



# YEAR 2 INFORMATION WORKSHOP AUTUMN 2024

## Year 2 Teachers

Mursheda 2 Green

Tania 2 Blue

Munira 2 Red

Etlyn 2 Yellow



# SCHOOL VALUES

- ◉ Respect
- ◉ Equality
- ◉ Kindness
- ◉ Resilience

# SCHOOL DRIVERS

- ◉ Confident communicators
- ◉ Widening horizons
- ◉ Global citizens

Please discuss these with your children to support us to ensure excellent behaviour from all pupils.

# Uniform

## For Girls

Jade round neck sweatshirt with school logo, dark grey skirt, pinafore or trousers and white polo shirt (with or without school logo). In summer girls can wear a green and white check dress.

## For Boys

Jade round neck sweatshirt with school logo, dark grey trousers and white polo shirt (with or without school logo). In summer dark grey smart shorts can be worn. No jogger, jeans or leggings to be worn as trousers.

## Footwear

Sensible flat black shoes or boots in winter – trainers, flip-flops or backless sandals or shoes are not acceptable.

## Hair Accessories

Girls must wear conservative hair accessories in green, black and white without embellishments.

Children must wear dark grey socks and tights.

## PE Kits

Plain crew neck t-shirt in the colour of the child's class- red, blue, yellow or green. Plain black jogging bottoms or shorts in summer and a plain black sweatshirt for colder weather



PE every Tuesday- Come to school wearing your PE Kit

# HOW TO HELP YOUR CHILD



- **Ensure that your child has the best possible attendance at school. Be punctual**  
- From 8:45am, children begin their learning through morning work activities.
- **Support your child with homework tasks – Set online every Thursday and due in the following Tuesday (Complete both Maths and English homework in one homework book). We want to be paperless so please help us.**
- **Read daily with your child and sign the reading record (stage book, reading for pleasure book) to be changed weekly.**
- **Practise spellings as part of homework (spelling quiz every Friday).**
- **Teach / Remind your child of personal /independence skills - tie shoe laces, dress independently, put away things after using them, sharing.**



## How does your child feel about **YOUR SCREENTIME vs THEIRS?**

“ When I grow up, I want to be an iPhone so my mum will talk to me ”  
~ London pupil

Download me again from safe posters.lgfl.net

**MAKES YOU THINK...**  
Talk to your child about their device use, but remember yours, too

**LGfL**  
SafeguardED

DID YOU KNOW?

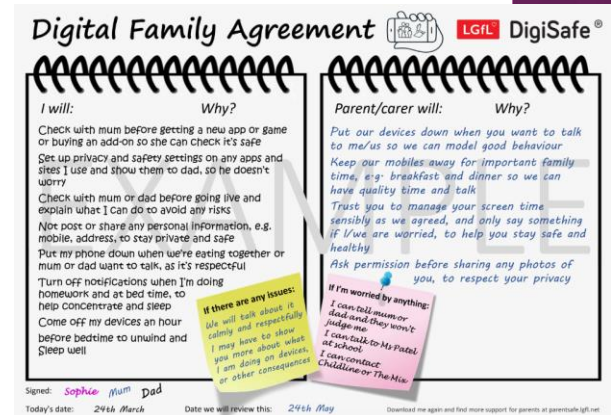
45% of 8-11s feel that their parents' screentime is too high

35% of 8-17s feel that their own screentime is too high

Source: Children and parents: media use and attitudes report 2024

# YOU DON'T NEED TO BE AN EXPERT ... BE A PARENT/GUARDIAN

Find conversation starters, story time ideas and top tips to reinforce key safety messages at [parentsafe.lgfl.net](https://parentsafe.lgfl.net)



- It's your choice - Don't let others dictate when the right time is to use tech.
- Stay involved - make time to communicate, talk about what they are doing. What do they enjoy? What makes them laugh?
- Don't quiz them - have regular conversations. What's their favourite app? What is the best site to learn new things from?
- Join in - watch them play a game and join in. Who are they playing with? Do they know the other players?
- 'Show me how...' - ask their advice to help you with your privacy settings, who you should add as a friend, are there any risks?
- Lead by example - children learn as much from watching as they do from being told not to do something, so model good behaviour
- Reassure them - tell them that they won't get in trouble and that you are always there to help.



## What children in the early years are doing online

Children are now more digitally savvy than ever before. Their use of digital devices is commonplace with apps like **YouTube Kids** becoming a destination of choice for 72% of children aged 3 to 4 according to a recent [Ofcom report](#).

Research also shows that children are moving away from watching TV, opting for video-on-demand content on video-sharing platforms to watch cartoons, mini movies and songs.

## The impact of device use on children's development in the early years

Ongoing research suggests there are both **positive** and **negative developmental outcomes**.

Benefits of screen use include:

- Opportunities to promote creativity and learning language development
- Improvement of numeracy and literacy skills
- Greater understanding of the world
- Development of digital skills

Challenges of screen use include:

- Impact on children's ability to control their emotions
- Displacement of activities that promote social interactions vital for development
- Risk of exposure to inappropriate content

Termly Safeguarding Newsletters are produced with helpful tips for parents.

They are available on the school's website.

Online Safety Workshops for parents will commence soon.

Information will be provided via Parentmail/school's newsletter.

Think about screen time

All children acknowledge and agree to abide by Cranbrook's AUP (acceptable use policy)

Set up parental controls

Talk to your child/ren and create boundaries/rules with them!



- **ZIP IT** – Keep your personal stuff private and think about what you say and do online
- **BLOCK IT** – Block people who send nasty messages and don't open unknown links and attachments
- **FLAG IT** – Flag up with someone you trust if anything upsets you or if someone asks to meet you offline.

\*Weekly Online Safety Discussion Sessions take place during morning tasks.

Use YouTube Kids instead of YouTube.

Useful websites:

<https://www.internetmatters.org/>

<http://www.safetynetkids.org.uk/personal-safety/staying-safe-online/>

<https://www.nspcc.org.uk/keeping-children-safe/online-safety/parental-controls/>



# How to Help Your Child with Reading

Listening to your child read can take many forms:

- First and foremost, focus developing an enjoyment and love of reading.
- Enjoy stories together – reading stories to your child is equally as important as listening to your child read.
- Read a little at a time but often, rather than rarely but for long periods of time!
- Talk about the story before, during and afterwards – discuss the plot, the characters, their feelings and actions, how it makes you feel, predict what will happen and encourage your child to have their own opinions.
- Look up definitions of words together – you could use a dictionary, the Internet or an app on a phone or tablet.
- All reading is valuable – it doesn't have to be just stories. Reading can involve anything from fiction and non-fiction, poetry, newspapers, magazines, football programmes, TV guides. ***Ask questions to support comprehension and inferencing skills.***
- Visit the local library – it's free!



# How to Help Your Child with Writing

- Practise and learn weekly spelling lists - make it fun!
- Encourage opportunities for writing, such as letters to family or friends, shopping lists, notes or reminders, stories or poems.
- Write together - be a good role model for writing.
- Encourage use of a dictionary to check spelling.
- Allow your child to use a computer for word processing, which will allow for editing and correcting of errors without lots of crossing out.
- Remember that good readers become good writers! Identify good writing features when reading (e.g. vocabulary, sentence structure, punctuation).
- Show your appreciation: praise and encourage, even for small successes!

# WORKSHOPS



## CLASS TEACHER EMAILS

2blue@cranbrookprimary.redbridge.sch.uk

2green@cranbrookprimary.redbridge.sch.uk

2red@cranbrookprimary.redbridge.sch.uk

2yellow@cranbrookprimary.redbridge.sch.uk