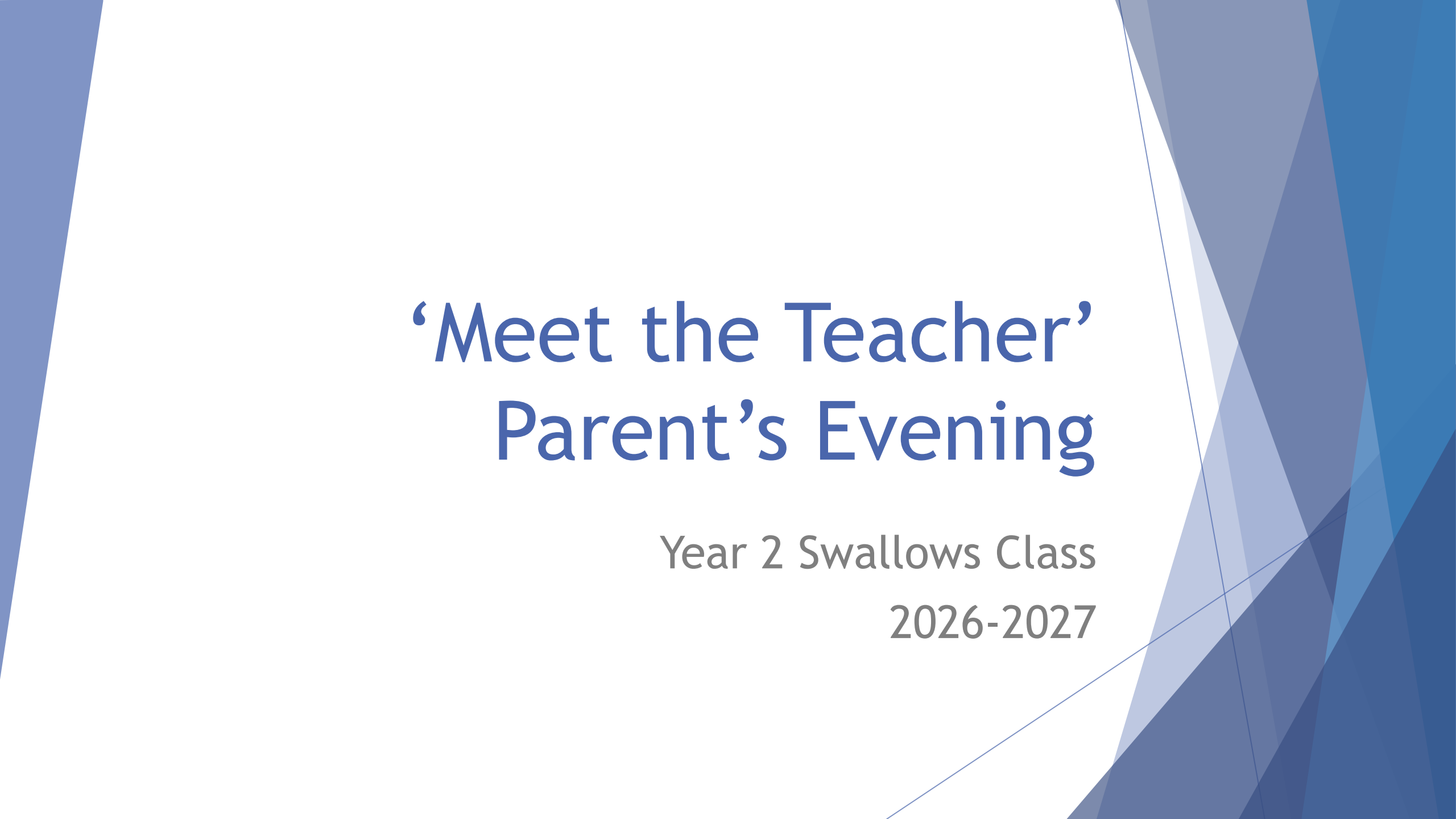




# ‘Meet the Teacher’ Parent’s Evening

Year 2 Swallows Class  
2026-2027

# Who We Are

- ▶ Mrs Rice, Mrs Evans and Mrs Rathbone
- ▶ Mrs Rathbone or I will be at the door each day to greet the children. Please pass any messages onto Mrs Rathbone or email the office on [admin@lostockgralam.cheshire.sch.uk](mailto:admin@lostockgralam.cheshire.sch.uk)
- ▶ We are always available to talk at home time or you can ring school and we can call at lunch times or after school.
- ▶ We are here for the children and their families
- ▶ Changes to pick up at the start of the day - gates will open at 8:35am in the morning and the register will be taken at 8:45am.
- ▶ After school, the gates will open at 3.15pm.



# General Organisation



## ► School Uniform

- Dark grey skirt, pinafore dress, dark grey trousers
- Royal blue or white polo t-shirt (available with school logo) or plain white school blouse or shirt.
- Royal blue sweatshirt, jumper or cardigan (available with school logo).
- Plain, black, grey or white socks/tights
- Flat black shoes that the child can fasten or tie independently. **Velcro if the children can't tie laces please.**
- For the summer months - pale blue and white gingham style checked dress or dark grey school shorts/trousers
- Long hair to be tied back using plain black/blue hair bands

- ## ► **Healthy snack:** fruit, vegetable or healthy snack. Please do not send in any form of chocolate snack or crisps. We have children serious nut or sesame allergies so please do not send in anything with these items in.

## ► Water bottle

## ► Cloakroom and book bags

# Attendance

## Attendance record and lessons missed:

- ▶ 95% attendance means a child misses about 10 days or 2 weeks of lessons in the school year.
- ▶ 90% attendance means a child misses four weeks of lessons in the school year.

## Punctuality:

- ▶ Arriving 5 minutes late every day adds up to over 3 days lost each year,
- ▶ Arriving 15 minutes late every day adds up to 2 weeks absence a year
- ▶ Arriving 30 minutes late every adds up to 19 days absence a year

*Under the new attendance framework fines and prosecutions will be increased. If you get a second fine within a 3 year period, the fine will increase from £80 to £160. Fines are capped at 2 within 3 years. Once this limit is reached, other action like a parenting order or prosecution will be considered.*

## What you can do:

- ▶ Have a regular routine for the start of each day.
- ▶ Help your child get their clothes and equipment ready before they go to bed.
- ▶ Set a reasonable bed time to make sure they get enough sleep.
- ▶ Get your child to school on time.

# Year 2 Visits & Experiences

- ▶ Autumn term -The Creepy Crawly Show in November and our Christmas theatre trip.
- ▶ Spring Term - Manchester Science and Industry Museum



# Year 2 Timetable

|           | 8:45-10:00        |     |         |       | 10:30-11:55            |       | 12:55                    | -3:15              |
|-----------|-------------------|-----|---------|-------|------------------------|-------|--------------------------|--------------------|
| MONDAY    | Spellings/PE      |     | WORSHIP | BREAK | Handwriting<br>Maths   | LUNCH | RWI<br>Spellings<br>quiz | Computing<br>Music |
| TUESDAY   | Spelling<br>Maths | RWI |         |       | Handwriting<br>Writing |       | Science/Art/DT           |                    |
| WEDNESDAY | Spelling<br>PE    |     |         |       | Handwriting<br>Maths   |       | RWI<br>Writing/PSHE      |                    |
| THURSDAY  | Spelling<br>Maths | RWI |         |       | Handwriting<br>Writing |       | Writing                  |                    |
| FRIDAY    | Spelling<br>Maths | RWI |         |       | Handwriting<br>Writing |       | History                  | RE                 |

# Physical Education

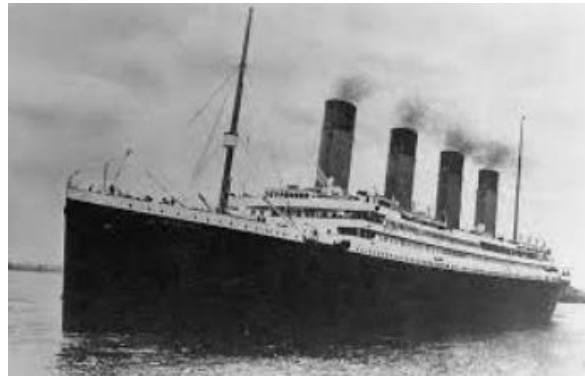
- ▶ PE days for Autumn Term are **Monday and Wednesday**. You will be informed of any additional PE slots via email.
- ▶ This term we will be covering **Invasion Games, Cricket and Gymnastics**.
- ▶ Daily mile/Trim Trails
- ▶ PE uniform can be worn on PE days and if attending clubs on a particular day

On your child's designated PE day(s) they will come to school wearing their PE kit for the day. We have found that this enables the children to spend less time changing clothes and more time enjoying PE lessons.

- Black/navy PE skirt or shorts, black/navy leggings or joggers
- Plain white or school logo t-shirt plain blue/black hoodies or school logo hoodies
- Trainers to be worn
- Children are **not to wear earrings on PE days**. If they do wear them they need to remove them and put them in their schoolbags. Staff can give the children a post it to wrap them in. Staff are not responsible for the safe keeping of earrings.

If a child has recently had their ears pierced they may cover them in medical tape which we can provide.

# Year 2 Curriculum



- ▶ The theme for this Year is HELP
- ▶ The curriculum is going to be tailored to the Year 2 children at Lostock through lots of questioning, exploration and investigation.

What help should the people on the Titanic have had?

What was the impact of aeroplanes and ships on people's lives?

How did travel help people?

How can we care for God's world?

# Phonics

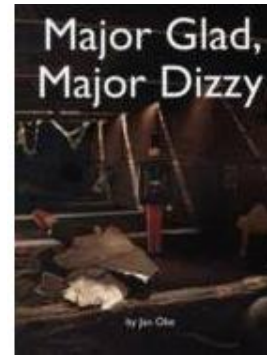
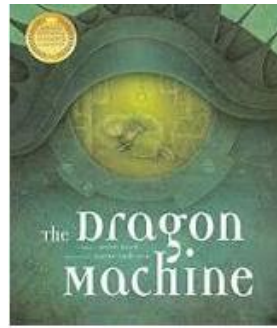
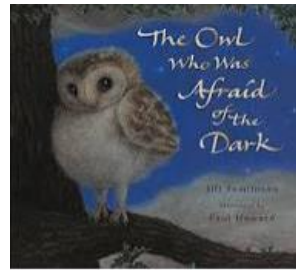
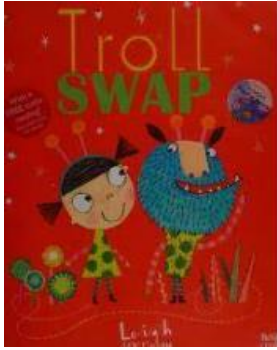
- ▶ Children are assessed and placed into appropriate groups every half term.
- ▶ We have daily phonics lessons where children are taught sounds, they practice reading and spelling words containing those sounds and then they have decodable books containing the sounds they can read.
- ▶ Your child will bring home two or three books (depending on which group they are in) each week.

## What can you do to help your child at home?

- ▶ Use pure sounds not letter names
- ▶ Use 'Fred Talk' to read and spell words
- ▶ Listen to your child read their storybook everyday or as often as possible
- ▶ Read stories TO your child



# English



- ▶ Pathways to Writing
- ▶ Pathways to Reading
- ▶ Pathways to Spelling
- ▶ Handwriting
- ▶ Spellings
- ▶ Presentation
- ▶ Reading at home

## Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words\*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

## Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly^
- spell most common exception words\*
- add suffixes to spell most words correctly in their writing (e.g. –ment, –ness, –ful, –less, –ly)\*
- use the diagonal and horizontal strokes needed to join some letters.

## Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes\*
- read most common exception words.\*

In age-appropriate<sup>1</sup> books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words<sup>2</sup>
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

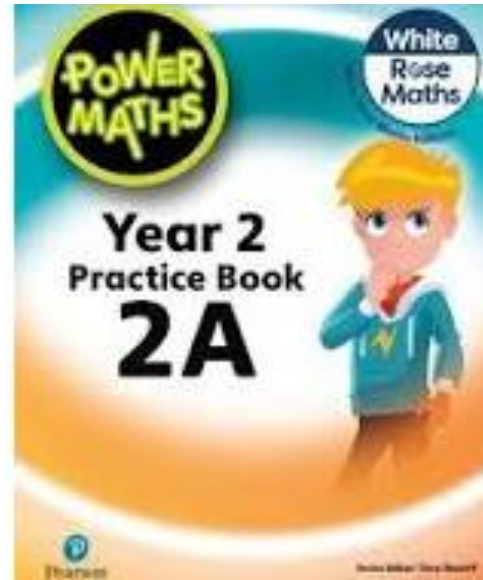
- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

## Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.

# Mathematics



- ▶ Power Maths
- ▶ Workbooks and presentation
- ▶ Arithmetic lessons
- ▶ Times tables (off by heart: 2, 5 and 10 times tables. Begin to know 3x table)
- ▶ 10 - A - Day activities

Circle which fractions of ☆ you can find that will give you a whole number.  
 $\frac{1}{2}$   $\frac{1}{3}$   $\frac{1}{4}$   $\frac{1}{5}$   $\frac{1}{6}$

Write ☆ in words.  
\_\_\_\_\_

Divide ☆ by 10 and then complete the sequence.  
□  $\times 10$  □  $\times 100$  □  $\times 1000$  □  
-11 -12 -9 +7 +16

Convert these measures:  
☆ cm = □ m  
☆ g = □ kg  
☆ mins = □ hours □ mins

Round ☆ to the nearest 100 \_\_\_\_\_  
nearest 1000 \_\_\_\_\_

What could the sides of an isosceles triangle be if the perimeter was ☆?  
What could the sides of a rectangle be if the perimeter was ☆?

☆  $\times 5$   
□  
+ 235  
□  
- 800  
□

☆ + 1000 =  
Round to the nearest 10.  
□

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## Working at the expected standard

The pupil can:

- read scales\* in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g.  $48 + 35$ ;  $72 - 17$ )
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If  $7 + 3 = 10$ , then  $17 + 3 = 20$ ; if  $7 - 3 = 4$ , then  $17 - 3 = 14$ ; leading to if  $14 + 3 = 17$ , then  $3 + 14 = 17$ ,  $17 - 14 = 3$  and  $17 - 3 = 14$ )
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify  $\frac{1}{4}$ ,  $\frac{1}{3}$ ,  $\frac{1}{2}$ ,  $\frac{2}{4}$ ,  $\frac{3}{4}$ , of a number or shape, and know that all parts must be equal parts of the whole
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

## Working at greater depth

The pupil can:

- read scales\* where not all numbers on the scale are given and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g.  $29 + 17 = 15 + 4 + \square$ ; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc.)
- solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

# Homework

- ▶ **Reading**

*Read every night at least 10-20 minutes.*

- ▶ **Spellings or Phonics(depending on year group)**

*Weekly spelling test on a Monday morning. Please practise these at home.*

- ▶ **Maths Homework**

*Times tables (TT Rockstars).*

# Behaviour

- ▶ 3 simple rules: Ready Respectful and Safe
- ▶ Supports our Christian ethos of living well together, kindness, dignity and respect
- ▶ Positive reinforcements (Positive Notes Home, Christian Value stickers, Praise Book, Top Table)
- ▶ Praise in public and reprimand in private
- ▶ Restorative conversations
- ▶ Consistent in every classroom and with every adult

# Keeping up to date:

Website - class page



Instagram:

**@lostockgralamprimary**



# Launch of Class Dojo

- ▶ Class Dojo is a secure, interactive system for parents to access shared pictures for their child's class.
- ▶ Each class will have their own page that the teacher will update twice weekly with lovely pictures and moments that have happened across the week.
- ▶ Only parents added by admin or teachers are able to view the content on each class page, providing a safe platform to share the children's learning.



# Benedict's Law

This is a national school safety framework in England taking effect in September 2026 that makes standalone allergy policies, universal staff training, and spare emergency medication mandatory.

The framework is named after five-year-old Benedict Blythe, who tragically died from anaphylaxis at school in 2021 after mistakenly consuming cow's milk.

His family established the Benedict Blythe Foundation and worked with charities like [Anaphylaxis UK](#) and [Allergy UK](#) to close major gaps in school allergy safety.

## Our School:

*There can be no nuts or products containing nuts in school for either lunch or breaktimes. Children will be required to wash their hands more regularly and sit down outside to eat their snack. No sharing of snacks.*

*Government laws are brought in following tragic accidents, it is essential that this is followed to ensure everyone's safety.*

*We have a clear healthy snack policy at breaktimes so it should not be any significant changes to the snack you give your child.*

*All children in Owls, Starlings and Swallows have fruit provided for them.*

*No birthday treats, own clothes instead 😊*



Thank you for coming!