Understand * Uplift * Unite

Underhill School and Children's Centre

Year 2

Meet the team

Class	Teacher	Support staff working within the year group
2 Chestnut	Miss Bullard	Amanda Mrs Grover Janine Jo
2 Birch	Michelle	

Meet the team

Co -Headteachers	Nicola Hayles and Jennie Reed	You can find us at both gates at the beginning and end of day.
Deputy Head teacher	Anniina Limbrick	You can find me by the KS1 gates at the beginning and end of day.
Safeguarding Lead	Jane Wood	You can find me by the gates at the end of the day.
SENDCO	Sue York	You can find me by the gates at the end of the day.

The Underhill Way

At Underhill, we have 4 BE words;

Be Caring
Be Confident
Be Curious
Be Cooperative

These enable all children to become happy, successful 21st Century learners both while they are in school and in their future.

We also instill a positive and determined attitude though our school chant:

I can, you can, we can.

If you are ever visiting the school, it is likely that you will hear this chant coming from the classrooms to energise the children for their learning.

Curriculum

The School Day

	8:40- 9:00	9:00 – 10:30	10:30 - 10:45	10:45 - 11:45	LUNCH	12:45 - 1:15	1:15 - 15:00	15:00	15:20
Mon	Spellings and definitions	Phonics English (10:10 Head's Assembly)	BREAK	Maths	11:45	Guided Reading	Computing History / Geography	Assembly talk time	HOME TIME
Tues	Maths EMW	Singing assembly English		Maths	11:45	Phonics	PE / PPA		
Weds	Spelling	Phonics English		Maths	11:45	Guided Reading (2 Birch Library)	Science RE	Story time	
Thurs	Maths EMW	Phonics English		Maths	11:45	Guided Reading (2 Chestnut Library)	Music PSHE	Story time	
Fri	Spelling	Phonics English		Maths	11:45	Guided Reading	Art / DT 2:45 - Awards Assembly	Story time	

Early morning work - Don't miss out!

5 x 20 minutes = an hour of lost learning time

Reading

READING: Implementation Overview Year 2

Comprehension

Building on Previous Year and throughout Year 2 focus on:

- Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that which they can read independently
- Demonstrate familiarity with and retell a wide range of fairy stories, traditional tales, stories and plays*
- Understand many non-fiction books that are structured in different ways
- Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- Discuss their favourite words and phrases using some of them in their writing
- Show good understanding of books they have read and listened to drawing on what they already know, with background information and vocabulary provided by the teacher
- Make some predictions of what might happen on the basis of what has been read so far
- Answer and ask questions
- Check the text makes sense to them and correct inaccurate reading
- Explain what has happened so far in what they have listened to or read
- Discuss the sequence of events in books and how many items of information are related
- Recognise simple recurring literary language in stories and poetry and draw upon these for their writing
- Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read (building on from YR1 Greater Depth)
- Discuss an increasing amount of word meanings in context, linking meanings to those already known
- Sometimes discuss alternative meaning of the same word (e.g. through exploration of synonyms and the same word used in different contexts, building on from YR1 Greater Depth)

*Three-week units contain either fairy stories, traditional tales, stories or plays

Reading Skills

Building on Previous Year and throughout Year 2 focus on:

- Building on phonics subject skills and knowledge
- Connect prior knowledge with context
- Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families
- Locate and discuss words and pre taught vocabulary to find out what the text is about
- Connect prior knowledge to context
- Read sentences with increasing accuracy and fluency
- Self-correction words
- Read aloud with attention to punctuation, including full stops, question, exclamation *and* intonation
- Self-correction, including re-reading and reading ahead
- Look for specific information in texts using contents and glossaries
- Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information
- Re-reading sentences for clarity
- Talk about book preferences
- Identify how texts are organised, *e.g. lists, numbered points, tables and bullet points*

Word Reading*

Building on Previous Year and throughout Year 2 focus on:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- reread these books to build up their fluency and confidence in word reading

*Practitioners must incorporate these in all reading instruction lessons

Content Domains*

1a draw on knowledge of vocabulary to understand texts
1b identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
1c identify and explain the sequence of events in texts
1d make inferences from the text
1e predict what might happen on the basis of what has been read so far

*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment.

Reading Terminology for Pupils Across the Year

Building on Previous Year and throughout Year 2 focus on:

grapheme, phoneme, syllable, sequence, structure, predict, discuss, question

Reading

Library visit every week - Wednesday 2 Birch Thursday 2 Chestnut?
Library is also open during lunch times if children want to
go and read or change their books.





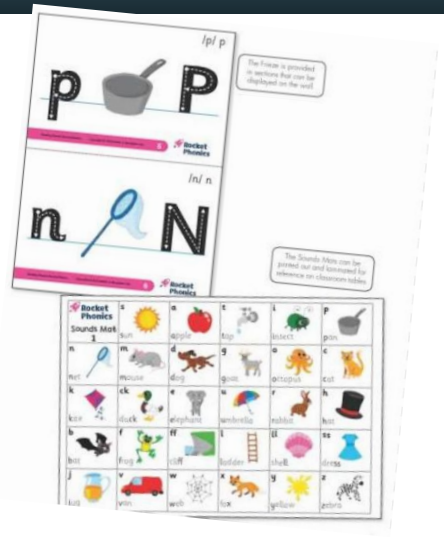






Phonics


s a t i p n
go I no to into the
no into
Assessment A


/p/ p
p P
/n/ n
n N
Rocket Phonics
Sounds Mat 1


Mop it!
Jam Muffins
The Pot of Oats
Top Dogs
In the Fish Tank

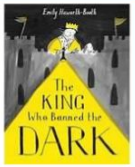
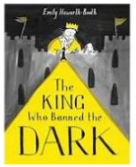
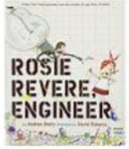
Phonics

- Children read levelled books linked to our phonics scheme. As soon as children learn a new sound, they will read a book that has lots of words with the new sound in it.

- They should read the same book at least 3-4 times to build fluency. Fluency leads to progress in reading.

We will change the books **once a week**.

Writing

A	B	C	D	E	F
A River by Marc Martin	**The Night Gardener** by The Fan Brothers	**The Bog Baby** by Jeanne Willis	**Grandad's Island** by Benji Davies	**The King Who Banned the Dark** by Emily Haworth-Booth	**Rosie Revere, Engineer** by Andrea Beaty
 	 	 	 	 	 
Outcome: Circular Narrative	**Outcome:** Letter	**Outcome:** Setting Narrative	**Outcome:** Diary	**Outcome:** Finding Narrative	**Outcome:** Instructions	**Outcome:** Return Narrative	**Outcome:** Information Text	**Outcome:** Persuasive Letter	**Outcome:** Banning Narrative	**Outcome:** Invention Narrative	**Outcome:** Explanation Text
Purpose: To narrate	**Purpose:** To inform	**Purpose:** To narrate	**Purpose:** To recount	**Purpose:** To narrate	**Purpose:** To instruct	**Purpose:** To narrate	**Purpose:** To inform	**Purpose:** To persuade	**Purpose:** To narrate	**Purpose:** To narrate	**Purpose:** To explain

Ready Steady Write Progression Overview Year 2

A	B	C	D	E	F
Grammar: Word					
Build on previous units & focus on: Use of the Suffixes –er & –est in adjectives Learn how to use -ly in Standard English to turn adjectives into adverbs Develop understanding of regular plural noun suffixes -s or -es	Build on previous units & focus on: Use of the suffix –ly to turn adjectives into adverbs Form adjectives using suffixes -ful and -less	Build on previous units & focus on: Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs	Build on previous units & focus on: Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs	Build on previous units & focus on: Formation of nouns using suffixes e.g. –ness, –er Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs	Build on previous units & focus on: Formation of nouns by compounding Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs
Grammar: Sentence					
Build on previous year & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Expanded Noun Phrases for description and specification Learn that the grammatical patterns in a sentence indicate its function as a question or command	Build on previous units & focus on: Co-ordination (or, and, but, so) Sentence indicates its function as an exclamation or a question Expanded Noun Phrases for description and specification	Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Expanded noun phrases for description and specification How the grammatical patterns in a sentence indicates its function as a question and command	Build on previous units & focus on: Learn that the grammatical patterns in sentence indicates its function as a question and an exclamation Expanded Noun Phrases for description and specification	Build on previous units & focus on: Expanded noun phrases for description and specification Subordination (using when, if, that, because) Co-ordination (or, and, but) How the grammatical patterns in a sentence indicates its function as question and a statement.	Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as an exclamation. Expanded Noun Phrases for description and specification
Grammar: Text					
Build on previous year & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing
Grammar: Punctuation					
Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Use apostrophes to mark singular possession in nouns	Build on previous year & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling (contractions) Apostrophes to mark singular possession in nouns Commas to separate items in a list	Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Commas to separate items in a list Apostrophes to mark where letters are missing in spelling (contractions)	Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns	Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spellings Commas to separate items in a list	Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list
Terminology for Pupils					
noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb, tense (past present) apostrophe, comma					

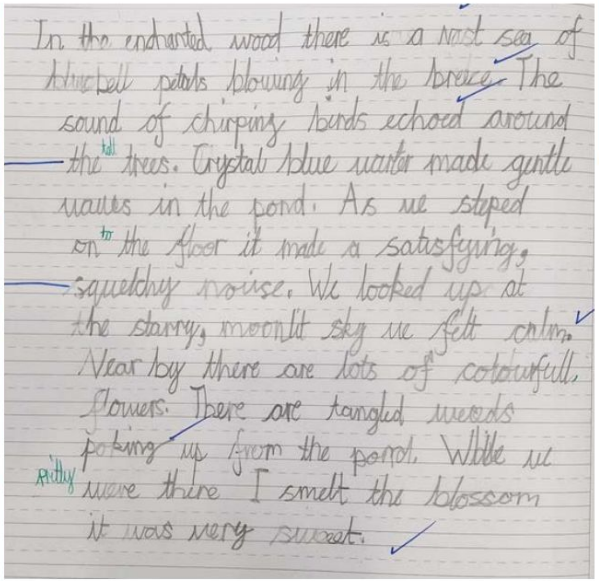
Writing EXP

C: Effective details help to set the scene: 'vast sea of bluebell petals, 'chirping birds'. She recreates the atmosphere by explaining what she saw, heard, felt and smelled.

C: The piece is made up of simple and coherent sentences to explain a fictional personal experience.

G: All sentences are demarcated correctly with capital letters and full stops. There are no question marks or exclamation marks used.

T: She is able to segment spoken words into phonemes and represent these by graphemes e.g. pritty, which is phonically plausible.


In the enchanted wood there is a vast sea of bluebell petals blowing in the breeze. The sound of chirping birds echoed around the trees. Crystal blue water made gentle waves in the pond. As we steped on the floor it made a satisfying, squelchy noise. We looked up at the starry, moonlit sky we felt calm. Near by there are lots of colourfull flowers. There are tangled weeds poking up from the pond. While we were there I smelt the blossom it was very sweet.

G: Both the present and past tense are used. Although the writing switches between past and present the writing achieves the intention of informing the reader of the setting.

T: Most common exception words are spelled correctly.

G: Expanded noun and expanded noun phrases are used to good effect and to add detail for the reader -pretty blossom, tangled weeds, satisfying, squelchy noise, crystal blue water.

T: The following suffixes are used -ed, -ing, -ful (although only one l is required)

T: Capital letters are correct in size, orientation and relationship to one another. The is a space between each word.

G: There are no conjunctions used, although this would have added to the fluency of the writing.

T: Eva has made simple additions to improve the quality of her writing.

G: Simple prepositions are used: up, on, in.

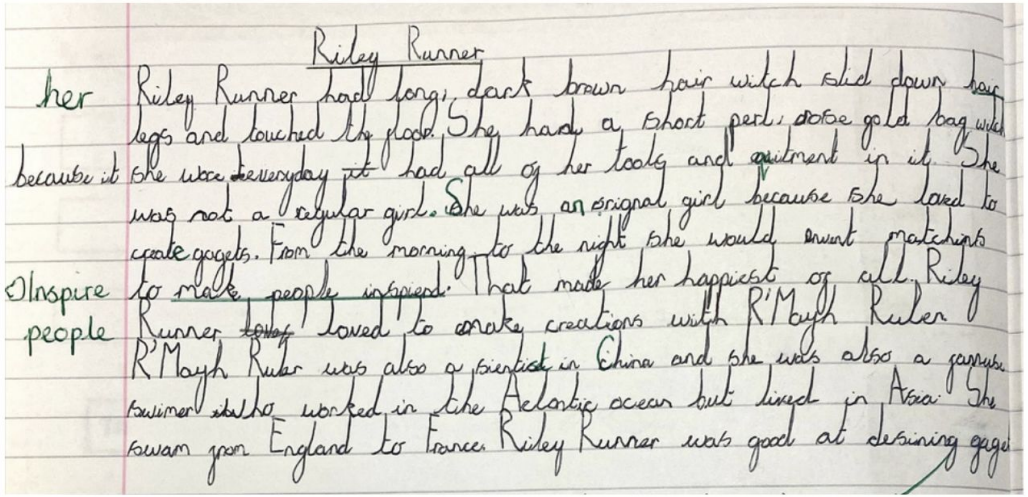
Writing GDS

C: A range of sentence openers are used to ensure the flow of the description is consistent and entertaining (i.e. From the morning to the night).

C: New vocabulary shows the pupil having drawn on the original as a launch-pad for idea (i.e. creations, inspire, gadgets).

G: Past tense verbs are used correctly, she has understood that the irregular verb swam is used rather than 'swimmed.' (i.e. She swam from England to France).

G: Tia has used the –est suffix (i.e. That made her happiest of all).



Riley Runner

her Riley Runner had long, dark brown hair witch slid down her legs and touched the floor. She had a short pearl, rose gold bag with because it she was everyday it had all of her tools and equipment in it. She was not a regular girl. She was an orignal girl because she loved to make gogets. From the morning to the night she would invent matchines

to inspire people to make people inspired. That made her happiest of all. Riley Runner ~~was~~ loved to make creations with R'Mayh Ruler R'Mayh Ruler was also a scientist in China and she was also a famous swimmer she who worked in the Aelantic ocean but lived in Asia. She swam from England to France. Riley Runner was good at desining gogets

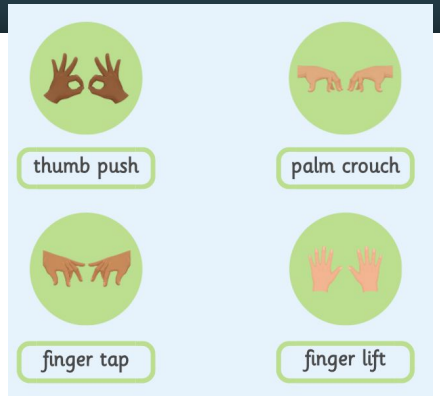
G: Sentences in the description are predominantly in the past tense; showing awareness of the importance of using 'was' to demonstrate this (i.e. R'Mayah Ruler was...).

G: Commas are used almost always correctly to separate items in a noun phrase (i.e. Short pearl, rose gold bag).

T: Spelling is mostly correct, including most Common Exception Words (i.e. because, gold, floor).

T: All sentences are correctly demarcated with capital letters and full stops.

T: Handwriting is neat and legible and words are mostly appropriately spaced, reflecting the size of the letters. Capital letters are of the correct size, orientation and relationship to one another and to lower case letters. Diagonal and horizontal strokes are used consistently to join letters.


thumb push
palm crouch
finger tap
finger lift


READY
Relax
Excellent Posture
Adjust Your Paper
Don't Forget Your Grip
You're Ready to Write

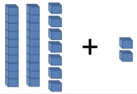

ni ni ni ni
My Turn
Your Turn

Maths

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number **Place value** FREE TRIAL VIEW				Number **Addition and subtraction** VIEW					Geometry **Shape** VIEW		
Spring	Measurement **Money** VIEW				Number **Multiplication and division** VIEW			Measurement **Length and height** VIEW		Measurement **Mass, capacity and temperature** VIEW		
Summer	Number **Fractions** VIEW				Measurement **Time** VIEW		**Statistics** VIEW	Geometry **Position and direction** VIEW		Consolidation		

Maths

A. 27 + 2 =



+

B. 8 + 9 =

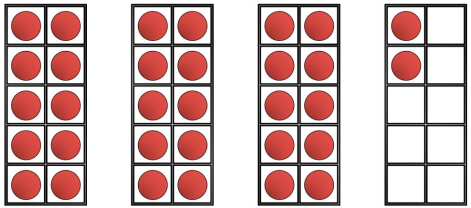
Use...



Counters

...to help you

What number is shown?



There are 3 tens and 2 ones.

The number is 32

Main Lesson:

1)

Complete the sentences to describe the counters.



There are ☐ tens and ☐ ones.

The number is ☐

2)

How many sweets are there?



3)

How many bricks are there?



4

Jo needs 72 candles.

I have got these candles.



How many more candles does Jo need?

There are 32 sweets in total.



How many sweets are covered up?

Will all the sweets be in a bag?

Maths

×	2	5	10	3	4
10					
2					
5					
3					
4					



https://ttrockstars.com/

Please practise times tables on Times Tables Rock Stars regularly.

It is part of pupils' home learning and we expect pupils to practise for at least 15 minutes a week.

Maths

Year 1	Count in 2s, 5s, and 10s, and use doubles/halves to 10
Year 2	Learn the **2, 5, and 10** times tables.
Year 3	Learn the **3, 4, and 8** times tables.
Year 4	Master **all tables up to 12 × 12** and take the statutory online Multiplication Tables Check.
Years 5 and 6	Maintain fluency in all facts up to 12 × 12 to apply in fractions, percentages, and advanced math

PSHE

As a part of your child's education at Underhill, we promote personal wellbeing and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme.

PSHE education is the curriculum subject that gives children the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

PSHE lessons cover a range of topics such as keeping safe, health, friendships, growing and changing and RSE (Relationships and Sex Education).

PSHE

Year 2



RSE & PSHE

Y2: Introductory lesson: Setting rules for RSE & PSHE lessons

Creating and an agreement to help the class learn topics in RSE and PSHE effectively in the year ahead.

(1 lesson)

View unit ›



RSE & PSHE

My healthy self: How can we look after our bodies?

Understanding how everyday choices support health and wellbeing by exploring the effects of movement, sleep, food and drink o…

(6 lessons)

View unit ›



RSE & PSHE

Connecting with others: How can I build safe, kind and caring relationships with others?

Recognising how families and communities can be similar and different, pupils learn about kindness, respect and positive…

(6 lessons)

View unit ›



RSE & PSHE

The online world: How can we stay safe online?

Developing awareness of online content, recognising that not everything is suitable or trustworthy, and learning how to…

(6 lessons)

View unit ›



RSE & PSHE

Citizenship: How do people belong to a community and earn money?

Exploring communities, belonging and money through learning about the groups people belong to, the jobs people do and where money…

(6 lessons)

View unit ›



RSE & PSHE

Growing up: How can we look after and respect our bodies as we grow?

Recognising how people grow and change over time through learning about physical development, privacy and personal boundaries.

(6 lessons)

View unit ›



RSE & PSHE

Staying safe: How can I make safe choices in different places?

Understanding that unsafe situations can occur in different places and recognising common hazards at home and in public…

(6 lessons)

View unit ›

School Trips



All classes will go on at least three school trips per year. Please look out for any emails regarding these as we will need parental permission for your children to attend.

We try to ensure that all trips are free.

We also have visitors and workshops throughout the year.







Assessment

Assessments

Children are assessed throughout the year in all areas of the curriculum.

Last two weeks of each half term are assessment weeks.
Children will be assessed in:

- Reading comprehension
- Maths: arithmetic
- Maths : reasoning

We always analyse assessment results and will use the data to inform our practice.

Behaviour

Underhill Behaviour

I can, You can, We can…	This means that we…
BE Caring	Look after ourselves and others, are kind, are honest, look after our school and our things, respect each other, stand up for what's right, show good manners, are tolerant and show compassion, support each other, understand different feelings
BE Confident	Solve problems, use our voice, ask questions, have a go, are organised, are honest when things go wrong, take responsibility for making a mistake, feel proud, are brave, try to do our best every day, are active learners
BE Curious	Know our learning style and how to do our best, challenge ourselves to see how far we can go, are resilient, understanding the learning pit, know how to help ourselves achieve, listen, ask questions
BE Co-operative	Work together, are a team, follow instructions, share, support others, are responsible citizens, understand our community and our world.

Underhill Rewards

We have 4 houses at Underhill

Water * Air * Fire* Earth

Rewards

House Dojos (EYFS - House Stickers)
Star of the Week
Marbles and marble parties
Golden tickets
Our Unsung Heroes

Underhill Sanctions

While all children work to the Underhill Way, there are times where children will not meet our behaviour expectations and it is important that the children are supported to have a clear understanding of the consequences if they do not work within the Underhill Way.

We understand that behaviour is communication and we ensure that we try to understand why a child's behaviour is not meeting the expectations and that the appropriate support is put in place.

We run a warning behaviour system where if children have not met the behaviour expectations, they will lose minutes of their playtimes. All orange and red card behaviours are recorded on School Pod and parents will be informed.

Underhill Sanctions

	Green – Good to Go! We are following the Underhill Way
	Blue Warning - Stop and Think - explain which value is not being followed
	Yellow Warning - warn and explain that playtime minutes will be lost if negative behaviour continues
	Orange Warning - up to 10 minutes may be lost of playtime either at break or lunch. If this happens in the afternoon, minutes will be lost from the next day. Parents are informed at the end of the day by the class teacher. In EYFS, children will spend time out on the thinking chair and sanctions are more immediate. Timings are age appropriate.
	Red Warning – Zero tolerance behaviour means instant sanction

Parents as Partners

Parents as Partners

Parent partnership and communication is very important so that we are all working on the same page.

Parents evening will take place both this term and in the Spring term, please look out for more information about how to book nearer the time.

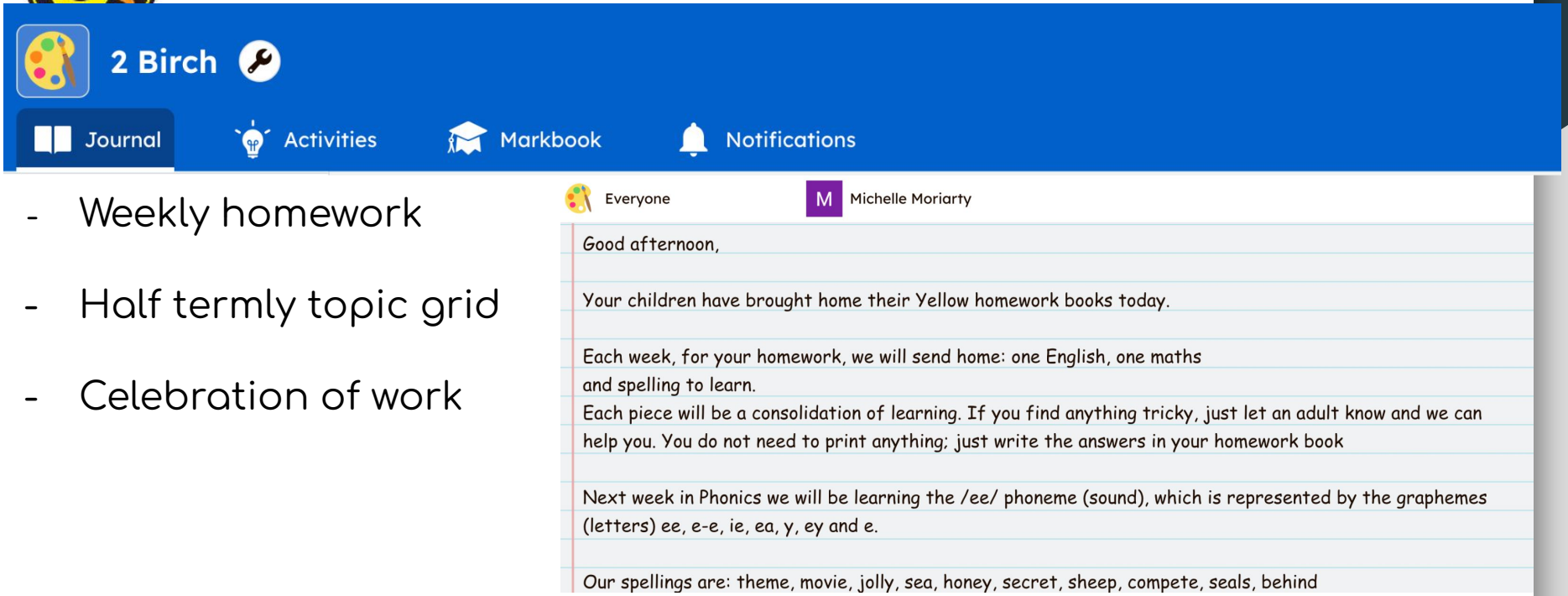
Parents evening this half term will be 20th and 21st of October.

Each class will have a class assembly this year (watch out for the dates on the webpage)

Please make sure you read the newsletter , there is lots of important info.

Please make sure you come and talk to us if you have any problems or concerns.

Seesaw



- Weekly homework
- Half termly topic grid
- Celebration of work

Home learning

Given out every Friday via Seesaw

Children complete work in Homework Books.

Return to school by Wednesday.

Homework will be acknowledged and sent home.

Maths - a worksheet linked to what children have been learning about.
English - grammar or reading comprehension
Spellings - 10 spellings per week

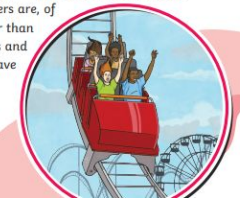
Home learning

Reading homework
Focus on fluency, reading speed and comprehension

Rollercoasters

The rollercoaster has been a fashionable ride for many years, with one of the first recorded rollercoasters opening in Paris in 1817. Historically, it is believed that the rollercoaster was inspired by sledging on the icy Russian mountains. The popularity of the rollercoaster did not spread initially. It wasn't until 1884 that the first notable and highly admired rollercoaster was opened in New York. It was made in the style of a runaway train. The rollercoaster ran on wooden tracks and was an instant success.

Today, a rollercoaster track can either be a complete circuit or a shuttle track, allowing the cars — individual or multiple — to run in both directions. Modern rollercoasters are, of course, much faster than the original models and safety standards have notably increased since then.



Questions

1. When did the first well-known rollercoaster open and where was it?

2. Find and copy **two** words that tell you that rollercoasters are well-liked.

3. How do rollercoasters of the past compare with the modern day?

4. Summarise the information about the original rollercoasters in 20 words or less.

Twinkl Times — June 2010

Octopus Expert

Paul the Octopus has been predicting the result of the World Cup football games over the past few weeks. He's an amazing animal!



The sea creature's owners have been putting some clear, plastic boxes into Paul's tank before each match. Each box is decorated with the flag of a football team.

Paul has been choosing one of the boxes by crawling towards it and he has correctly guessed the winner of six football games so far in the World Cup competition.

Is Paul a football expert or just a very lucky octopus? What do you think?

Questions

1. What does Paul predict the results of?

2. Which **two** adjectives has the author used to describe the boxes in Paul's tank?

3. Why do some people think Paul is a football expert?

4. Do you think Paul is just a lucky octopus?

FRED - Reading at home



Children need to read at home **every night.** This can be any book that children enjoy reading (they will get one from the school library every week).

KS 1 - Please can parents initial reading record.

KS 2 - Children write down what they have read.

If you need any support with home reading, please speak to your class teacher or Mrs Limbrick .

FRED - Reading at home

FRED



Families Reading Every Day

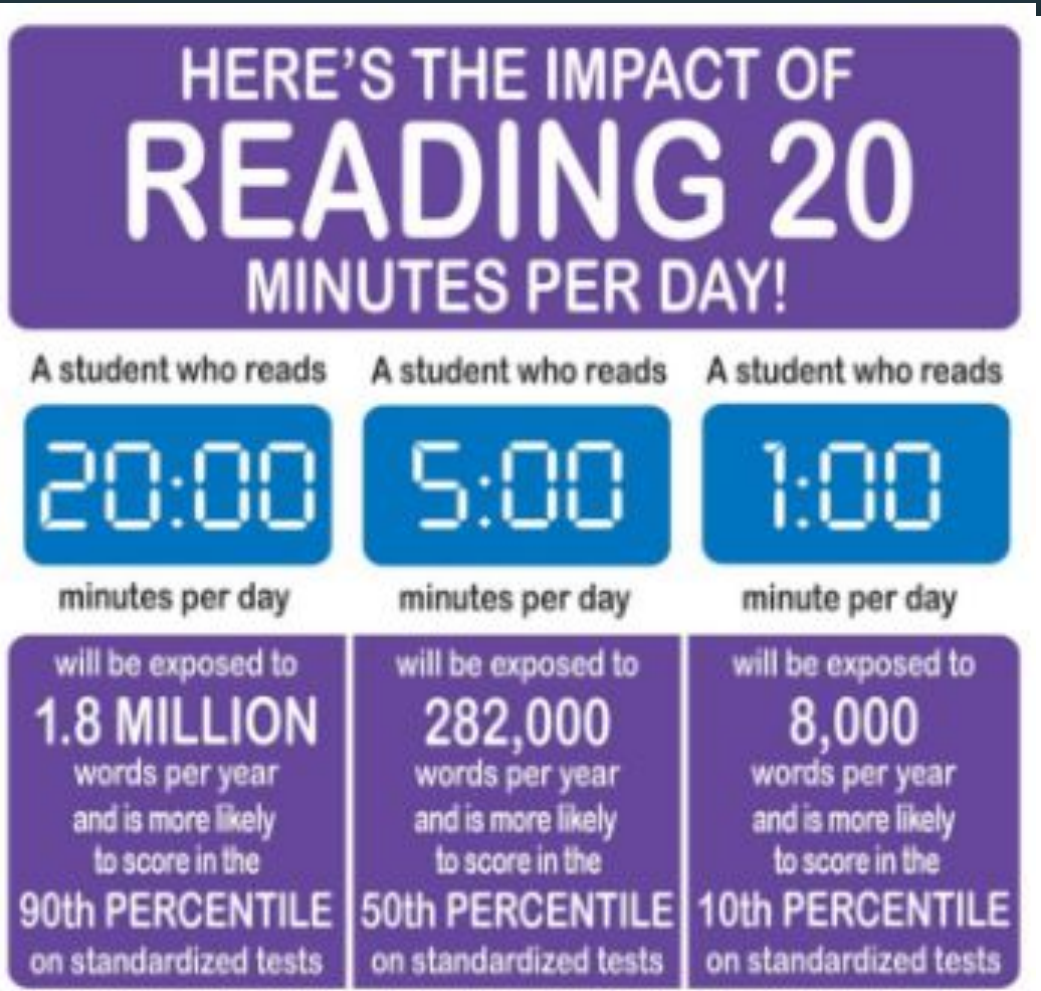
Underhill Reading Battle

Underhill Reading Battle is back!

The houses will vote for a reward.

Once they have collected 2000 FRED tokens, they will receive their reward.




HERE'S THE IMPACT OF
READING 20
MINUTES PER DAY!
A student who reads
20:00
minutes per day
will be exposed to
1.8 MILLION
words per year
and is more likely
to score in the
90th PERCENTILE
on standardized tests
A student who reads
5:00
minutes per day
will be exposed to
282,000
words per year
and is more likely
to score in the
50th PERCENTILE
on standardized tests
A student who reads
1:00
minute per day
will be exposed to
8,000
words per year
and is more likely
to score in the
10th PERCENTILE
on standardized tests

Notices:

Uniform

Please note: leggings and cycle shorts are NOT part of the school uniform and should not be worn (unless under a skirt).
Long hair MUST be tied back.



Order though the Smith's website (there are leaflets in the office and a link on the school website) or you can visit the shop in Cockfosters. Smiths will deliver to school

Children can also wear black skirts, trousers or pinafores and **black** shoes.

Find more information here:
https://www.smithsschoolwear.co.uk/product-category/find-your-school/underhill-school-and-childrens-centre/

Uniform

Please note: leggings and cycle shorts are NOT part of the school uniform and should not be worn (unless under a skirt).
Long hair MUST be tied back.

PE kit

On your child's designated PE day they need to come into school wearing their PE kit as follows:

- Black trainers (small logos are acceptable)
- Black shorts (black joggers in the winter)
- Yellow T-shirt with Underhill logo
- Black school sweatshirt or cardigan with Underhill logo. (No hoodies are to be worn.)

Uniform

****PLEASE MARK EVERYTHING WITH YOUR CHILD'S NAME****

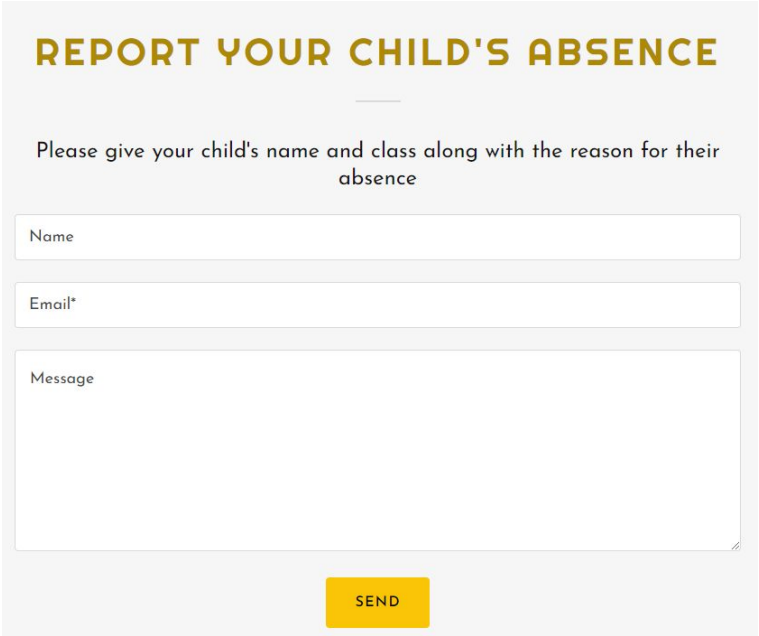
Additional items

- Headscarves are to be plain and not bright colours
- Hair should be cut in an appropriate style for school. Eg no mohicans or patterns shaved in. Long hair should be tied up with discreet hair bands. No big bows or brightly coloured headbands are allowed.
- No jewellery to be worn in school with the exception of stud earrings if necessary or for religious purposes with permission from the Headteachers. We want children to be safe at all times.
- No nail varnish is to be worn

Absences

If your child in unwell, please inform the office in the morning.

https://underhillschool.co.uk/report-an-absence



Or you can call 020 8449 2423

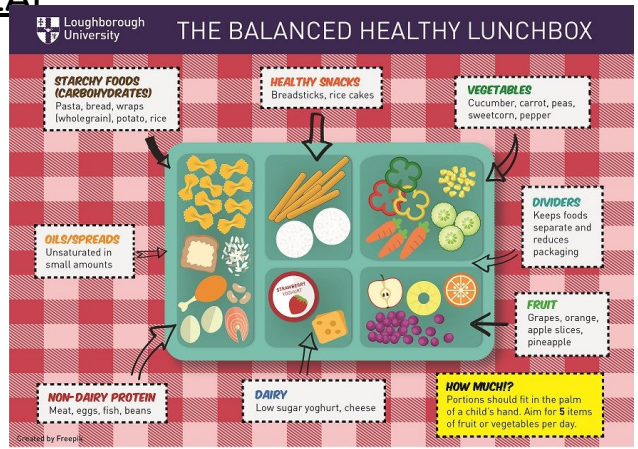
Snacks and Lunch

We are a **healthy, nut free** school. KS1 receive a free snack to have at breaktime everyday. It could be an apple, banana, pear, carrot, tomato or orange. If your child does not like these, they can bring in their own piece of fruit or vegetable (not dried fruits please). They are not permitted to bring in anything else.

<u>ALL CHILDREN ARE ENTITLED TO A FREE SCHOOL MEAL</u>

If your child has packed lunch, please ensure that it is healthy and nutritious.
Please do not give your child any sweets, chocolate or fizzy drinks.
All lunch boxes should be named.

Please send your child into school everyday with a named water bottle.



PTA

If you are interested in supporting the PTA, please talk to the school office or your PTA rep.



Dismissal

If another adult is collecting your child, please inform the office with plenty of notice. We will not be able to dismiss until we have confirmation.

At the end of the day, we aim to get your child to you quickly but safely. We ask the children to put their hand up when they see their adult and we will acknowledge you and tell the child they can go.

Please do not approach your child and take them.



Any questions?

Understand * Uplift * Unite

Underhill School and Children's Centre

Thank you for coming!