



Yellow Phase

Parent Information Booklet

2025-2026



Dear Parents and Carers

Welcome to Yellow Phase, Key Stage 2.

Whether your child is new to the phase or returning to a Yellow Class for another year, we will do everything we can to ensure that they settle happily and quickly into their new class group. We hope that you find this booklet useful in providing information and an insight into the experiences and opportunities that are offered in Yellow Phase.

Key information

- * We try to go outside every day. Please send in appropriate clothing for the day e.g. a warm coat for colder days and sun hat for sunny days.
- * Please send a full set of spare clothes all clearly labelled with their name. We have lots of fun in Yellow Phase, but accidents happen and sometimes fun things do get messy!

Yellow Phase Playgrounds



Organisation of the School Day

Mornings

9:00-9:10	<p>Arrival</p> <p>On arrival the children are welcomed, hang up their belongings and wash their hands.</p>
9:10 - 9:0	<p>Good Morning</p> <p>The morning begins with a 'Good Morning' session, including looking at the visual timetable so everyone knows what activities they will be doing during the day ahead.</p>
9:20 -10:00	<p>20:20</p> <p>Targeted small group activities are used to develop the children's core Maths and English skills, including Phonics.</p>
10:00 -10:15	<p>Snack</p> <p>The children sit together to enjoy a mid-morning snack and drink, We provide lots of healthy snacks and drink options at school however the children are welcome to bring a snack or drinks bottle from home if they prefer.</p>
10:15 -11:00	<p>Teaching session— Maths</p> <p>In Yellow Phase, we follow the semi formal and formal curriculums. Children will explore Maths through whole class and small group activities as well as targeted continuous provision.</p>
11:00 -11:15	<p>Play Time</p> <p>The children will enjoy time outside on our play ground, large play equipment and our school farm.</p>
11:15 - 12	<p>Teaching session— English</p> <p>In Yellow Phase, we follow the semi formal and formal curriculums. Children will explore English through whole class and small group activities as well as targeted continuous provision.</p>

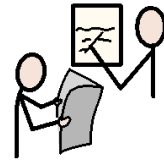
Organisation of the School Day

Afternoons

12.00 - 1.20	<p>Lunch time</p> <p>Lunch is served in the school hall in Yellow Phase and the children are supported to eat their packed lunch or school dinner. They are then able to enjoy play and outdoor activities on the playground.</p>
1.20 - 1.30	<p>Take 10</p> <p>We begin our afternoon session with a 10-minute wellbeing activity. These are on a daily rotation and include yoga, relaxation and circle time.</p>
1.30 - 3.00	<p>Teaching session</p> <p>As with the morning session, this will include a range of planned, adult-led activities and opportunities for child initiated and independent learning through themed continuous provision and play.</p>
3.00 - 3.10	<p>Home time</p> <p>The children come together to reflect on the day's activities and learning, celebrate successes and are then encouraged to collect their belongings ready to go</p>



Curriculum



Children in Yellow Phase learn by playing and exploring, being active and through creative and critical thinking, which takes place in both the indoor and outdoor environments.

In Yellow Phase the children access an adapted National Curriculum. The flexibility of our curriculum allows staff to meet the children's unique needs and interests.

Our teaching and learning covers subjects right across the curriculum and is often delivered creatively incorporating cross-curricular links .



Yellow Phase Topic Overview

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year A					
Journeys	Frozen Planet	Amazing Animals	Out of this World	Terrific Time Travellers	Colour, Shimmer and Shine
Year B					
Happy, Healthy Me	Victorian Wonderland	Let it Grow	Chocoholics	The Great Outdoors	The Big Top

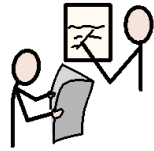
How We Learn...

Child-initiated activities - pupils are free to choose from a range of structured activities, with adult support to model engagement and skills, and to develop language and play as appropriate.

Teacher-directed activities - these are differentiated, planned activities with learning objectives, delivered with staff working with children on a 1:1 basis or in small groups.

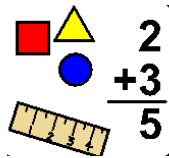
Individual Education Plan targets - there are three personalised targets set each term and shared with parents. These are linked to your child's EHCP and therefore relate to the needs of each child. Staff will then focus on these where appropriate and they are reviewed at the end of each term.

English



Using a range of texts linked to our half-termly topics, the children have the opportunity to continue their interest in stories, poems and non-fiction texts. Interactive activities give them the chance to explore characters and settings, retelling familiar stories and even creating ideas for their own. Children's phonetical knowledge is developed further so that they begin to write independently. We use Bug Club Phonics in 20/20 to rehearse sounds we know, introduce new phonemes, digraphs and trigraphs and segment and blend unfamiliar words. Punctuation and grammar are focused on to support children to improve their own writing.

Mathematics



In Yellow Phase, we continue to develop the children's understanding of number and support further mathematical thinking. Children will learn to perform all 4 operations (addition, subtraction, multiplication and division) and will develop their mental maths skills. The children in Yellow phase will be given the opportunity to explore Shape, Space and Measure as well as Data Handling and Statistics.



Science

Our half-termly Science topics are delivered through engaging experiences and practical investigations. We encourage the children to use their senses, make observations and develop their understanding of key scientific vocabulary. In Yellow phase, children will develop their scientific enquiry by making predictions and using photos, symbols and tables to record their findings.

SMSC: PSHE, RSE and RE



Providing core foundations for their time at Two Rivers, we support the children to help them develop a positive sense of themselves, form positive social relationships and learn how to manage their feelings and behaviours in a variety of different situations. At Two Rivers we use So Safe, Jigsaw and My Happy Mind to help us stay safe and understand our feelings. We also explore the practices and traditions of different religions and cultures to develop their understanding and respect for different beliefs and values.



Humanities: History, Geography and Computing

Using technology, artefacts and experiential visits outside of school, the children in Yellow Phase develop an awareness of the world around them. Together, we learn about different people, places and periods of time. We also focus on Online safety to help our children stay safe online and use digital equipment responsibly.



Creative: Art, D&T and Music

We give the children the opportunity to use tools and equipment to express themselves through a wide range of media and materials. Creative lessons in are fun and open to the children's own ideas and imaginations. Children in Yellow Phase have the opportunity to play tuned instruments and learn basic notation.



Physical: PE

In addition to our weekly PE lessons and Rebound Therapy sessions, we aim to give the children time everyday to develop physical skills both inside and outside the classroom, using small and large equipment. For children with particular needs, we also incorporate physiotherapy and occupational therapy programmes to develop specific fine and gross motor skills.

Communication and Language Development



Developing communication and language skills is an integral part of our work with the children in Yellow Phase and is embedded into all areas of the curriculum. We aim to give all the children opportunities to experience a rich language environment to develop their confidence and skills in communication and listening. This may include working towards targets set by the Speech Therapists and is supported by our on site Speech Therapy Assistants, Hazel and Emma.

Assessment

In Yellow Phase, we use SOLAR as an assessment tool to record information about your child's learning. This gives us an insight into how they are progressing against a series of statements in each area of the curriculum. This record will follow them through school, so that we have a clear record of their learning journey all the way to the end of Key Stage 2.

Please note, we take photographs as part of our observations and it may be possible that your child is included in a photograph of an observation of another child. However, these photos will not be released outside of school unless you have given permission for this.



Evidence for Learning

At Two Rivers Primary School, we use Evidence for Learning to record and celebrate your child's progress. Staff capture your child's learning through photographs, short videos and written observations, which are linked to their individual goals and areas of the curriculum. This is how we track and evidence the learning that takes place across the school day, helping us to monitor progress, identify next steps and plan future learning opportunities carefully for each pupil.

Evidence for Learning is used by teachers and support staff to build a personalised learning journey for every child. It helps us to see the small steps of progress that are so important, and to make sure that each child's achievements are recognised and celebrated.



We regularly share evidence with parents and carers through the Evidence for Learning Family App, helping you stay updated on your child's learning. You can also share homework or activities completed at home using the app, helping us to build a full picture of your child's development across home and school.



Independence Curriculum

We maximise opportunities throughout the day for the children to develop their independent skills. The children are encouraged to practise different life skills each term to ensure they can be as independent as their abilities allow. In Yellow Phase, children will do this throughout their daily routines in school: including skills such as finding their own belongings, dressing and feeding. Life skills provide the foundation to ensuring our children can access a full and independent adult life, ensuring they can stay safe and happy. You can find a copy of our Independence Curriculum on the school website. This has a list of the key skills and achievement steps we work towards so that you can support with these at home too.

Community visits

Each class is provided with a weekly session to use one of our school minibuses to access the community. These visits provide opportunities to enhance and extend the learning that takes place in the classroom. They also give us the chance to help the children experience and learn what is expected in places such as supermarkets, cafes, shops and local parks. This is an ideal time to develop independent life skills in a real-world context.



Rewards and Recognition



Superstar Learner Awards

Every week a child from each class receives a Superstar Learner Award. These children receive a certificate in Assembly and have the opportunity to celebrate and share their successes with a member of the Senior Leadership Team. Their names will also appear in the Monthly Newsletter.

House Points

All children at Two Rivers Primary are placed into one of our four houses. House points are awarded for hard work, kindness, good manners and other special achievements, with the children being given a gold coin to add to their house box. All members of the house with the most coins at the end of each week will get a treat. This is a fantastic opportunity for children to experience working as a team.

Shared Spaces

The Yellow Phase classes enjoy access to a number of shared spaces in school which provide opportunities for both learning and therapeutic experiences. These include: the school library, the wellbeing Lodge, the Plants to Plates garden, the Rebound Room, the Dark Room, the farm and the Therapy Room.



Therapies



At Two Rivers we believe in helping your child to develop emotionally, socially, independently and academically.

Holistic therapies - Many of our Teaching Assistants are trained therapists in massage and children in Yellow Phase have the opportunity to visit The Therapy Room. These may be regular, timetabled sessions or ad-hoc visits to support pupils at times when we feel it may be beneficial to their wellbeing.

Rebound therapy - Each class has a designated time each week to use our onsite trampoline room for Rebound therapy. Here they are able to develop their communication and interaction skills, as well as physical skills.

Animal therapy - We have a small petting farm within the school grounds that is home to chickens, rabbits and guinea pigs. All classes have the opportunity to visit the farm each week so that the children can enjoy handling and helping to look after the animals.

Music Therapy— Throughout the year teachers in the Yellow Phase may decide 1:1 Music therapy may be beneficial for your child's wellbeing. With your permission your child may take part in 1:1 sessions with Fiona, our Music therapist in the Wellbeing Lodge. Some of the children also access weekly group music therapy with Carlence.



The Nest

A designated therapeutic space called "The Nest" is now available to use at our school. Pupils will be referred for specific therapies. This will be led by Collette Harding the therapeutic lead in school and a member of the SMT. It will be available for children requiring one to one support or in a small group for a specific therapeutic intervention. This includes therapies such as Nurture, Drawing and Talking, Emotion Coaching, Talking Therapy and Lego Therapy. It is an environment specifically designed to support social and emotional development.



A Teaching Assistant has also been trained as an Emotional Literacy Support Assistant. She will work with identified pupils on a therapeutic Curriculum.

An **ELSA** is a member of staff who is trained to support children in the development of their emotional literacy.

Provides support with a combination of the following:

Understanding and coping with the feelings about ourselves and others,

Developing high self-esteem and positive interactions with others and being emotionally literate helps children to focus more on their learning.

ELSA's work in developing these areas:

Recognising emotion, Self-esteem, Anger management,

Self-organisation Social-skills, Friendship skills and relationships,

Loss and bereavement.

Forest School

Yellow Phase classes enjoy weekly Forest School sessions, led by trained staff. These sessions provide opportunities to explore and experience the natural world through practical outdoor activities, promoting confidence, independence and self-esteem. Sessions



also offer the chance to work collaboratively, teaching pupils how to keep themselves and others safe whilst using different resources and tools.

ClassDojo: Our Communication Tool for Parents and Teachers



At Two Rivers Primary School, we use **ClassDojo** as our primary communication tool to keep parents informed and engaged in their child's learning journey. **ClassDojo is a secure website and app** that allows teachers to share daily updates, achievements, and important school information in a safe and accessible way. Through **personal messages**, parents will receive insights into their child's day, including celebrations of their successes. On the **whole school and class pages**, we will provide daily updates on what children have been learning, along with reminders about upcoming events and key school activities. We encourage all parents to regularly check ClassDojo to stay connected and involved in their child's education.



Parents



Evening

We hold two formal Parents Evenings each year in the Autumn and Spring Terms. We also offer an informal Coffee Morning in the Summer Term. These meetings provide an opportunity for you to discuss your child's IEP targets and look at the work in their books. In addition to these, you will be invited to an annual EHCP Review meeting and will receive a written report detailing your child's progress .

Our aim is for school and home to work as a partnership.

If there are any problems that need to be discussed, please discuss these initially with your child's Class Teacher. If the issue is still not resolved, a member of the Senior Leadership Team will be happy to help. Should you wish to arrange a meeting with the class teacher, please do not hesitate to contact the office or send a message on Class Dojo and your child's class teacher will contact you at their earliest opportunity.

Topic Overviews and Homework

At the beginning of each half term, you will receive an overview of the topics being covered across the curriculum in your child's class. This will provide you with an insight into what your child is learning, the key vocabulary we're using in school and will enable you to share this at home. There will also be ideas for you to engage in some home learning, linked to the work we are doing in school each half term.

School Newsletter



We send home a copy of The Two Rivers Newsletter once a month which will share news and photos about the classes and whole-school events. This will also provide reminders for important dates and up and coming events.

School Website

Our school website has lots of information which you might find useful. Please do visit the website regularly, as we frequently add and update information.

www.tworiversschool.net



Facebook Page

Please like and follow the school closed Facebook page 'Two Rivers School '- we share information about events, learning and reminders.

School Office

Please contact the school office if you have any questions or queries.

Telephone: [01827 426123](tel:01827426123)

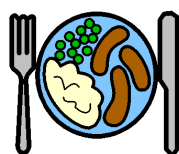
Email: office@tworiversschool.net

Food and Drink

Snack time

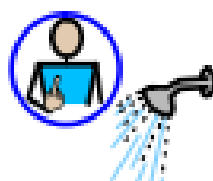
School provides milk, sugar-free squash and a selection of snacks, including fresh fruit, raisins, breadsticks and cereal.

Allergen advice: please make sure that you make us aware of any allergies that your child has so that we can accommodate these at snack time.



Dinner time

School dinners are available to all children and individual dietary needs can be catered for. Alternatively, children can bring their own packed lunch. Please label lunch boxes clearly. The children eat with their class group in the hall and are supervised and supported by staff.



Personal Care

Staff are available throughout the school day to support the children with personal care. If your child wears nappies, we ask that you send in a supply of nappies and wipes for us to use at school. We can store one pack of nappies per child in class and will let you know when your child is running low via Class Dojo.

Health



If your child is ill and has an infection you are asked to keep them at home and inform school.

Children who have had infectious diseases will be allowed to return to school once the infection period has expired.

Parents are asked not to bring their child to school if they have had sickness or diarrhoea **until 48hrs after the last episode**

If a child becomes ill at school, we will speak to the school nurse for advice and then contact you if it is necessary to collect your child.

Administration of Medicines

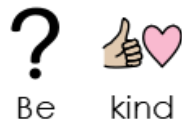


A form for general medicines is included in the school welcome pack for plasters, nappy creams etc for you to sign.

A permission slip must be completed in order for the school nurse to administer medicines including asthma inhalers.

All medicines must have a pharmacy prescription label on if they are to be administered during the school day.

All children with a known medical condition will have a Care Plan produced by the school nurse.



Be kind



Keep safe



Work together



For further information contact:

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Educate, Communicate, Celebrate

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