning including reading

Home School Diary and Reading Record (Purple Books)

These books are an essential tool for communication and learning support, and must be brought to school every day.

- **Content:** They contain valuable support materials for maths, reading, spelling lists, handwriting, recommended reads, and question stems to support reading at home. They also include all digital logins for the children.
- **Reading Record:** This is where parents (or children, depending on age) should record daily reading, note new and tricky words, and find our school word of the week to practise and use in everyday conversation.
- **Key Stage 1 (KS1)** Specifics: Children will receive a RWI (or banded book once they complete RWI) and one reading for pleasure book.

Week Commencing Date: _____

READING LOG		
Book and Date	Comments	Sign

WORD OF THE WEEK

WORDS I HAVE FOUND TRICKY FROM MY READING BOOK

NEW WORDS FROM MY READING BOOK

 **Getting ready to write**

Are you sitting comfortably with both feet on the floor?



Are you holding your pencil correctly?



Is your paper at the correct angle?



Handwriting Checklist

- Are you forming your letters correctly?
- Are any letters too tall or too short?
- Are any descenders too long or too curly?
- Is there a space between your letters?
- Is there a space between your words?
- Are you making the four joins correctly?

- Diagonal joins to letters without ascenders
ou, or, ur
- Diagonal joins to letters with ascenders
ah, u, it
- Horizontal joins to letters without ascenders
ou, vi, wi
- Horizontal joins to letters with ascenders
ol, wh, ot





Home learning including reading



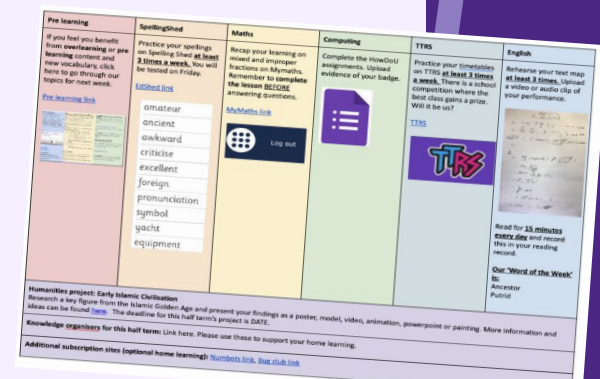
- **Book Changes & Progress:**
 - Children will be assessed half termly (for RWI). Those children reading chapter books will be read with regularly and moved up accordingly.
 - Children will visit the library fortnightly.
- **For additional information on reading at Grange Park** and further recommended reads, please visit our website.

Handwriting at Grange Park

We place great importance on handwriting and presentation. We use the Nelson Handwriting scheme, and guidance for this can be found in your child's Home School Diary.

Home Learning Expectations: Home learning consolidates your child's learning and is very important.

- Clear home learning expectations are detailed for parents on the school website under 'Home learning guidance'.
- A home learning timetable is uploaded to the children's Google Classroom every week for easy navigation.



Home learning including reading

Ready to Write - with our P's



- Posture



- Pencil grip



- Position



- Pressure

 My writing target is ...



How can you support your child



What may be included:

-
- Reading (RWI books)
- Reading (chapter books)
- Handwriting
- TTRS
- Spelling Shed
- English or maths task

Adopt a **positive attitude** towards ALL subjects!

Pre learning	SpellingShed	Maths	Computing	TTRS	English
If you feel you benefit from overlearning or pre learning content and new vocabulary, click here to go through our topics for next week. Pre learning link	Practice your spellings on Spelling Shed at least 3 times a week. You will be tested on Friday. EdShed link amateur ancient awkward criticise excellent foreign pronunciation symbol yacht equipment	Recap your learning on mixed and improper fractions on Mymaths. Remember to complete the lesson BEFORE answering questions. MyMaths link Log out	Complete the HowDoU assignments. Upload evidence of your badge.	Practice your timetables on TTRS at least 3 times a week. There is a school competition where the best class gains a prize. Will it be us? TTRS	Rehearse your text map at least 3 times. Upload a video or audio clip of your performance. Read for 15 minutes every day and record this in your reading record. Our 'Word of the Week' is: Ancestor Putrid
Humanities project: Early Islamic Civilisation Research a key figure from the Islamic Golden Age and present your findings as a poster, model, video, animation, powerpoint or painting. More information and ideas can be found here. The deadline for this half term's project is DATE.					
Knowledge organisers for this half term: Link here. Please use these to support your home learning.					
Additional subscription sites (optional home learning): Numbots link, Bug club link					

Online safety

- 1 in 3 children aged 5-7 use social media unsupervised. This figure has been increasing year-on-year. (Ofcom)
- 23% of children aged 8-15 spend more than four hours a day on an internet-enabled device. (Children's Commissioner for England)
- A third of children aged 8-17 have seen something worrying or nasty online, but only 20% of their parents report being told about it. (Ofcom)
- Bullying is one of the most common issues young people face online.
- Almost 3 in 10 children aged 8-17 have experienced someone being nasty or hurtful to them via apps or platforms, which is higher than the rate of in-person experiences. (Ofcom)
- Almost a quarter of children (23%) claim they can identify what is real or fake online, but fail to do so in a test. (Ofcom)
- **Fact sheet: New rules to protect children online - GOV.UK**

Technology at Grange Park

Children from Year 2 to Year 6 are provided with a Chromebook at Grange Park.

- **In School Use:** We teach online safety discreetly and through various curriculum areas. We monitor use to ensure the equipment is solely for your child's educational purposes, and children receive adequate time away from Chromebooks.

In Year 2, we use the Chromebooks for the following:

- Computing lessons (once a week)
 - TTRS and Spelling Shed practice
 - Checking spelling when writing
 - Accessibility Tools - voice to text, translation, dictation etc
 - Interactive lessons using Nearpod.
- 

Technology at Grange Park

- **Home Use:**

- Some home learning can be completed on the format provided (Doc, Slide or Form or completed in their home learning book)
- Chromebooks must be brought to school daily, fully charged.
- Please ensure they are treated with care and that their use is monitored at home for educational purposes only, and used only by your child.



A balanced digital diet

Purpose over time:



Focus on active learning rather than passive scrolling.

Regular Breaks:



We use tech in short bursts. At home, encourage frequent breaks to move, stretch, and rest the eyes.

Set Clear Boundaries:



Time Limits: Aim for 1-2 hours on weekdays (up to 2 hours at weekends).

Tech-Free Zones: No screens at mealtimes or 1 hour before bed.

School Lock: Chromebooks only work 7:30am – 8:30pm.

Monitor & Mentor:



Parents sit with your child to see what they are doing and keep them safe.

Prioritise the “Offline”:



Ensure tech never replaces sleep, exercise, or face-to-face play.

Mind Your Posture:



Sit upright at a table. Avoid “tech-neck” by keeping the screen at eye level.

HOME LEARNING KS1

1

EXPECTATIONS

All home learning is set on a Friday and due back the following Friday morning (at the latest)

Home learning is set out on a weekly timetable that includes useful links in order for you and adults to access it easily.

You should aim to complete some online and some in your home learning book to reduce the amount of screen time.

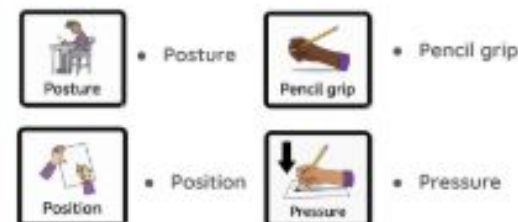
2

WEEKLY TASKS

- One task of either maths or English on Google Classroom
- Computing (Howdoo, esafety, touch typing)
- TTRS
- Spelling Shed
- Humanities project (once a half term)

3

READY TO WRITE



A BALANCED DIGITAL DIET

Purpose over time:



Focus on active learning rather than passive scrolling.

Regular Breaks:



We use tech in short bursts. At home, encourage frequent breaks to move, stretch, and rest the eyes.

Set Clear Boundaries:



Time Limits: Aim for 1-2 hours on weekdays (up to 2 hours at weekends).
Tech-Free Zones: No screens at mealtimes or 1 hour before bed.
School Lock: Chromebooks only work 7:30am – 8:30pm.

Monitor & Mentor:



Parents sit with your child to see what they are doing and keep them safe.

Prioritise the "Offline":



Ensure tech never replaces sleep, exercise, or face-to-face play.

Mind Your Posture:



Sit upright at a table. Avoid "tech-neck" by keeping the screen at eye level.

Home Learning Guidance

Every child will receive a home learning book to support their studies, starting with Year 1 students, who will be issued one this week.

This book helps balance your child's screen-based tasks on their Chromebooks with essential handwriting and paper-based activities. Please use it for non-digital assignments, creative projects, and offline practice.

Technology at Grange Park

We remind you of the Chromebook Agreement signed prior to your child receiving their device.

- **Accidental Damage/Loss:** In the event of accidental damage, we request 50% of the trust's cost for the Chromebook. Lost chargers are £24.70, and lost cases are £6.50. You will always receive an email notification when this payment is added to your basket. For any questions or queries regarding this, please speak with the class teacher or the school office team.
- **Care Tips:** Please help your children care for their Chromebooks by transporting them in the provided cases and avoiding eating and drinking while using them. IT Safety Parents, please also ensure you are monitoring your child's IT use on their other personal devices.

Enrichment

Special Events, Trips, Residentials & Visitors

We believe these experiences greatly enrich your child's learning.

- London Eye
- Florence Nightingale workshop
- Great fire of London workshop
- National Gallery
- Church visit
- Southend on Sea

Please remember to consult the News Roundup for dates of all forthcoming events.

• **Voluntary Contributions:** While contributions for trips and workshops are voluntary, they are essential for these valuable experiences to proceed. We kindly request you contribute as much as possible, as insufficient contributions may unfortunately lead to cancellations.



Enrichment

Class Assemblies & Concerts

- Class assemblies take place in the round hall on a Friday:
 - Kingfisher - 5th March
 - Puffin - 29th January
 - Woodpecker - 15th January
 - Robin- 21st May
 - Nativity show at Christmas

Forest School at Grange Park

Every year group (Nursery - Year 6) is timetabled to participate in Forest School sessions over the course of the year. You will receive more specific information before your child's scheduled sessions.

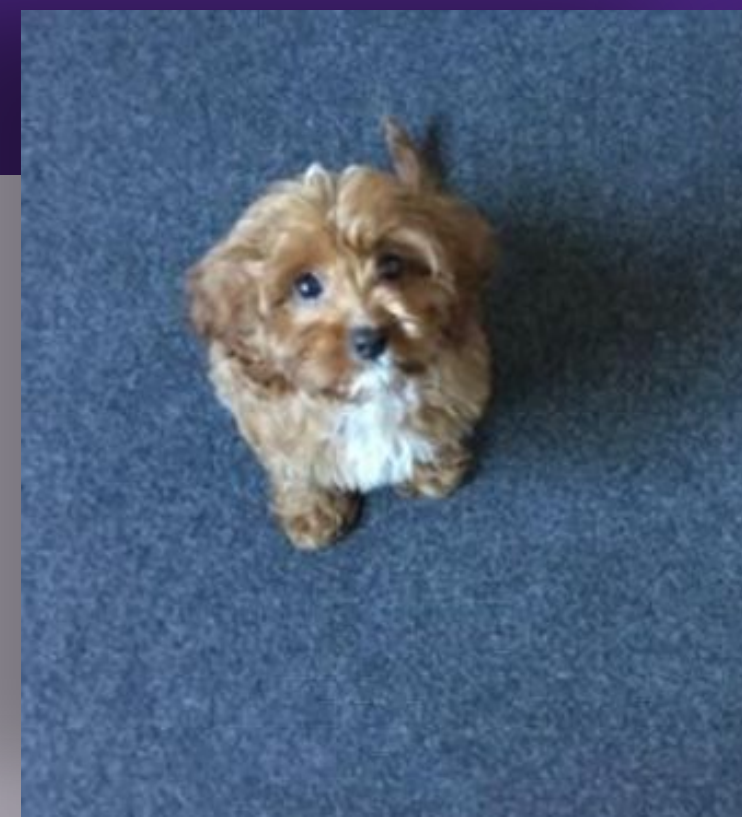


Toffee- Our School Dog

Toffee!

Our school dog is a beautiful, gentle Cavapoo, a crossbreed known for its friendly nature and hypoallergenic coat (a mix of Cavalier King Charles Spaniel and Poodle). Toffee brings so much joy, comfort, and a wonderful sense of calm to everyone she meets. Her gentle presence helps to create a truly special atmosphere here at Grange Park.

We understand there may be children with allergies or are scared of dogs, this is addressed with sensitivity through our risk assessment which can be found on the school website in the 'About Us' section.



Supporting our school

Donation of a Book for Birthdays As a kind reminder, you are welcome to donate a book to the class in lieu of sending sweets on your child's birthday. Children across the school genuinely enjoy reading these donated books, and teachers add a sticker to acknowledge your thoughtful contribution.

Voluntary Contributions to the School We are immensely grateful that volunteers, fundraisers, and voluntary donations help provide many of our valuable learning experiences. Our school budget is increasingly strained due to significantly lower funding in recent years.

Making Donations: Any parent wishing to make a one-off, termly, or monthly donation can do so through Arbor. There is no fixed amount; any contribution is sincerely appreciated.

Sponsorship: Additionally, if parents are aware of any organisations or companies interested in sponsoring the school, please feel free to reach out and inform us if you have any leads or contacts.

Supporting our school

Parent Workshops We also engage with parents through various parent workshops. Please look out for these in the Autumn 1 term:

- w/c 16th November - Come Learn With Me

Our Parents Association, the GPPSA, plays a vital role in bringing the school community together to raise funds for various school projects.

- **Get Involved:** An AGM will be held soon in the Round Hall, and all are welcome! New faces and fresh ideas are always warmly received.
- **Meeting Times:** Meetings are held approximately twice a half-term, just before pick-up on a Friday at school.

We are excited to work alongside you to support your child's learning and growth. Your support and partnership are invaluable to us.

Should you have any questions or concerns throughout the year, please do not hesitate to reach out. Here's to a fantastic year of learning, discovery, and success!

Creating foundations for bright futures