



Year Two

Parent Information Session

Mrs Grace & Mrs Hailstone-Li

July 2025





~A Teacher's Prayer~

*God grant me wit & wisdom,
Stand beside me through each day,
As I teach & guide my students,
And help them find their way.*

*Please give me strength & patience,
And help me do what's right,
To lead them by example,
Toward a future
Sure & bright!*

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Faith - We live it, We love it, We learn it.

📍 Bentley Heath, Solihull 🔗 stgandt.solihull.sch.uk 📅 Joined May 2020

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Timetable(Subject to change)

	8.40	8.55	9.30	10.15-10.30	11.45	12.00	1.00	3.30-3.40	Supervisor
MONDAY	Supervision	Gospel Assembly 9.10 – 9.40	English	B	Maths	LUNCH BREAK 12-1pm	READING Humanities History	PE SL	Story
TUESDAY		Assembly Teacher led 9.05 – 9.20	English	R	Maths	LUNCH BREAK 12-1pm	Mastery RE 60 mins	Computing	
WEDNESDAY		PE SL	Key Stage Assembly 10.15-10.30	E	Maths	LUNCH BREAK 12-1pm	HANDWRITING RE 60 mins	PSHE/ RHE English finishing off Readers	Story
THURSDAY		Assembly Child led 9.05 – 9.20	English	A	Maths	LUNCH BREAK 12-1pm	Mastery RE 30 mins	Science Materials Lesson 1	Story
FRIDAY	Stay and Read every other week	Time to Shine or Council Assembly 9.15 – 9.35	English Spellings- Common exception words.	K	Maths	LUNCH BREAK 12-1pm	Mastery Art & D&T Mechanisms	Music Animals Call and response	Story

Accelerated Reader, Weekly Readers and

Curriculum Map

St George and St Teresa Catholic Primary School
 "We live it, love it and learn it"
 Year Two
 Curriculum Map
 2021-2025

	Autumn		Spring		Summer	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Catholic Schools' Pupil Profile	Curious and active	Intentional and prophetic	Grateful and Generous	Assertive and Discerning	Compassionate and Loving	Faith-filled and Hopeful
Catholic Social Teaching	Family and Community	Dignity of the Human Person	Stewardship of God's Creation		Dignity of Work	Solidarity and the Common Good
RE – Learning and Growing as the People of God	Unit A OLD TESTAMENT: STORIES & PRAYERS Unit B SHARING IN THE LIFE OF JESUS	Unit C ADVENT Unit D CHRISTMAS	Unit E Parables and miracles Unit F Special celebrations	Unit G LEAF Unit H HOLY WEEK Unit I EASTER	Unit J PENTECOST	Unit K OUR CHURCH Unit L The Mass
Relationships and Health Education (RHE)	Module 1, Unit 1 Let the children come.		KS1, Module 1, Unit 2	KS1 Module 1, Unit 3	KS1 Module 1 Unit 4 KS1, Module 2, Unit 3	KS1, Module 3, Unit 1 and 2
English - Writing	Theme: Bravery Vs Fear The Bear under the stars – Helen Cooper (information leaflet)	Theme: A twist in the tale The Bear and the Piano – David Litchfield (Narrative)	Theme: Change & Relationship Owl and the Pussycot – Edward Lear (Rhyming Poems)	Theme: Creation & Conservation The Journey Home – Fran Preston-Gannon (Persuasive Letters)	Theme: Fictional Worlds & Fantasy The Dragon Machine – Helen Ward (own version dragon stories)	Theme: The world around us The Great Fire of London – Emma Adams (information Booklet)
English - Reading	Rabbit and Bear – Julian Dough	A Book of Bears Kate Vopos.	Too Small Tara- Stevens	There's a Rangi-Tan in my Bedroom – James Beilick	Eric - Shaun Tan	The Street beneath my feet – Charlotte Galloway
Maths	Place value Addition and subtraction	Addition and subtraction Shape	Money Multiplication and Division	Plants and growth Multiplication and division Length and height	Fractions Time	Statistics Position and direction
Science	Living things and their habitats	Uses of materials	Animals and survival	Plants and growth	Protecting the environment	
Art and Design D and T combined	Mechanisms: Making a moving monster	Craft and Design: Map it Out	Mechanisms: Fairground wheel	Sculpture and 3D: Clay houses	Painting and mixed media: Life in colour	Structures: Baby Bear's chair
Computing	Online Safety What is a Computer?	Algorithms and debugging	Computing and networks 2, Word processing	Scratch Jr	Stop motion	International Space Station
Geography	Kings and Queens		Planet earth Great fire of London		Life in Kenya They made a difference	
Music	Call and Response (Animals)	Instruments (Musical Storytelling)	Ukelele	Structure (Myths and Legends)		Pitch (Musical Me)
Physical Education	PE Fundamentals Games Multi-skills – Ball skills	PE Gymnastics Games Multi-skills – Invasion games	PE Dance Games Multi-skills – Sending & receiving	PE Team Building Games Multi-skills – Net & Wall games	PE Athletics Games Multi-skills – Striking & Fielding	PE Athletics - Sports day Games Target Games Golf - Tri-Golf

This is a useful document to discuss and prepare children for what is going to be taught in school

A copy of this will be on the school web site

Religious Education

RE – Learning and Growing as the People of God	Unit A OLD TESTAMEN T: STORIES & PRAYERS Unit B SHARING IN THE LIFE OF JESUS	Unit C ADVENT Unit D CHRISTMA S	Unit J PENTECOS T Unit K OUR CHURCH	Unit G LENT Unit H HOLY WEEK Unit I EASTER	Unit E Parables and miracles Unit F Special celebration s	Unit L The Mass
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There will be three lessons each week.

English

Take care if sharing spellings over What'sapp as your children will have different spellings.

- Reading – In order to ensure all children make progress, develop fluency, pace and expression they will be expected to read out loud to adults and peers across all subjects.
- Writing - We are using 'letter join' to deliver the teaching of handwriting.
- All children will have a booklet to practice their handwriting. This will help them develop the co-ordination and precision needed to ensure their presentation is the best it can be. Practice this in the books for about 5 minutes a day. (Sharp pencil and good seating position)
- You will receive your child's spelling book each week.
- Spelling- There will be a mixture of spellings for your children to learn at home. We will be choosing spelling from the common exception words and our spelling scheme which will focus on a different sound each week.
- To reach the expected level in KS1 all children are expected to be able to spell most of the common exception words.

“Common exception words are words in which the English Spelling code works in an unusual or uncommon way. They are not words for which phonics ‘doesn’t work’, but they may be exceptions to spelling rules, or words which use a particular combination of letters to represent sound patterns in a rare or unique way.”

These words will be sent home with your child and will be used in spellings.

Year 1 and 2 Common Exception Words						
Year 1			Year 2			
the	they	one	door	gold	plant	clothes
a	be	once	floor	hold	path	busy
do	he	ask	poor	told	bath	people
to	me	friend	because	every	hour	water
today	she	school	find	great	move	again
of	we	put	kind	break	prove	half
said	no	push	mind	steak	improve	money
says	go	pull	behind	pretty	sure	Mr
are	so	full	child	beautiful	sugar	Mrs
were	by	house	children	after	eye	parents
was	my	our	wild	fast	could	Christmas
is	here		climb	last	should	everybody
his	there		most	past	would	even
has	where		only	father	who	
I	love		both	class	whole	
you	come		old	grass	any	
your	some		cold	pass	many	

New scheme for both reading and writing.

English



Suggested Curriculum Map – Year 2

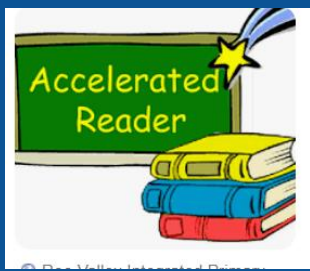
Theme/ Term	Creation & conservation – Autumn 1				A twist in the tale – Autumn 2				
Writing Root/ Spelling Seed Text	The Journey Home Fran Dwyer-Gannon	The Wolves Emily Gravett	Dear Earth Neil Foster	The Goldlocks Project Anthony Browne, Lauren Child & Leigh Hodgkinson	Wolves Emily Gravett	The Spider and the Fly Mary Howitt and Tony DiTerlizi	After the Fall Dan Santat	Cinderella: An Art Deco Fairy Tale Lynn Roberts and David Roberts	Jim and the Beanstalk Raymond Briggs
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	
Outcomes	Persuasive letters Reviews, lists, postcards, wanted posters, information reports, short stories	Environmental campaign List poems, non-chronological reports (articles), chron reports (life-cycles), character descriptions, protest signs	Informative leaflet Future explorations, a set of instructions, poems, travel blogs/ vlogs, persuasive speeches, letters	Factual reports Factual descriptions, advertisements, explanations, poetry	Non-chronological leaflets Captions, information writing, character descriptions and comparisons	Sequel stories Narrative re-writings (including dialogue), thought bubbles, informal letters			
Literary Leaf Text	There's a Kang-Tan in my Bedroom James Sellick	Lost Species Jess French	The Magic and Mystery of Trees Jan Green						
Length	10 sessions, 2 weeks	12 sessions, 2+ weeks	15 sessions, 3 weeks						
Theme/ Term	Bravery vs. fear – Spring 1				Change & relationships – Spring 2				
Writing Root/ Spelling Seed Text	The Bear Under the Stairs Helen Cooper	The Mirrors David Dahl	The Bear and the Piano David Litchfield		The Owl and the Pussycot Edward Lear	Tadpole's Promise Joanne Wilda	Grandad's Camp Harry Woodgate	If I Fell the World Wre... Joseph Coelho	
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks		10 sessions, 2 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	10 sessions, 2 weeks	
Outcomes	Information texts Letters, re-tellings, own version narratives	Own version adventure narratives Danger posters, setting descriptions, character descriptions, information reports, postcards		Own version narratives about bravery Letters of advice, short news reports, writing in role, re-tellings, information posters	Rhyming poems Letters, interviews, lists, instructions	Own version narratives Simple explanations, speech and thought bubbles, setting descriptions, extended explanations	Sequel narratives Labels, memories poems, interviews, photo album captions, postcards	Non-narrative poems Writing in role, diaries, letters of advice, short explanations	
Literary Leaf Text	Rabbit and Bear Julian Gough & Jim Field	The Bears Katie Viggers	Hotel Flamingo Alex M'Way		Too Small Tale Atinuke	Fossilical about Frogs Owen Davy	The Magic Finger Roald Dahl		
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks		12 sessions, 2+ weeks	12 sessions, 2+ weeks	12 sessions, 2+ weeks		
Theme/ Term	Fictional worlds & fantasy – Summer 1				Urban metropolis – Summer 2				
Writing Root/ Spelling Seed Text	Lazy and the Cloud The Fan Brothers	The Dragon Machine Helen Ward	Ocean Meets Sky The Fan Brothers	Tops in Space Mini Gray	Rosie, Revere, Engineer Andrea Beaty	A Walk in London Salvatore Rubbino	The Great Fire of London Emma Adams	Last Stop on Market Street Matt de la Peña	
Length	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	10 sessions, 2 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	
Outcomes	Guidebooks Descriptions, adverts, travel diaries, letters of advice, postcards in role	Own version dragon stories Dragon guides, item character lists of advice, dragon-machine explanations, shopping lists, descriptions, letters	Own version fantasy narrative Setting, character descriptions, labels, diaries, postcards, captions, logs, instructions, dialogue	Own version fantasy narrative Sound poems, diary entries, speech bubbles, news of advice, space log, instructions, fantasy setting descriptions	Explanation text Short re-iterations, adverts, advice letters, character description (school report), invention descriptions	'A Walk in...' tour guide Instructions, persuasive poster writing, description, captions, postcards, diary entry	Information booklets Persuasive poster, learning posters (instructional writing), speech bubbles, letters of advice, certificates	Own version narrative Fairy, simple character descriptions, interview questions, adverts, advice letters	
Literary Leaf Text	Eric Shaun Tan	Cakes in Space Philip Bawa	Ride by Night Walker de la Mare		Ada Twist and the Rainbows Potatoes Andrea Beaty	The Street Beneath my Feet Charlotte Guillain	Last Stop on Market Street Matt de la Peña	Grinwood Nadia Shireen	
Length	12 sessions, 2+ weeks	15 sessions, 3 weeks	10 sessions, 2 weeks		14 sessions, 2+ weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	15 sessions, 3 weeks	

Just some of the skills your children will be learning in the first half term.

Develop positive attitudes towards and stamina for writing by:

- Writing for different purposes –
Consider what they are going to write before beginning by: encapsulating what they want to say, sentence by sentence .
- Make simple additions, revisions and corrections to their own writing by:
 - Evaluating their writing with the teacher and other pupils
 - Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
 - Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

Feeling good about the presentation of your writing.



Reading

- Please ensure your child reads for **at least** 20 minutes per day and regularly discusses the content of their reading with you, including exploring unfamiliar vocabulary.
- Make a note in their home school diary of any comments you wish to share.
- Read and re-read this will help children with fluency, writing and comprehension. (Children will be assessed at the end of each term and at the end of ks1 will be assessed against the national curriculum KS expectations.)
- We are thrilled with the progress children are making with the accelerated reading scheme.
- Children are expected to become independent and responsible for sitting their quizzes and choosing their books.

Accelerated reader is children driven. Teacher-guided.

- Accelerated Reader puts children in the driver's seat. We guide children, while engaging quizzes and activities help hone reading skills with authentic practice—encouraging growth.

It's not a race, reading is a pleasure and we hope to instil a love of reading for your children.



THE MILLION WORD GAP

New research shows the different numbers of words kids will have heard by age 5 based on how often parents read to them:

Never read to: **4,662** words

1-2 times per week: **63,570** words

3-5 times per week: **169,520** words

Daily: **296,660** words

Five books a day: **1,483,300** words

speechblubs.com



There is no app to
replace your lap

READ TO YOUR CHILDREN

Exposure to this
vocabulary makes
all the difference to
your children's
writing!

Strategies to help at home

- We don't just want our children to be able to read. We want to foster a love of reading and books.
- Research shows that children being read to regularly by their parents has a positive impact for their achievement later in life.
- Children can access the school library but also encourage the use of public libraries.
- Consider book sharing or swapping with friends
- Less confident readers
- Use audio books
- Child and adult read a page each
- Adult reads and child takes over when they feel confident.

Parent guide to Read Write Inc. Phonics - Oxford Owl

[phonics pure sounds video - Oxford Owl](#)

[phonics pure sounds video - Oxford Owl](#)

www.oxfordowl.co.uk

Parent guide to Read Write Inc. Phonics - Oxford Owl



[Parent guide to Read Write Inc. Phonics - Oxford Owl](#)

Read Write Inc. – A guide for parents . Welcome to the Read Write Inc. page on Oxford Owl for Home. Read Write Inc. is a popular phonics scheme. Like all phonics schemes, it teaches children the sounds in English, the letters that represent them, and how to form the letters when writing.

home.oxfordowl.co.uk

KS1 English

Working towards the expected standard

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*
- read many common exception words.*

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences.

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-appropriate¹ 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 words²
- 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

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.

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				Number Addition and subtraction					Geometry Shape		
Spring	Measurement Money	Number Multiplication and division					Measurement Length and height		Measurement Mass, capacity and temperature			
Summer	Number Fractions			Measurement Time			Statistics		Geometry Position and direction		Consolidation	

Maths

Working towards the expected standard

The pupil can:

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources¹ to support them
- add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g. $23 + 5$; $46 + 20$; $16 - 5$; $88 - 30$)
- recall at least four of the six² number bonds for 10 and reason about associated facts (e.g. $6 + 4 = 10$, therefore $4 + 6 = 10$ and $10 - 6 = 4$)
- count in twos, fives and tens from 0 and use this to solve problems
- know the value of different coins
- name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

¹ For example, base 10 apparatus.

² Key number bonds to 10 are: $0+10$, $1+9$, $2+8$, $3+7$, $4+6$, $5+5$.

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 $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{8}$, $\frac{1}{10}$, 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.

* The scale can be in the form of a number line or a practical measuring situation.

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).

* The scale can be in the form of a number line or a practical measuring situation.

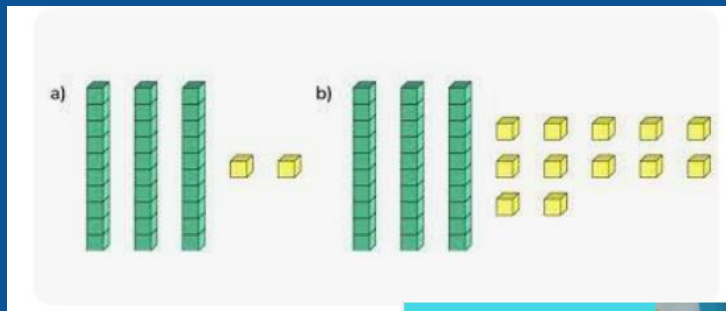
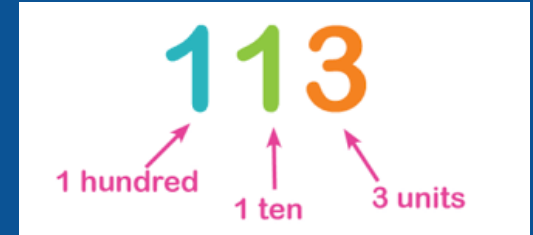


Maths

- How can you help?
- We will begin Autumn term with Place Value

Concrete – Pictorial – Abstract

Research shows that all children, when introduced to a new concept, should have the opportunity to build competency.



COLUMN ADDITION WITH BASE TEN DIENES

Tens	Ones
2	3
4	5
6	8



Mastery approach

Reasoning and problem solving



Start with a Rekenrek in the ready position.



Ask children to make a number on the Rekenrek and to tell you its bond to 20

Ask them to write the fact family for this number bond.

Get children to work in pairs to find bonds to 20

Encourage them to work systematically to find all the number bonds and to write the fact family for each.

Ask children if any of the number sentences show the same number bond.

Children should notice that, for example, $14 + 6$ and $6 + 14$ are the same number bond.

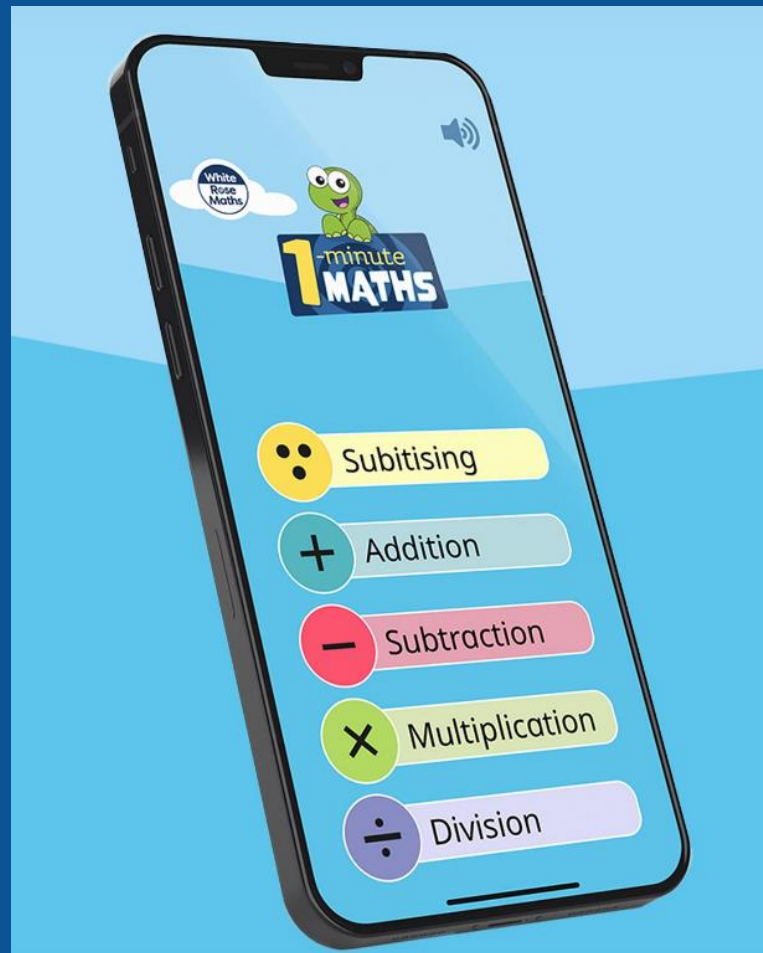
Talk and vocabulary are vital if the children are to succeed in Maths. They must show that they can reason and use pictorial or concrete materials to explain their thinking.

PROVE IT!

Problem of the day BBC

<https://www.bbc.co.uk/bitesize/articles/zfpfp4j>

White Rose app



Equipment

- Home School Diaries – please keep in a poly-pocket that school will provide.
- Reading book
- We encourage children to have their own small see through pencil case with their own sharpener, pencil crayons, glue stick and short ruler.
- Art/D&T apron or an old shirt to protect uniform

Uniform

Summer (Autumn 1, Summer 1 and 2)	Winter (Autumn 2, Spring 1 and 2)
Trousers – grey (not charcoal), straight-legged trousers/shorts	Trousers – grey (not charcoal), straight-legged trousers/shorts
Dress – blue checked	Skirt/Pinafore – grey (not charcoal)
Socks – grey or white Tights - grey	Socks – grey Tights - grey
Polo shirt – pale blue	Shirt/Blouse – blue shirt
	School tie
Cardigan / V neck jumper – royal blue	Cardigan / V neck jumper – royal blue
Shoes – black, practical, unbranded. Not trainers.	Shoes – black, practical, unbranded. Not trainers.

P.E./Games Kit

- School hoodie (PE/Games and trips only)
- Gold school t-shirt
- Dark blue/Navy shorts (unbranded)
- White socks
- Unbranded tracksuit (navy or black) bottoms. (Optional for cold weather).
- Plain black or white trainers (Outdoor), Pumps (Indoor) – pumps can be left in school.

PE kits should be worn on the day they will be having their PE/Games lessons.

Label Belongings

This sign simply reminds parents of the importance of labelling all their child's belongings.

Attention Parents
Please remember
to label all
your child's
belongings.

*This belongs to:
Sally Smith*

Snacks

We are a nut-free school.



- Water only for drinking – in a bottle with a sealable top that they know how to use.
- KS1 children will be given a fruit snack at playtime
- Milk is available. Please enquire at the office if you wish your child to have milk.

Homework

- Children should read or be read to every night.
- Spellings will be given every week with an associated test the following week.
- Retrieval homework based on previous or future learning will be given fortnightly on Fridays to support learning being embedded. This will be knowledge and skills based. Feedback will be given to children and efforts will be rewarded.

Online Safety

Part of
Computing
Curriculum

Sessions
for
parents/
carers



Know how to deal with bullies

Sadly there are people online who enjoy picking on other users. If you ever feel like you're being bullied online – by anyone, not just someone from school – talk to a trusted adult about it. Together, you can discuss possible steps, such as blocking or reporting the person who's targeting you.

Manage online relationships wisely

Most people in a relationship chat to their partner online. Just be mindful that once you send a pic or message (even if it's private), you no longer control who else might see it. Messaging someone you've never actually met – and who might not be who they say – is definitely best avoided.

React well to inappropriate content

When you're researching something online, there's always a chance of finding content that makes you feel uncomfortable or upset. If this happens, you can report it as inappropriate and (hopefully) get it taken down. Tell a trusted adult what happened: they'll help you decide what to do next.

Report offensive in-game chat

If you game online with your mates, you'll know things can get competitive and heated on the in-game chat. Playing against people you don't know (especially if they're older) raises the risk of offensive comments and even threats. Our advice? Find out how to block or mute those bad losers.

Learn to spot fake news

If you're looking into a topic for homework or a project, be careful not to get taken in by fake news: content that's deliberately created to mislead people. Check the story with credible sources, like the BBC or Sky News. Trust your instincts, too – if it seems too unbelievable to be true, it's probably fake.

Keep it 'real' with online friends

Everyone enjoys adding friends and followers on social media. It's important, though, that the people you interact with online really are your friends. If they're just random people you've connected with to increase your contacts, you don't know if they could be trolls or bullies (or worse).



www.nationalonlinesafety.com



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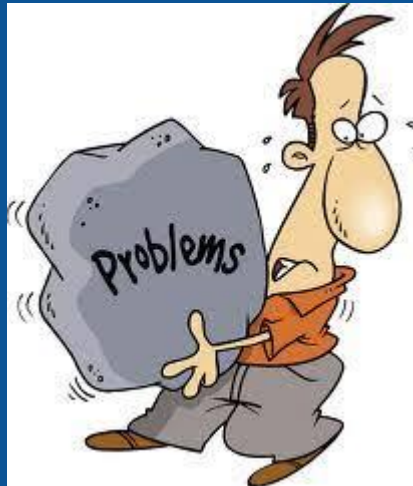


National
Online
Safety®

#WakeUpWednesday

If you have any problems or concerns please contact Mrs Grace or Mrs Hailstone-Li.

We will get back to you as soon as possible.



Time for Questions

