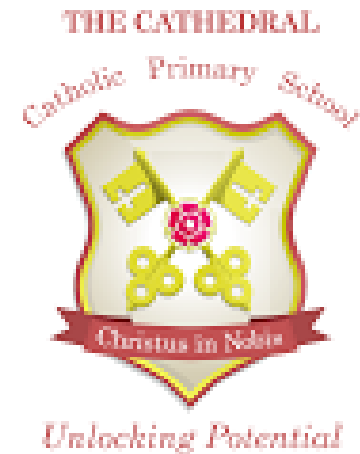


YEAR 2 INFORMATION EVENING

INFORMATION EVENING FOR PARENTS

TUESDAY 8TH SEPTEMBER 2026

“UNLOCKING POTENTIAL TOGETHER IN FAITH AND LOVE”



STAFF YOUR CHILD WILL TALK ABOUT



Mrs. Cook
Class Teacher
Mon, Tue, Wed



Mrs. Benson
Class teacher
Thur, Fri



Mrs. Braithwaite
Teaching Assistant
Mon, Tue, Wed, Thur,
Fri



Mrs. Verden
HLTA – PPA
Cover
Wed Pm



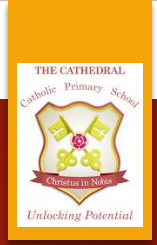
Mr Sindall
Teaching Assistant
Mon, Tues, Weds, Thurs, Fri

Life in Year 2

Year 2 Timetable 2026-2027

	8.45-9.00	9:00 – 9:15	9.15 – 10.15			10.30-11.25		11.30-12.30	12.30 - 1.00pm	1.00pm – 1.45pm			2.00 - 2.45pm		2.45 - 3.00	3.00 - 3.15
Mon	Phonics Intervention Group (Using resources from drawers)	Assembly		PE		PLAYTIME	Spelling (whole class – bottom 20% supported by TA)	Handwriting	LUNCH	1 st 5 minutes – Phonics Boost (revisiting sounds taught in the AM) Guided reading	Maths	PLAYTIME	RE		Class Story	
Tues	Phonics Intervention Group	Spelling (whole class – bottom 20% supported by TA)		English			Maths	PE			Music		C.o.W.	Hymn Practice		
Wed	Phonics Intervention Group	Spelling (whole class – bottom 20% supported by TA)		English			Maths	Science			History/Geog.		Whole School – Celeb. Of. Word			
Thurs	Phonics Intervention Group	Spelling (whole class – bottom 20% supported by TA)		Maths	KS1 Celeb. Of Word		English	RE			PSHE		Class Story			
Fri	Phonics Intervention Group	Assembly		Spelling (whole class – bottom 20% supported by TA)	English		Maths	Art/DT			Computing		Class Story			

HOME LEARNING



Homework

- ▶ Daily reading practice-books signed by an adult
- ▶ Times tables practice-games

Listen to your
child read

Read to and
with your child

Encourage
wider reading



Practise
phonics,
spellings, tables,
number bonds

Talk about books.
Ask questions

Ensure work done
at home is of a
good standard

CHILDREN MAKE THE MOST PROGRESS WHEN PARENTS SUPPORT THE WORK OF A SCHOOL

MATHS

MATHS - At the end of Year 2, I will be able to say that...

Number

- ▶ I can read and write all numbers to at least 100 in numerals and words.
- ▶ I recognise odd and even numbers to 100.
- ▶ I can count in steps of 2, 3 and 5 from 0.
- ▶ I recognise and can define the place value of each digit in a 2 digit number.
- ▶ I can compare and order numbers from 0 to 100 using the $<$ $>$ and $=$ signs.
- ▶ I can name the fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ and can find fractional values of shapes, lengths and numbers.
- ▶ I can recall and use multiplication and division facts for the 2, 5 and 10x tables.
- ▶ I can add and subtract a 2-digit number and ones.
- ▶ I can add and subtract a 2-digit number and tens.
- ▶ I can add and subtract two 2-digit numbers.
- ▶ I can add three 1-digit numbers.
- ▶ I can solve problems involving addition and subtraction.
- ▶ I understand and can use commutivity in relation to addition, subtraction, multiplication and division.

Measurement, geometry and statistics

- ▶ I can choose and use appropriate standard units to estimate length, height, temperature and capacity.
- ▶ I can tell and write the time to 5 minute intervals.
- ▶ I recognise and can use the symbols £ and p when solving problems involving addition and subtraction of money.
- ▶ I can describe the properties of 2D and 3D shapes to include edges, vertices and faces.
- ▶ I can interpret and construct pictograms, tally charts, block diagram and simple tables.

READING

READING - At the end of Year 2, I will be able to say that...

Word reading

- ▶ I can decode automatically and fluently.
- ▶ I can blend sounds in words that contain the graphemes we have learnt.
- ▶ I can recognise and read alternative sounds for graphemes.
- ▶ I can read accurately words of two or more syllables that contain the same GPCs.
- ▶ I can read words with common suffixes.
- ▶ I can read common exception words.
- ▶ I can read and comment on unusual correspondence between grapheme and phoneme.
- ▶ I read most words quickly and accurately when I have read them before without sounding out and blending.
- ▶ I can read most suitable books accurately, showing fluency and confidence.

Comprehension

- ▶ I can talk about and give an opinion on a range of texts.
- ▶ I can discuss the sequence of events in books and how they relate to each other.
- ▶ I use prior knowledge, including context and vocabulary, to understand texts.
- ▶ I can retell stories, including fairy stories and traditional tales.
- ▶ I can read for meaning and check that the text makes sense. I go back and re-read when it does not make sense.
- ▶ I can find recurring language in stories and poems.
- ▶ I can talk about my favourite words and phrases in stories and poems.
- ▶ I can recite some poems by heart, with appropriate intonation.
- ▶ I can answer and ask questions.
- ▶ I can make predictions based on what I have read.
- ▶ I can draw (simple) inferences from illustrations, events, characters' actions and speech.

WRITING

Writing - At the end of Year 2, I will be able to say that...

Grammar and punctuation

- ▶ I can use subordination and co-ordination.
- ▶ I can use expanded noun phrases.
- ▶ I can say how the grammatical patterns in a sentence indicate its function.
- ▶ I consistently use the present tense and past tense correctly.
- ▶ I can use the progressive forms of verbs in the present and past tense.
- ▶ I use capital letters for names of people, places, day of the week and the personal pronoun 'I'.
- ▶ I correctly use question marks and exclamation marks,
- ▶ I can use commas to separate items in a list.
- ▶ I can use apostrophes to show where letters are missing and to mark singular possession in nouns.

Composition

- ▶ I can write narratives about personal experiences and those of others, both real and fictional.
- ▶ I can write for different purposes, including real events.
- ▶ I can plan and discuss the content of writing and record my ideas.
- ▶ I am able to orally rehearse structured sentences or sequences of sentences.
- ▶ I can evaluate my own writing independently, with friends and with an adult.
- ▶ I can proof-read to check for errors in spelling, grammar and punctuation.

HANDWRITING

Handwriting - At the end of Year 2, I will be able to say that...

Handwriting

- ▶ I can form lower-case letters of the correct size relative to one another.
 - ▶ I can begin to use some of the diagonal and horizontal strokes needed to join letters.
 - ▶ I show that I know which letters are best left unjoined.
 - ▶ I use capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
 - ▶ I use spacing between words that reflects the size of the letters.
-
- ▶ Nelson handwriting
 - ▶ How to join up

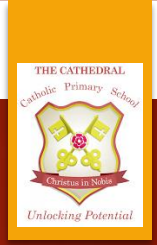
SPELLING

Spelling - At the end of Year 2, I will be able to say that...

Transcription

- ▶ I can segment spoken words into phonemes and record these as graphemes.
- ▶ I can spell words with alternative spellings, including a few common homophones.
- ▶ I can spell longer words using suffixes such as 'ment', 'ness', 'ful', 'less', 'ly'.
- ▶ I can use my knowledge of alternative phonemes to narrow down possibilities for accurate spelling.
- ▶ I can identify phonemes in unfamiliar words and use syllables to divide words.

TOPICS



- ▶ Autumn 1- Explorers
- ▶ Autumn 2- Island Life
- ▶ Spring 1-Fantasy Worlds
- ▶ Spring 2- An African Safari
- ▶ Summer 1- Twisted Tales
- ▶ Summer 2-The Victorian Seaside

PE

- ▶ PE is Monday and Tuesday, your child should come in to school in their PE kit on these days.
- ▶ KIT
 - ▶ Plain black bottoms, plain white top, maroon/school hoodie or normal school cardigan/jumper, black socks, PE pumps or trainers
 - ▶ What if my child has no kit? We have spare!
- ▶ HAIR-tied back boys and girls
- ▶ INHALERS – must have one available in school and have completed an asthma care plan from the office.
- ▶ INDEPENDENCE-Please encourage your child to dress themselves!

Learning How to Be

READING Dark blue	WRITING Light Blue	ENQUIRY Green	COMMUNITY Yellow	MINDSET Dark Pink	MATHS Light pink	MISSION Red	ACHIEVEMENT Purple	FAITH White	PERFORMANCE Orange
Show and share a love of reading	Consistently show and share a love of writing	Asking questions and finding answers	Participating and helping the wider school community	Showing a positive attitude to learning	Know and apply	Following the school weekly mission	Something I am proud of	Showing commitment in faith	Perform to an audience

- ▶ WHOLE SCHOOL
- ▶ CLASS BASED
- ▶ KEYS
- ▶ Relational Policy available on the website

UNIFORM

- ▶ The Department for Education strongly encourages schools to have a uniform as it can play a valuable role in contributing to the ethos of a school and setting an appropriate tone.
- ▶ We expect all children to wear school uniform. The majority of our uniform is available for you to order from the Uniform and Leisurewear Company, Common Garden Street, Lancaster. The tartan school skirt is only available from the school office.
- ▶ The only jewellery allowed in school is a digital / analogue wrist watch. Children may wear a pair of small, plain studs.
- ▶ Please ensure that your child's hair style / colour is appropriate for school. Bright colours, shaven patterns or gelled styles are not suitable for school. Hair past shoulder-length should be tied back.
- ▶ Black shoes with either velcro, buckle or laces. (If your child comes to school in trainers, they will be asked to wear pumps whilst in the building)
- ▶ **Please label all clothing clearly. Thank you**



ATTENDANCE

- ▶ Whole school target of 97%
- ▶ PA – 95%
- ▶ Half termly updates
- ▶ Must be in school before 8.45am, gates open at 8.35am
- ▶ No holidays authorised
- ▶ Proof of medical – if in doubt, send them in; we can always call if they are ill

ATTENDANCE

- ▶ Whole school target of 96%
- ▶ PA – 90%
- ▶ Half termly updates
- ▶ Must be in school before 8.45am, gates open at 8.35am
- ▶ No holidays authorised in term time. If you do book a holiday a penalty notice will be given.
- ▶ Proof of medical appointments. Please make these out of school hours. If your child is a little under the weather, send them in; we can always call if they are ill or give them calpol with your permission.

WEBSITE

- ▶ www.cathedral.lancs.sch.uk
- ▶ Regularly changes and has lots of information about the class on Class page.
- ▶ Parents section
- ▶ Every half term will be updated with photos and what the children have been learning.
- ▶ Wealth of info like term dates, newsletters and lots more.
- ▶ Following Crime Agency advice we are moving away from displaying full faces on our website and social media.

Online Safety



Keeping children safe in education 2026

Statutory guidance for schools
and colleges

September 2026

Why?

KCSIE 2026 is a complete statutory guide that all schools must comply with.

It clearly outlines how schools have a statutory responsibility to keep children safe online in or out of school.

Mobile phone free schools

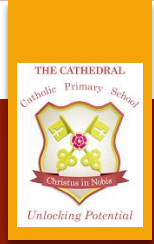
From **1 September 2026**, schools must follow the DfE's statutory guidance on mobile phones. This requires schools to have a policy that prohibits pupils from using or accessing mobile phones throughout the school day.

In our school, phones are only brought into school in extreme circumstances and locked away in the office. All phones that do come in must not have apps on that are not age appropriate e.g What's app.



Smartphone free childhood

**SMARTPHONE
FREE CHILDHOOD**



The group is there to support the Social media ban that the government announced recently. The collective idea is that if we can prevent young children from being given smartphones we can improve the mental health and relationships of our young people and that we stand a better chance if we act together.

Smartphone Free Childhood is now a community of over 350,000 parents working together to stand up for healthier, happier childhoods.

We've made it our mission to provide solidarity, support and solutions to parents who are struggling with what's become one of the defining parenting challenges of our time.

And we're using the voice of our community to push for more support from the government in the battle to reclaim childhood from Big Tech's addictive algorithms.

In the near future, we are looking to ban smartphones for our children who bring them to school. Buying a brick/dumb phone is a great alternative for this. Some local high schools and schools have already started this. Please use the QR code to sign up to the parent pact or to have a look.



Social Media Risks

Risks to Children

Despite the safety features, child safety organizations highlight ongoing risks, including:

Inappropriate Content:

Children may be exposed to adult or violent content through large group chats. 

Scams:

Offenders can pose as friends or family to ask for money or personal information. 

Grooming:

The platform's ability to connect users and host large groups can increase the risk of encountering predators. 

Location Sharing:

Parents should discuss safe practices around sharing live location with trusted contacts. 

Online Safety

online safety websites for parents



Images



News



Videos



Shopping



More

About 517,000,000 results (0.51 seconds)

<https://www.nspcc.org.uk> › keeping-children-safe › onl... ⋮

Keeping children safe online | NSPCC

Our **online safety** hub offers advice for **parents**, from nudes to online games to **parental** controls. Our guides help you make informed decisions and help keep your ...

[Talking to your child about...](#) · [Online safety blog](#) · [Reporting online safety concerns](#)

<https://saferinternet.org.uk> › Guides and Resources ⋮

Parents and Carers - UK Safer Internet Centre

Find advice, guides and resources to help keep your child safe online. As a parent or carer...

Digital Wellbeing

- ▶ 'Maladaptive excessive screen time behaviour in children has been recently associated, among others, with adverse physical (e.g., overweight/obesity), psychological (e.g., language delay) and social health consequences ([de Rezende et al., 2014](#); [Li et al., 2020](#); [Lissak, 2018](#)), as well as with impaired [executive functions](#) ([Zeng et al., 2021](#)).'
- ▶ Often the amount of screen time isn't the issue, WHAT children are accessing and seeing is.
- ▶ Apps are marketed at children, often gamifying every day "learning" and mimic the effect of dopamine in the brain which can lead to disengagement in other activities, reduced social time with peers and family and difficulties with sleep, attention and emotional regulation.
- ▶ **There are age limits on Apps and games for a reason. Apps marketed at children e.g. Kids YouTube, are no safer in terms of content than the regular Apps. The safest way to protect your children is to limit their access completely until they are old enough to know the safety rules.**
- ▶ We expect parents to educate themselves and be active moderators and protectors for their child's online world and screen usage.
- ▶ We are required, by safeguarding guidance, to act on children reporting that they use apps and sites underage, or if they report seeing inappropriate content for their age and stage of development.

Digital Wellbeing

“Our children are only as safe as their friend with the weakest digital rules”

- ▶ Top tips for educating yourselves and keeping our children safe:
 - ▶ Normalise asking other parents/people caring for your child what their online/screen usage rules are before play dates etc
 - ▶ Check your child's devices daily and involve them in regular discussions about safe usage of screens, devices and their online presence
 - ▶ Use school as a resources to help if you need us – we can give advice, talk to children and even look at safety settings and controls on devices with you
 - ▶ Use your own social media and internet access as a tool for learning:
 - ▶ **Dr Alison Yeung, MD, GP** <https://www.instagram.com/thesmartphoneeffectmd/#>
 - ▶ **Catherine Knibbs** – Child Therapist specialising in Cybertrauma https://www.instagram.com/catherine_knibbs/#
 - ▶ **Smartphone Free Childhood Campaign** <https://www.instagram.com/smartphonefreechildhood/#>
 - ▶ **esafekids** - Body Safety, Cyber Safety & Pornography Education Specialist <https://www.instagram.com/esafekids/#>

Home School Online Agreement



This agreement aims to help you and your child navigate the digital world safely.

The decision to allow your child to use/access any app or website is entirely yours as their responsible adult however, the school's view remains that primary aged children should not have unsupervised access to devices with internet connections. If the school has any serious concerns about the access your child may have to certain inappropriate content, we are duty bound to refer to Children's Social Care or the Police.

We will:

We will educate all pupils on e-safety through workshops and the computing curriculum.

We will use appropriate filtering and ensure appropriate supervision when using the internet, email and other online tools.

We will assess filtering systems and operating procedures around internet use regularly.

Please note that filtering can never be completely fool proof and occasionally inappropriate materials may be accessed – these incidents will be addressed immediately and appropriately.

We will contact you if we are concerned about a pupil's online safety.

We will model appropriate online behaviour and etiquette or 'netiquette'.

Child will:

I will tell a trusted adult if something I don't like has happened online or via phone straight away.

I will take care of IT equipment.

I will report people who send nasty messages immediately.

I will not open unknown links and attachments (preventing viruses, malware and adware from infecting school and home systems).

I will behave in the same positive, friendly and responsible way online with my friends as I would on the playground.

I will not share information, passwords, photographs or other private data online without a trusted adult's permission.

Parent will:

Talk to my child about e-safety and internet usage.

Ask my child questions about how they socialise online.

Monitor screen time to support my child's well-being.

Be aware of the age rating and restrictions of apps/websites and games my child has access to.

Ensure my child does not have access to apps and websites that have age restrictions and they are only using age-appropriate media and online messaging apps/websites.

Work with the school to help educate my child about online safety.

ANY QUESTIONS?

- ▶ If you wish to contact us and you can't make it into school, our email addresses are below and on the school website. You can also phone the school office if you wish to make an afterschool appointment to speak to us.
- ▶ The best time to speak to us at length/confidentially is after school but you can use the mornings to keep us up to date / ask any questions etc
- ▶ **Please ensure you keep school up to date with any changes in contact telephone numbers.**
- ▶ r.cook@cathedral.lancs.sch.uk s.benson@cathedral.lancs.sch.uk