



YEAR 2

**Welcome to Amethyst
and Sapphire Class**

**Together We Sparkle
and Shine**



Meet the Year 2 Team



Mr Law



Mrs Vilelas



Mrs Buckley



Ms Tomes



Mrs Hawkins



Mrs West



Mrs Atkins



Miss Illingworth



Year 2 Topics

Autumn 1: The Great Fire of London

Autumn 2: Journey to the North Pole

Spring 1: Transport

Spring 2: Rainforests

Summer 1: Around the World

Summer 2: Castles



Key questions and facts

When and where did the fire start?	The Fire of London started in a bakery in Pudding Lane on 2nd September 1666.
Why did the fire spread?	It hadn't rained for months so the city was very dry. There was a strong wind. In 1666, lots of people had houses made from wood which is flammable. Houses were built too close together and there was no organised fire brigade.
How did they fight the fire?	They used leather buckets and spouts filled with water, axes, fire-hooks and gunpowder to make fire-breaks.
How did the fire stop?	The fire burned for four days. As the wind died down and changed direction the fire became under control and was finally put out.
What happened after the fire?	13,200 houses were destroyed by the fire and 70,000 people were left homeless. Many left London to live elsewhere and some slept in tents.

The Great Fire of London 1666

Vocabulary and Places

London	The capital city of England.
River Thames	The river that flows through the south of England, including London.
St Paul's Cathedral	A famous Christian church which burnt down during the fire. It was rebuilt using designs by Sir Christopher Wren and still exists today.
Tower of London	Where King Charles II lived in 1666. It did not catch fire because the fire was stopped just before it reached the palace.
bakery	Place that makes bread, cakes etc.
oven	Where food is cooked. Today we use gas or electricity to heat ovens but in 1666 they burnt wood to heat the oven.
embers	Small pieces of glowing coal or wood in a dying fire.
eye-witness	A person who saw an event and can therefore describe it.
diary	A personal record of someone's life.
fire hooks	Cast-iron hooks used to pull houses down.
fire break	When buildings are destroyed to make a gap (break), so the fire can't spread to the next building.
leather bucket	A bucket made from leather.
flammable	When something burns easily.

Key people



Thomas Farriner

An ember from one of Thomas' bakery ovens ignited some nearby freestone. The fire quickly spread around the room and then to nearby buildings.



King Charles II was the King of England in 1666. After the fire, he made a decree that houses must be built further apart and built from stone not timber (wood).



Samuel Pepys: One of the ways we know about the fire is because people like Samuel Pepys wrote about it in their own personal diary.

Timeline

Sunday 2nd September 1666 A fire starts in Thomas Farriner's bakery in Pudding Lane. As news of the fire spreads, people run to escape its path.	Monday 3rd September 1666 Fire-fighters try to tackle the fire but it spreads quickly. People carry their possessions to safety using a horse and cart or boats on the River Thames.	Tuesday 4th September 1666 Houses are pulled down in an attempt to stop the fire spreading. St. Paul's Cathedral is destroyed.	Wednesday 5th September 1666 The fire starts to burn more slowly as the wind dies down.	Thursday 6th September 1666 The fire is finally under control and put out.
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Carrington Infant School

'Together We Sparkle and Shine'



Home School Agreement

Pupil Name

The school is committed to co-operating with individual families and their children to provide the highest quality of education. This education will be based on a partnership of shared values, will be challenging, engaging and will extend achievement from 4-7 years of age. Our aim is to develop confident young people, capable of independent learning, ready and willing to cooperate as responsible and effective members of the community.

Parents / Carers

- Develop a good respectful relationship with the school so we can all work together in the best interests of my child.
- Always communicate with the school in a respectful way.
- Support the school's policies and guidelines for encouraging good behaviour and respect for each other and the school property.
- Make sure that my child comes to school at least 95% of the time so they do not have any gaps in their learning.
- Make sure that my child is on time for school, so they have a good start to the day and do not miss any phonics sessions.
- Let the school know if my child is going to be absent and the reason for the absence.
- Let the school know in advance of any changes to who is picking up my child by 2pm on the relevant day.
- Let the school know about any concerns or problems that might affect my child's work or behaviour.
- Read all letters and communication from the school.
- Attend Parent Consultations, family learning and other discussions about my child's progress so we can work in partnership in developing my child's learning.
- Ensure that my child has breakfast and a healthy packed lunch if they are not having school lunches.
- Ensure that my child always wears the correct school uniform and that it is appropriate for the time of year.
- Keep the school informed of changes to contact details, including telephone numbers and email addresses.

The School

- Provide a balanced, rich curriculum taught by excellent staff.
- Ensure that the learning experience offered is as high quality as it can be.
- Provide excellent care and guidance so that your child feels safe and secure.
- Meet the individual needs of your child so that they can fulfil their potential.
- Treat both you and your child with respect.
- Make the school as accessible as it can be to you, so it is easy for you to engage with us.
- Provide equal opportunities for all so that the children are fully aware of their rights and responsibilities.
- Let you know in a confidential manner if there are any concerns that may affect your child's learning or behaviour.
- Contact you if there are attendance or punctuality issues.
- Provide as much information as we can about your child's progress at Parent Consultation days and in their annual report and by having an open-door policy.
- Keep you as parents informed about the life of the school through weekly newsletters and other forms of communication.
- Deal with any issues promptly.
- Develop the school so it is as good as it can be.

Pupils

- I will do all my class work as well as I can.
- I will always try my best.
- I will be polite, helpful and considerate to everyone within school and outside.
- I will wear the school uniform and be tidy in my appearance.
- Wonder Walk around the school.
- Wonder Play at lunch and playtime.
- Always use kind hands.
- Behave sensibly.

Parent
signed

Pupil
signed

School
signed

Kellie

Date

Phonics Screening Check

Children, who did not pass the PSC in Year 1, will retake it in June 2023. It is a statutory test to assess the children's reading ability.

As part of this, the children will read 40 words to an adult, 20 real and 20 pseudo (made up) words. This is to test the child's ability to decode and blend sounds to assist them in reading.

The children take part in daily phonics lessons at school, however it is crucial that the skills/ sounds they learn during these sessions are applied every time they read, so please encourage them to tell you about their phonics lessons and teach you the sounds they have learnt so far!

Phase 2 Phonemes

s	a	t	p	i	n	m	d	h	b	f	ff	l	ll	ss
g	o	c	k	ck	e	u	r							

Phase 3 Phonemes

j	v	w	x	y	z	zz	qu	oo	oo	ar	or	ur	ow	oi	ear
ch	sh	th	ng	ai	ee	igh	oa	air	ure	er					

Phase 4 Blends and Clusters

st	nd	mp	nt	nk	ft	sk	lt	cr	br	fr	bl	fl	gl	pl	cl	sn	nch	scr	shr
lp	lf	lk	pt	xt	tr	dr	gr	sl	sp	st	tw	sm	pr	sc	sk	thr	str		

Phase 5 Phonemes

ay	ou	ie	ea	oy	ir	ue	ue	a-e	e-e	i-e	o-e	u-e	u-e						
aw	wh	ph	ew	ew	oe	au	ey												

twinkl
visit twinkl.com

Phase 2 to 5 Sounds



Uniform

Please make sure your child has the correct school uniform including plain black shoes (no sandals or open-toed shoes/no heels or trainers).

It is advisable to keep long hair tied back while children are at school because it can obstruct their vision and distract them when they are learning.

Please keep hair accessories to a minimum – e.g. navy blue hair bobble/scrunchie, small hair slide to keep hair out of the eyes.

Ensure that your child has a warm/waterproof winter coat for the cold weather as well as hats, gloves and scarves. Label everything!

Forest School uniform

Children must wear a long-sleeved top and full length trousers/waterproofs.

The Forest school kit can be left in a bag at school and we will send it home when it gets wet and muddy.

Wellies can be left in school – please name them clearly.



PE

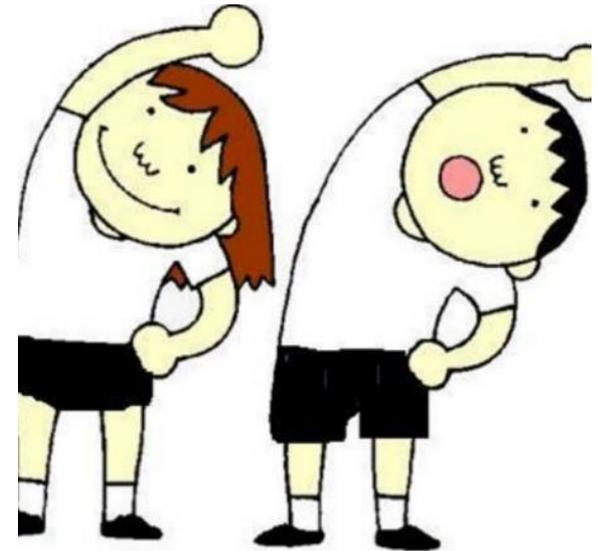
Please ensure that your child arrives at school on their P.E. days wearing the correct P.E. kit.

PE Days – Tuesdays and
Fridays SAPHIRE CLASS

Tuesdays and Wednesdays
AMEYTHST CLASS

- Blue/white t-shirt, blue shorts and trainers
- When it is cold, black or blue jogging bottoms and the school cardigan or jumper.

No earrings are allowed to be worn during any P.E. lessons. Please send your child in without earrings on P.E. days.





Home Learning

Home learning will consist of:

Reading – to an adult for 10 minutes a day
Colour banded book / LW online book.

Mathematics – 5-10 minutes a day
Using Mathletics and Numbots

Learning Challenges

Handwriting – Please encourage your children to write about exciting days, or their own stories. Share these on Dojo!

English



Daily lessons

High expectations for writing - quality over quantity

We have high quality texts for children to explore each half term. Looking at really getting to understand why authors write books in certain ways and attempt to use these skills in their own writing.



Reading

At Carrington we encourage the children to read as often as possible. We read to the children regularly and give the children regular opportunities to read independently. Children enjoy this. It is important that you listen to and read to your child as often as possible. It has such a positive effect.

Please record all reading your child completes in the Monkey Book.

They can change their colour banded books as they read them to encourage as much reading as possible.

We do Little Wandle's reading sessions 3 times a week, looking at blending practice, prosody (expression), and comprehension.

Comprehension becomes a major focus once children finish the Little Wandles reading phases and move onto purple, gold, white, lime and free readers.



Maths Mastery

Maths Mastery is a belief that all pupils are capable of understanding and doing mathematics, given sufficient time. It keeps the class working together on the same topic, whilst at the same time addressing the need for all pupils to master the curriculum. Challenge is provided through depth rather than acceleration into new content.

White Rose Maths

Forest School



SAPPHIRE - Wednesday
afternoons

AMETHYST - Friday
afternoons





Supporting your child at home

- Regular bedtimes, good routines, breakfast before school.
- Snacks and lunches to be healthy and balanced.
- Restrict screen time, especially late in the evening as it can affect your child's sleep/sleeping patterns.
- Give them opportunities to relax and unwind.
- If you do wish to discuss anything, please arrange an appointment with your child's teacher via the school office.



Behaviour for Learning and Rewards

Zones of Regulation

Dojo Points

Star of the week

School Values

Behave Sensibly



Behaviour for Learning and Rewards



When your child is particularly proud of a piece of work they produce, they can request a selfie. This will be posted on their Dojo profile for them to share with you at home please talk to them about why they are proud of this work.



Breakfast and After School Clubs

- Our Time breakfast club starts at 8am. Children will then be taken to their classes ready for the start of the day.
- After School club runs until 6:00pm.
- If you are interested in Our Time breakfast and After School club, please see the office for more details.



Attendance

- Everyone gets sick and children have a tendency to pick up bugs etc. We are here to work with you to get the best outcomes for your child.
- Please talk to us, as soon as you are experiencing an issue. You can speak to the school office or class teacher.
- We are keen to work with you to ensure that your child is maximising their time here at Carrington Infant School



For pupils to achieve a good standard of academic and social success in school they need to attend school on a regular basis.

Something to think about...

Attendance statistics over a one year period:

98% absence = 4 days off school

95% absence = 10 days off school

90% absence = 4 weeks off school

85% absence = 5.5 weeks off school

80% absence = 7.5 weeks off school

Attendance statistics over a five year period:

85-90% absence = half a year off school

80% absence = 38 weeks off school - this is a whole year!



Excellent attendance at school is important to allow a child or young person to fulfil their potential. Below are just some of the key reasons why it is so important children attend school:

- To learn.
- To have fun
- To make new friends. Miss School - Miss Out
- To experience new opportunities, experiences and adventures in life
- To develop awareness of other cultures, religion and ethnicity
- To achieve and make progress
- To gain qualifications
- To develop new skills
- To build confidence and self-esteem
- To have the best possible start in life



HOW PARENTS CAN HELP

- Establish a good routine in the mornings and evenings so your child is prepared for the school day ahead.
- Make sure your child goes to school regularly and follows the school rules.
- Ensure your child arrives at school on time – not late.
- Arrange dental and medical appointments outside school hours.
- Always inform the school if your child is absent due to illness.
- Take family holidays outside term time.
- Talk to your child about school and take an interest in their school work (including homelearning).
- Attend parent consultations, open afternoons and school events.
- Praise and reward your child's achievements at school (academic and social).
- Always support school staff in their efforts to work with challenging behaviour.
- Discuss any concerns or difficulties with the school – staff are there to help and will be supportive.



Collecting Children

- Year 2 children will be dismissed from their classrooms.
- Adults collecting children from Sapphire class need to wait by the wooden fence.
- Adults collecting children from Amethyst class need to queue at the small metal gate.
- Always let us know if someone else is collecting your child or if there are any other changes to collection arrangements. We won't release them unless we know this. Everyone who collects your child must give us your password.



Please no
pencil cases

