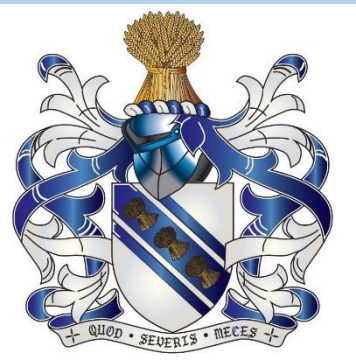


Class 2

2023-2024



Staffing

Teacher

Mrs Newton – full time (PPA Tuesday afternoon)







Teaching Assistant

Mrs Duck – every morning and Tuesday/Thursday afternoons

Class 2 curriculum

At The Bliss Charity School we believe that children learn best when lessons are fun, enjoyable and relevant. Our curriculum aims to deliver the national curriculum in an engaging way, giving our pupils a broad and balanced range of enriching learning experiences as they progress through the school.

Our curriculum, with subject-specific content and objectives from the national curriculum, is threaded together into termly topics. Most subjects are now taught discretely, however links are made when relevant. For instance, our English lessons are usually linked to a history or geography topic.

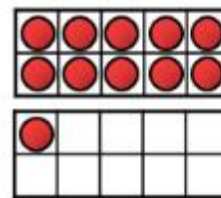
Class 2	<i>Dungeons and Dragons</i>	<i>Toys from the Past</i>	<i>Space</i>	<i>Amazing Animals</i>	<i>Chocolate Explorers</i>	<i>Around the World in 35 Days!</i>
						

Timetable

Class 2	8.45 – 8.55	8:55 – 9:00	9:00 – 9:15	9.45 – 10.15	10:30 – 10:45	10:30 – 11.00	11.00 – 12.00	12:00 – 1:00	1:00 – 2:00	2:00 – 2:15	2:15 – 3:15
Monday	HW on boards	Reg	Assembly	Maths	Break	Phonics	English –	Lunch	ART	Break	PE – Indoors
Tuesday	HW in books	Reg	Assembly	Maths	Break	Phonics	English	Lunch	PSHE	Break	P.E – Outdoors
Wednesday	Num Quiz	Reg	Class Assembly Picture News 9.30-9.45	Maths	Break	Phonics	English	Lunch	Science	Break	ICT
Thursday GATES!!!	90 sec read	Reg	Class Assembly 9.30-9.45	Maths	Break	Phonics	English	Lunch	History	Break	(Outdoor classroom) Music Library
Friday	Alien words in books	Reg	Celebration Assembly	Maths	Break	Phonics	Times tables and spellings English – RWI	Lunch	R.E 	Break DUTY	RAIC (role play, art, ICT and construction)

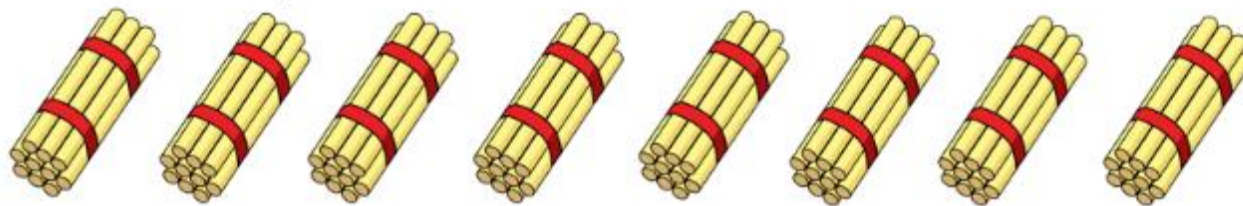
Read Write Inc.
Phonics

Years R-2



1) $34 = 30 + \square$

2) How many straws?



3) What is the total value of the coins?



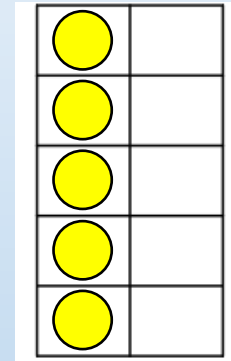
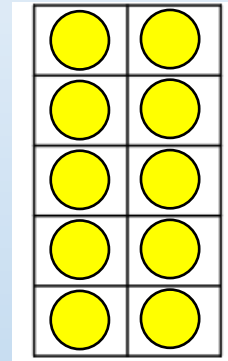
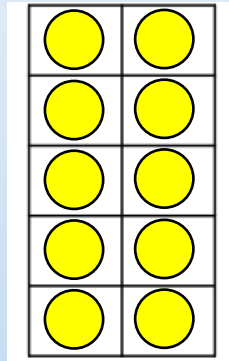
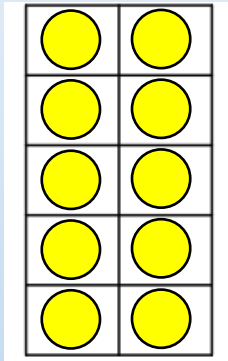
4) $8 + 1 = \square$

Partition each number in 3 different ways.

35

sixty-two

96



35 can be partitioned into 30 and 5

35 can be partitioned into 20 and 15

35 can be partitioned into 10 and 25

I Do, We Do and then You Do

The red dragon flapped his huge, crimson wings
and flew away.

Homework

My Maths – set every Friday

Spellings – tested every Friday

Times Tables – tested every Friday

Reading – please aim to read 5 times a week with your child.

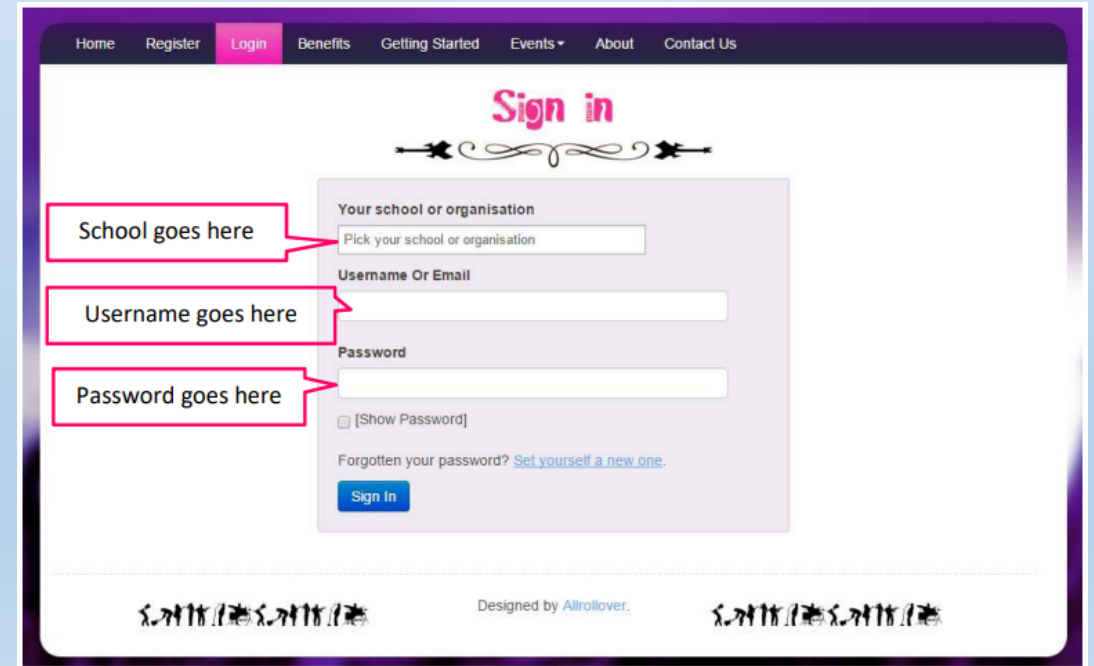
TT Rock Stars

This year we are excited to introduce the children to our new award-winning maths learning platform – Times Tables Rock Stars.

Times Tables Rock Stars is a maths programme that takes all the worry out of learning times tables and has a proven track record of boosting children's fluency and recall in multiplication and division.

Once your child has been their login details, you can access the learning platform by downloading the app or by using the following link:
<https://play.ttrockstars.com/auth/school/student.play.ttrockstars.com>

When you first use the platform, your child will be able to get into role by choosing a rock star name.



TT Rock Stars

Once logged in, your child will need to select the single player option. They will then have access to five different time tables games: jamming, gig, garage, studio and soundcheck mode.

Whilst playing, your child will be able to earn coins to spend on cool rock star costumes and instruments.

Your child will be set times table homework to complete each week by their class teacher. Their homework can be accessed through the 'garage' game.



Reading Records

- Every child has received a new reading record.
- The new records contain lots of information pages for pupils and parents/carers, including:
 - *A guide to reading with your child*
 - *Questions to ask your child when reading together*
 - *Vocabulary building*
 - *Reading rewards*
 - *Behaviour and anti-bullying guidance*
 - *Metacognition and house points*
 - *School uniform*
 - *Multiplication tables*
 - *Kinetic letters*
 - *Packed lunch guidance*
- Please ensure your child looks after their reading record and it with them in school every day.
- A replacement reading record will cost £3.00.

Reading Records

- The last page of the record is for the children to stick in special bronze, silver and gold stickers!



My reading rewards for reading five times or more each week at home

Going for Bronze!									
1	2	3	4	5	6	7	8	9	10
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You have achieved your bronze sticker!

Going for Silver!									
11	12	13	14	15	16	17	18	19	20
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You have achieved your silver sticker!

Going for Gold!									
21	22	23	24	25	26	27	28	29	30
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

You have achieved your gold sticker!

Going for the special 40 week prize!									
31	32	33	34	35	36	37	38	39	40
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Reading at home

- Children should read independently/to an adult for 10 minutes every day
- Children should be encouraged to fill out their own reading record and take ownership of it. Reading records will be taken in and checked on a Tuesday.
- Children need to read five times or more each week. When they achieve this over 10 weeks, they will receive a bronze certificate; over 20 weeks, a silver certificate; over 30 weeks, a gold certificate; and over 40 weeks, a trophy certificate and individual prize.

My Reading this week		
Week Beginning: _____		
	Book & Author	Pages read
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		
My comments		
Adult's comments		
Teacher's comments		

Communication

Awards and certificates – school awards will be celebrated during the whole school assembly. Extra- curricular awards will be celebrated during the class assembly every Wednesday.

Scores from spellings and times tables will be sent home every Friday.

Behaviour and anti-bullying

Pupil conduct and behaviour at The Bliss Charity School is very good and the children all get along really well with each other the vast majority of the time.

However, there will be occasions when pupils 'fall out' and someone becomes upset.

When this happens, it is important for both children and parents/carers to respond in the correct way so that any issues are resolved as quickly as possible.

Children ...
<ul style="list-style-type: none">Follow the school's 'RESPECT Rules' at all times and use the skills and attitudes from our metacognition programme to help you get along with others. Remember to treat classmates and other pupils how you would like to be treated yourself.Remember that 'falling out' is part-and-parcel of growing up. While no-one likes being upset, you and the person/people who has upset you are probably still friends really and this disagreement will more than likely just be a temporary one. Try not to overreact as it may ruin your friendship.Be open and honest about anything you may have done (there usually are two sides to every story).Recognise the difference between someone being nasty to you once and bullying. Think about our anti-bullying assemblies and remember our STOP message: <u>Several Times On Purpose</u>.Trust the adults in school to deal with your concerns – things can always be sorted out once adults in school know what is going on. Again, remember our STOP message: <u>Start Telling Other People</u>.

<ul style="list-style-type: none">Don't wait to tell someone! Tell someone in school <u>the moment</u> it happens – don't wait until you go home as this just slows things down. If you tell an adult in school immediately, they can investigate it properly while other children are still around and things may have been seen/heard – and remembered – by others.Be brave enough to deal with situations on your own. Can you use any of our metacognition skills and attitudes? For instance, resilience and empathy may be needed if someone is just being 'a bit irritating', whereas risk-taking, self-management and communication are needed to report more serious concerns to an adult in school yourself.

Parents/Carers ...
<ul style="list-style-type: none">Remember that 'falling out' is part-and-parcel of growing up. While it is not nice to see your child upset, it is important not to overreact or have a 'knee-jerk' response. The best thing to do is to share the information your child has reported to you the next day with the class teacher. Class teachers are the best people to talk about behaviour issues. If the situation does not get resolved satisfactorily, a senior leader can be involved alongside the class teacher.Be open to the possibility that your child may have done something too (there usually are two sides to every story) and that you may not have all the facts. Children can misunderstand situations and sometimes only report things from 'their point of view'.Recognise the difference between an isolated incident of spitefulness and bullying (see below). At Bliss, bullying is defined as '<i>deliberately hurtful behaviour repeated over a period of time, where it is difficult for those being bullied to defend themselves</i>'. Thankfully, genuine cases of bullying at our school are very, very rare. Applying our STOP message (see below) helps both children and adults see what bullying is and what bullying is not.Trust that the adults in school have the ability – and the experience – to deal appropriately with misbehaviour. School staff will always try to resolve incidents they become aware of and, if the incident is deemed serious enough to include home, a phone-call will be made to discuss the issue with the parents/carers of all involved.Encourage your child to report any concerns they have directly and immediately to adults in school – children need to report any issues they have 'in the moment' and not wait until they get home. It is much more difficult for school staff to deal with things 'after the event'.Empower your child to deal with situations independently through the development of our metacognition skills and attitudes. For instance, resilience and empathy may be needed if someone is just being 'a bit irritating', whereas risk-taking, self-management and communication are needed to report more serious concerns to an adult in school themselves.
<p>For more information, please download copies of our Behaviour Policy and our Anti-Bullying Policy on our school website: www.bliss.norhants.sch.uk/index.php/information/behaviour</p>

Handwriting

At The Bliss Charity School we use the Kinetic Letters handwriting scheme.

Kinetic Letters is a holistic approach to handwriting: it combines physical, body-strengthening exercises and motor skills preparation with dynamic movements for learning letter shapes and sensory experiences for memory and recall.

For young children, it is good fun too, as they learn letter formation stories for 'brave' monkey and 'scared' monkey to help them recognise where to begin each letter.

Kinetic Letters

Helping your child at home with writing

Making bodies stronger

Lie on tummy on the floor to read, write, play on electronic games, watch TV

Sit on the floor to play

Chair push-ups, pull-ups on monkey bars, the plank

Using scissors, knives and forks, playing clapping games

Using playdough and plasticine — rolling, pinching, squeezing using different parts of the hand

Holding the pencil

Practice picking it up

Learn and practice the Pencil Checks

Use optimal sizes and shapes of writing tools (small diameter with triangular cross sections)

Learning the letters and their families

Lower-case letters

Jumper Family	h n m b r p
Abacadabra Family	c a o d s q g
Window Cleaner Family	l t i u
Fisher Family	y j f g
Squirtier	e
Slider family	k v w x z

Upper-case letters

Straight lined group	I L E F H T
Curved line group	C O S G Q
Lines with Curves group	D P B R J U
Sliding lines group	A M N K W V Z X Y

Using the tree

When practising writing, use a writing line and the tree symbol to give a guide for both where the letters start and their proportions.



www.kineticletters.com

©Kinetic Letters 2015

For more information, please see the Kinetic Letters page on our website:

<https://www.bliss.northants.sch.uk/index.php/pupils/kinetic-letters>

House points



- House points are awarded for a variety of things, including anything that matches our RESPECT rules.
- Weekly totals are given in assembly and a trophy is awarded to the winning house each term with a chance to win the house shield at the end of the year.
- Every point counts!

Metacognition

“Thinking about thinking” – developing children’s skills and attitudes as learners so they can problem solve, be independent and feel equipped to tackle challenges.

Encouraging them to take responsibility for their own learning and to become more self-motivated as a result.

All skills and attitudes are displayed in the classroom and will be linked in to lessons.

Children will be given a token when they display a skill or attitude in the classroom, in their work or around the school/ in the playground.

3 tokens for each attitude = sticker on their record card, presented in assembly.

Attitudes

Bliss School Metacognition Project

Curious



Empathetic



Enthusiastic



Independent



Open minded



Pride in myself
and others



Reflective



Resilient



Responsible



Risk Taker



Lunchbox guidance



At The Bliss Charity School we support healthy eating and good hydration. Both help children to concentrate, learn and to develop lifelong healthy habits.

Our information sheet in the reading record gives guidance on packing up a school lunch for your child.

“Brilliant Lunchbox Basics” tells you what to include daily in your child’s lunchbox and “Lunchbox Limits” tells you the foods we are asking not to be provided.

Our aim is for every child to have a healthy lunch at school, but ultimately we hope the children will learn how to select healthy foods for themselves.

Brilliant Lunchbox Basics – Include daily

Starchy food – This could be bread of any type used in sandwiches or rolls or it could be pasta, couscous or rice used in a lunchbox salad or other main dish. Try wholemeal when possible.

Protein – Add a protein food as a filling for sandwiches or ingredient in a lunchbox salad or other main dish. Examples are chicken, turkey, ham, tuna, salmon, egg, Quorn or houmous. Cheese is a good sandwich filling but perhaps not every day – using these other protein foods helps deliver a wider range of nutrients.

Vegetables – Aim for 1-2 vegetables in the lunchbox each day. Include cucumber, tomatoes, carrot, sweet peppers, celery, salad or sweetcorn.



Brilliant Lunchbox Basics – Include daily

Fruit – Include 1-2 portions of fruit. Popular choices are apple, banana, orange, grapes, kiwi, pear and berries. Try dried fruit like raisins and apricots or fruit bars containing 100% dried fruit.

Dairy/dairy alternatives – Try one option from this group in the lunchbox each day. This could be cheese (including processed cheese), yogurt, dairy free yogurt or dessert.

Drinks – Pack a drink of water. Add flavour with a slice of lemon, orange or lime. Try and move away from squashes to plain water; start this by making squashes very dilute.

Providing these lunchbox basics should provide a filling lunch but if your child has a big appetite, you could include some fruit or malt loaf, cereal bars, scones, teacakes, flapjacks, plain pancakes or fruit cake.



Lunchbox Limits – Please do not provide

Whilst we recognise that all food groups can be enjoyed in a balanced diet, we suggest that these foods are not provided in a school lunch box. We wish to help children develop lifelong healthy habits and so want to help children move away from these unhealthy choices:

Sweets including sweets from fruit concentrate (fruit strings/ fruit winders).

Chocolate including chocolate bars and chocolate spread.

Crisps, sweetened popcorn or sweetened rice snacks.

Fizzy drinks, juice drinks or sports drinks.

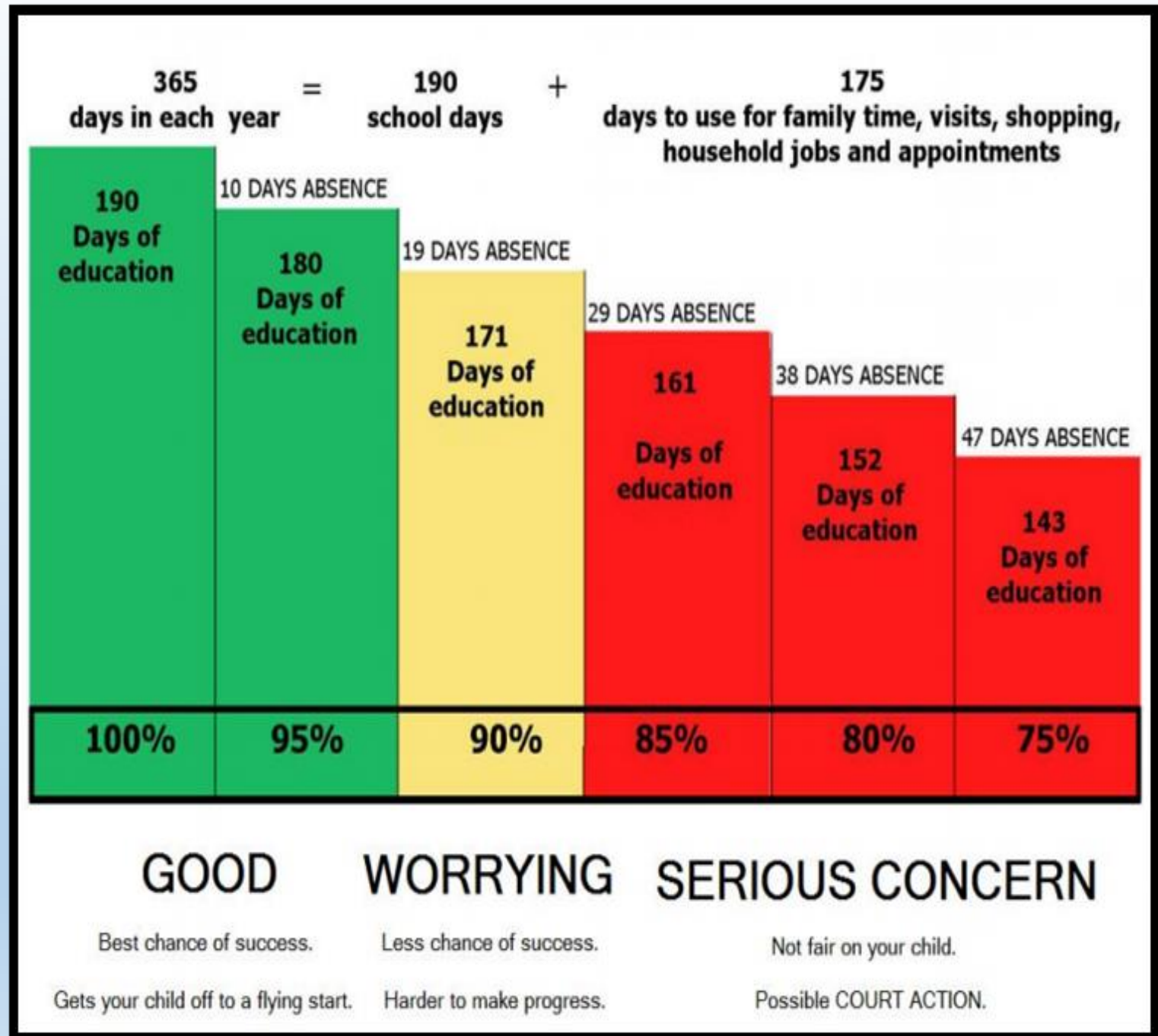
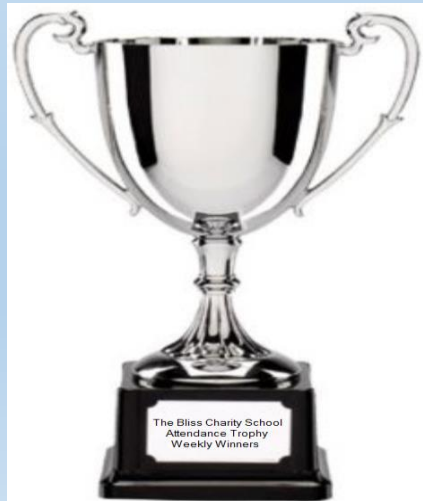
Nuts or peanut butter (due to the risk to those with allergies).



Attendance

Children with high attendance achieve more. This is because they can build on their learning progressively.

Whilst children do sometimes have to be off of school because of illness, please do not book holidays during term-time. Holidays will not be authorised.



At The Bliss Charity school, we aim to:

- Provide a relaxed, friendly and stimulating atmosphere where the relationships between pupils, parents, staff and governors encourage high levels of achievement.
- Offer an enriching and engaging curriculum within and outside of the classroom.
- Encourage all children to achieve their best, physically, creatively, emotionally, socially and morally.
- Encourage all children to think for themselves and to express their own views in a polite, confident and caring manner.
- Support and care for all children as individuals.



THE BLISS CHARITY SCHOOL

The Green
Nether Heyford
NN7 3LE

Phone: 01327 340758
Fax: 01327 342341
E-mail: head@bliss.northants.sch.uk
Website: www.bliss.northants.sch.uk
Twitter: @BlissCharitySch

THE BLISS CHARITY SCHOOL
THE GREEN
NETHER HEYFORD

Home-School Agreement



Our Mission Statement:

The Bliss Charity school aims to provide a caring, secure and enriching experience: each child is encouraged to develop strong, personal, academic, physical and creative skills for lifelong learning.

Name of child:



Home-School Agreement



Child

I will:

- Undertake my classwork and homework as well as I can and allow others to do the same.
- Read at home as regularly as possible, aiming for five times every week.
- Ask for help with my work if I am unsure.
- Follow the school's 'RESPECT' rules.
- Follow the instructions and advice of all school staff.
- Try my best to demonstrate the school's metacognition skills and attitudes.
- Take responsibility for the things I say and do.
- Care for school property and the property of others.
- Prevent and report bullying using the school's 'STOP' message.

Child's signature

School

We will:

- Encourage children to do their best at all times.
- Let parents/carers know about any concerns or problems that affect their child's work or behaviour.
- Contact parents/carers if there is a problem with attendance or punctuality.
- Contact parents/carers by 9:30 am if their child has not arrived at school to check on their welfare.
- Inform parents/carers of their child's progress through parents' evenings and written reports.
- Inform parents/carers regularly about what their child is learning through termly newsletters.
- Support parents/carers in helping their child learn at home.
- Encourage children to be safe and to take care of themselves, others and their surroundings.
- Keep parents/carers informed about school activities by sending information home in a regular and timely manner, e.g. newsletters, emails, text messages and tweets.

Mr S. Carter

Headteacher's signature

Family

We will:

- Recognise the importance of high attendance and try to ensure our child is at school every day.
- Make sure our child arrives at school on time.
- Contact the school by 9:15 am if our child is going to be absent.
- Let the school know about any concerns or problems that might affect our child's work or behaviour.
- Attend parents' evenings to discuss our child's progress.
- Support our child at home by reading with them every day and completing any homework tasks.
- Discuss any concerns regarding our child's academic progress or social/emotional well-being with school staff.
- Support the school's Behaviour Policy - available on the school website and at the back of each child's 'Reading Record'.
- Support the hard work of school staff by following the 'Parent Code of Conduct' and not posting any negative comments about the school on social media sites - please see the school website for a copy of this document.

Parents'/carers' signature

Key Dates:

Walk-in Wednesday - 20.9.23 at 8.45am

School Trip - 10.10.23

Class 2 Assembly - 16.10.23 at 2.45pm