

Meet the Teacher

September 2026



Year 2

Class Name: Grey Class

Teacher Name: Mrs. Oakley



Aims of the session

- Key Adults in Year 2
- Class Author
- The Classroom
- School Day Timings
- PE Arrangements
- Homework Expectations
- Daily Home Reading Expectations
- Behaviour Expectations
- Curriculum Overview
- Assemblies
- Receiving Information and Updates
- Contacting the teacher



Key Adults in Year 2



Our Classroom



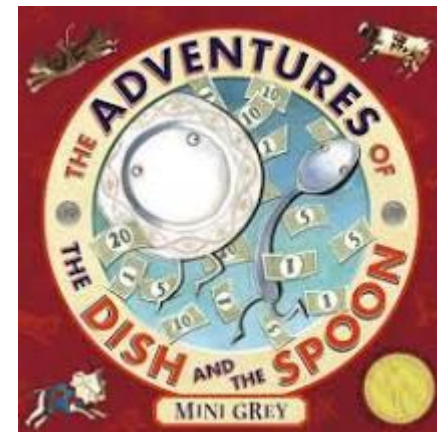
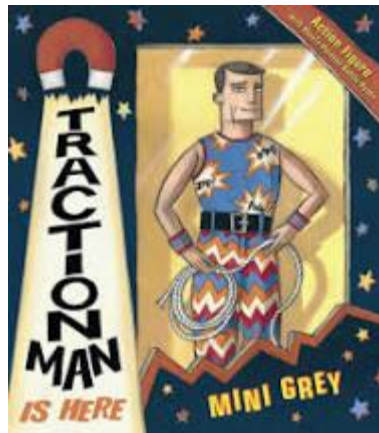
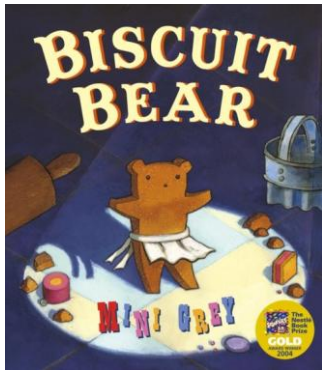
Class Author

Welcome to Grey Class



Class Author

Our class is named after Mini Grey. Her books include Traction Man Is Here, Space Dog, Biscuit Bear and Bad Bunnies Magic Show.



School Day Timings



The gates open at **8:40am**. Children must be in school by **8:50am** at the very latest.

The end of the school day is at **3:15pm**.



At the end of the day, in the playground, we ask that children wait for their teacher to dismiss them even if the child they can see their parent. This ensures the teacher knows the child has safely gone.



PE Arrangements

Year 2 PE is on Tuesday and Friday.

Coloured T-shirts can be found on the schools website.



PE Arrangements

Children will need a full PE kit which is clearly labelled with their name on each item.



Homework

Weekly homework goes home on a **Friday** and must be returned by the following **Wednesday**.

English/Topic Menus and weekly spelling grids are in the Green, lined homework book. Children are to choose one activity each week of the half term. Work is to be completed in pencil or black/blue pen only. No felt tips or multi-coloured pens/pencils please.

A weekly Maths activity will be set which links to the learning the children have been doing in class during the week.

If your child finds an activity hard or needs additional help, please ask them to speak to me or our TA.





YEAR 2
HOMEWORK GRID
AUTUMN 1 (2026)

COMPULSORY TASKS		
Reading Your child is expected to read at home each night. Please write a comment in the diary about your child's reading and sign the entry a minimum of 5 times a week.	Spelling Your child will be set spellings that they will need to practise and learn for a weekly spelling test.	Maths A weekly maths task is set. This will be aligned to work completed during that week in class.

Smouldering London WEEKLY TASK – YOU DECIDE!				
Task 1 Grow a Herb Garden Grow your own herb garden at home and use your herbs in delicious recipes for your friends and families. Take photos of these plants and include them in your homework book.	Task 2 Alphabetical list Use books and the internet to research plant and flower names. Write a list of these in alphabetical order. Can you find a plant or flower for each letter of the alphabet?	Task 3 Select and Sketch Research and find a painting of the Great Fire of London (use the internet). Produce a sketch of one of the paintings. Make sure you include the name of the painting and the artist.	Task 4 Draw a map With an adult, go for a walk around your local area, walk to school or visit your favourite place. Draw a map of where you went.	Task 5 Observational Drawing Go on a walk to your local park. Practise your observational drawing by selecting a plant and producing a detailed drawing. Think about the shape and colour. How will you make them look 3D? Use an entire A4 page.
Task 6 Wrong classroom! If someone from the Victorian Era came to John Burns School for the day, how would they feel? What would be different? Write about this in your book.	Task 7 Research an author Find out the name of the author who wrote your favourite book. Research the author and write 5 interesting facts. Present your findings in an interesting way.	Task 8 Discover your Own Plant Imagine you have discovered a new plant. Write a fact file about this plant. Where does it grow? What does it look like? You can include drawings and diagrams.	Task 9 Our World Make a poster explaining the different ways that we can look after our world.	Task 10 Helping Hands Negotiate a task with your parents and complete at least three times e.g. setting table, cleaning pets, unloading the dishwasher. Keep a record of the tasks you have completed.

Choose one optional task to complete each week. This will be your weekly English/topic homework.

Please remember to put the date and task heading at the top of your page. Please underline them.

This half term has 8 weeks. You will need to complete 8 out of 10 tasks. This task, along with your maths Homework, needs to be handed in on a **Wednesday**.

Daily Home Reading

The school expects KS1 (Year 1 and Year 2) children to be reading at home for at least **10 minutes each day**.

The only way that we can track that children are undertaking reading at home daily is through the use of completing reading records.

Our expectation is that reading records are filled in and returned to school each day with the following information:

- **Date of reading**
- **The name of the book and the number of pages or chapters read.**
- **Comments are included about the reading session, such as: 'My child enjoyed this chapter because...', 'We discussed these words...', 'We talked about the theme of...'**
- **Signed off by the parent**

Daily Home Reading

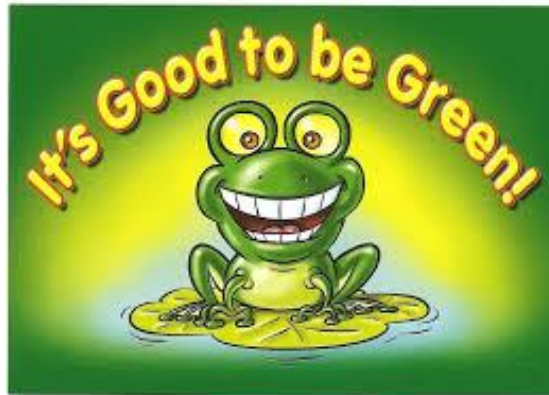
Those Who Read Succeed!

Why read 20 minutes at home?

<i>Child A</i> Reads:	<i>Child B</i> Reads:	<i>Child C</i> Reads:
20 minutes per day	5 minutes per day	1 minute per day
3,600 minutes per school year	900 minutes per school year	180 minutes per school year
1,800,000 words per year	282,000 words per year	8,000 words per year
Between 15 and 25 books a year	3 or 4 books a year	Less than 1 book per year

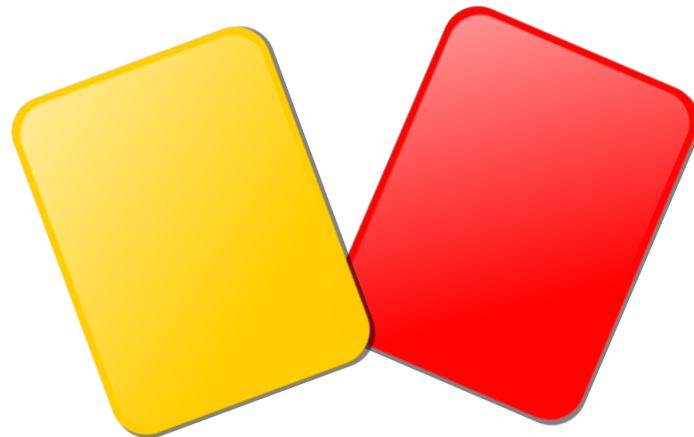
Good to be Green

- We use the behaviour traffic light system in class to recognise positive behaviours for learning.
- All children strive to stay on green for the half term.
- If they do stay on green for the whole of the half term, they get a certificate in assembly to recognise this.
- They get to come to school in non-school uniform on a specified date.



Yellow and Red Card Incidents

- If your child struggles to demonstrate positive behaviours for learning, they may be given a yellow card for low-level disruption.
- In other cases, a red card may be issued for repeated incidents or more serious behaviour incidents.
- You will be contacted if your child receives a red card to discuss sanctions and ways forward to help promote positive behaviours for learning.



Yellow and Red Card Incidents



Green means:

Exemplary Behaviour

Where everyone should aim to be and stay



Yellow means:

Warning Received

Your behaviour needs to improve. You have not followed a school value. Failure to change could lead to a consequence



Red card:

Consequence Received

Your behaviour has resulted in a consequence



Grey card:

Serious Incident

Immediate involvement/referral to DHT/AHT (HT for FTE)

Yellow and Red Card Incidents



Stages	Action + Behaviour	Consequences + Sanctions
Stage 1 Yellow Card	Actions including: • Fidgeting • Swinging on chairs • Distracting others • Shouting out • Talking at the wrong time • Ignoring instructions • Unkind remarks/bickering • Telling lies/tales • Not looking after equipment • Not lining up sensibly • Silly behaviour • Not being organised for school day (PE kit/Reading Record/school uniform) • Eating sweets/chewing gum in school	• Child will receive a yellow card – traffic light chart • Reminders of school values • Change of seating • Proximity, e.g. sitting next to an adult • Time out (in class) • If behaviour persists, child will receive a red card (Stage 2) • Incorrect school uniform (e.g. wearing trainers) – class teacher to send a letter home • PE kit not in school/missing items of PE kit – class teacher to send a letter home • Sweets/gum held onto by class teacher/SLT. Item/s confiscated to be returned to the child + parent at end of the school day. Class teacher to telephone parent if child has permission to walk home alone (Y5/Y6). Incident reported on behaviour tracking grid

Yellow and Red Card Incidents

Stage 2 Red Card

Actions including:

- Repeated incidents identified at Stage 1
- Fighting – rough or inappropriate play
- Verbal abuse to any member of staff
- Refusal to co-operate
- Talking during assembly
- Running in the corridor
- Answering back
- Leaving class without permission
- Playing in the toilets
- Inside the school building at break/lunch without permission
- Giving false information to a member of staff
- Bullying behaviour (including social media)
- Swearing/inappropriate language
- Intentionally damaging property, e.g. exercise book/stationery
- Child will receive a red card – traffic light chart
- Where appropriate, immediate involvement of DHT/AHT/Inclusion Lead
- Letter of apology
- Formal contact with first named contact (parent), e.g. telephone call and/or meeting with parent
- Loss of break/lunch
- Work may be repeated until it meets the required standard (or sent home to be completed)
- Time out (away from class)
- Time out from the playground/The Pen
- Teacher/SLT to undertake restorative work with the pupil/s
- Teacher/SLT to set up a personalised behaviour plan – sticker chart/contract
- If the behaviour continues after these sanctions have been enforced, the matter may be escalated to Stage 3

Incident reported on CPOMs + behaviour tracking grid

Year 2 3Ps Curriculum

- Our Autumn 3Ps topic is Smouldering London.



Person

In Year 2 we will be learning about King Charles II and his importance to London especially after the Great Fire of 1666.

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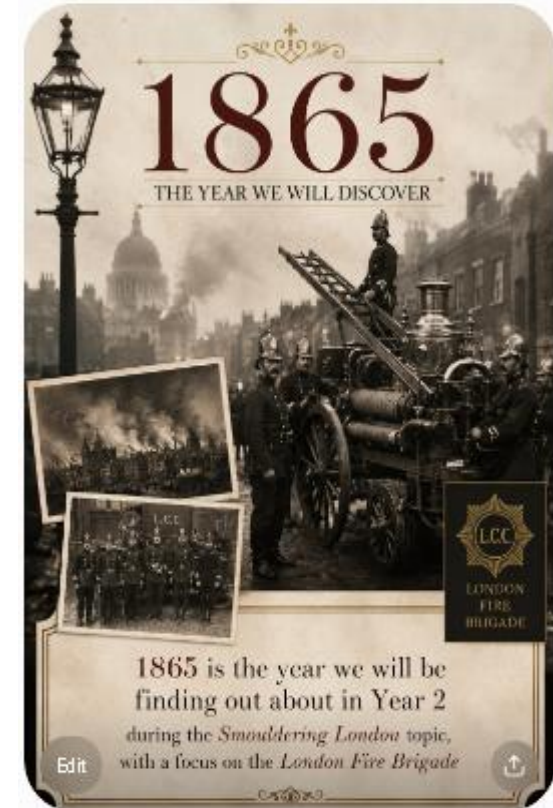
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Place



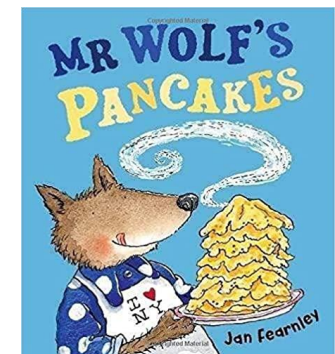
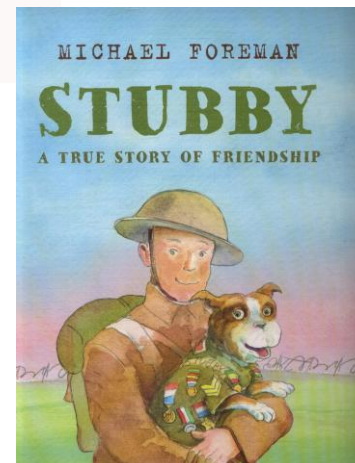
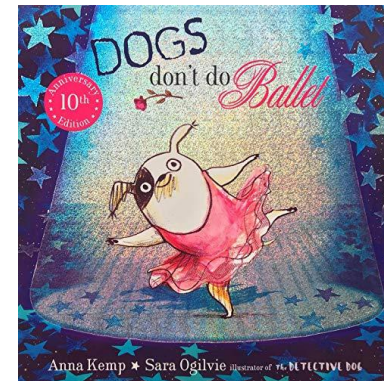
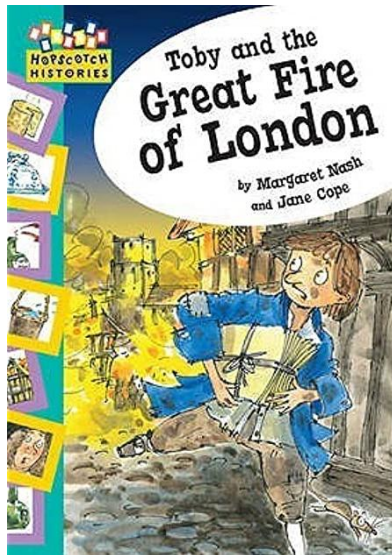
We will be focussing on Arts Centre as our place this year. We will find out about its local significance and also information about it's history.

Point



English Curriculum

Children will learn English and grammar skills through a range of exciting, relevant texts.



Science and RHE Curriculum

Science

Plants until half term and then Everyday Materials

The children will explore how plants grow from seeds and hopefully we can grow some of them in class!

Everyday Materials will allow the children to find out about different materials and their properties. They will investigate materials that are magnetic, waterproof and transparent.

RHE

Belonging To A Community -

Belonging to a group; roles and responsibilities; being the same and different in the community

Media, Literacy and Digital Resilience –

The internet in everyday life; online content and information.

Money and Work -

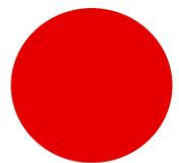
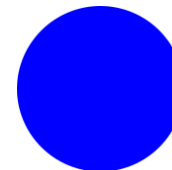
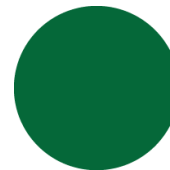
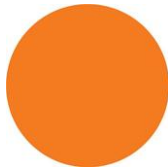
What money is; needs and wants; looking after money



Assemblies

Golden Award Assemblies will still take place on a Friday.

The names of the two children from each class will appear in weekly newsletter.



Children can also still earn value badges. These will be awarded fortnightly on a Tuesday. Again, names will appear in the weekly newsletter.



Information and Updates



www.johnburnsprimary.co.uk



Twitter
@JBprimaryschool

John Burns
Mobile App



- Email
- Letter
- Weekly Newsletter



Contacting the Teacher



If you need to contact me, please speak to me in the playground at the end of the school day.



Alternatively, please contact the school office, via email, to arrange a suitable time for a meeting.

? ANY ?
QUESTION
PLEASE!
? ?
THANK YOU!

Edit

