



# Oakley Infant School

Welcome to the Year Two

Information Presentation

# Meet the Team

Miss Fawcett



Mrs Moss



Miss Fretwell



Miss Wheeler



Mrs Crawford



Mrs Watkins



Mrs Machray



Strive, thrive and achieve together



# We are a rights respecting community



We have 7 'focus' rights we share and explore with the children

<p>UN Convention on the Rights of the Child</p>  <p><b>12</b> I have the right to be listened to, and taken seriously</p>	<p>UN Convention on the Rights of the Child</p>  <p><b>9</b> I have a right to live with a family who cares for me</p>	<p>UN Convention on the Rights of the Child</p>  <p><b>24</b> I have the right to good quality health care, to clean water and good food</p>	<p>UN Convention on the Rights of the Child</p>  <p><b>28</b> I have the right to an education</p>	<p>UN Convention on the Rights of the Child</p>  <p><b>31</b> I have a right to relax and play</p>	<p>UN Convention on the Rights of the Child</p>  <p><b>17</b> I have the right to get information in lots of ways, so long as it's safe</p>	<p>UN Convention on the Rights of the Child</p>  <p><b>27</b> I have the right to have a proper house, food and clothing</p>
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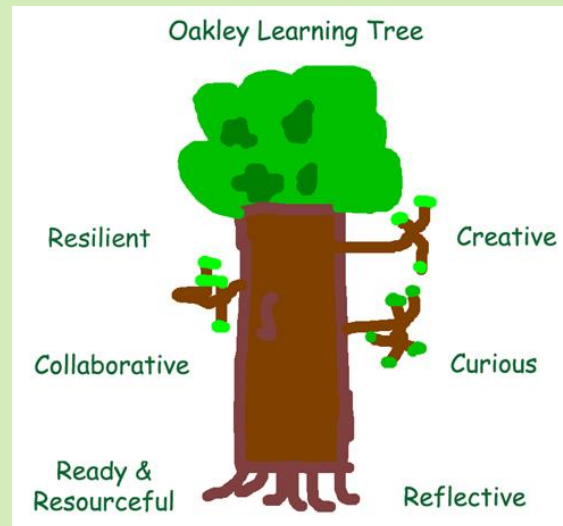
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# Oakley Infant School values

We are a rights respecting school and we follow the golden rules.



We have 6 learning values:



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# Expectations

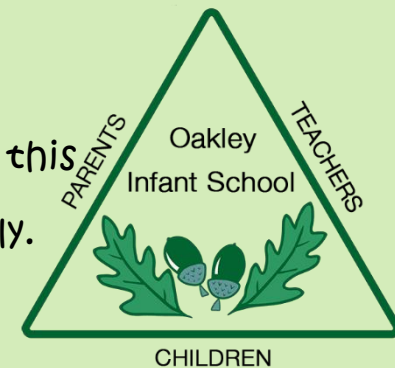
## Year 2 responsibilities



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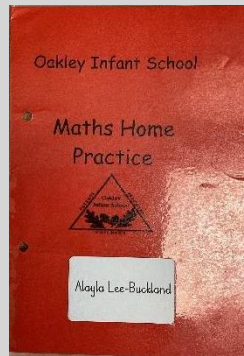
# Expectations

- We encourage the children to be independent.
- Please make sure they have a named water bottle, sun hat or coat each day.
- Their book bags should contain any books or folders from school. Library books will be changed on a Monday.
- They need an indoor and outdoor PE kit, including trainers. Please check plimsolls/trainers fit each half term and that all clothes are named.
- Earrings must be removed before PE lessons. Please make sure this is done before school if your child cannot do this independently.



# Weekly Routines

Monday	Tuesday	Wednesday	Friday
<ul style="list-style-type: none"> <li>Library</li> <li>PE</li> <li>Maths quiz</li> <li>Talking homework and Grammar overview sent home</li> </ul>	<ul style="list-style-type: none"> <li>Maths homework sent home</li> </ul>	<ul style="list-style-type: none"> <li>PE</li> </ul>	<ul style="list-style-type: none"> <li>Year Two's Got Talent!</li> <li>Spelling test &amp; new spellings sent home</li> <li>Celebration assembly</li> </ul>



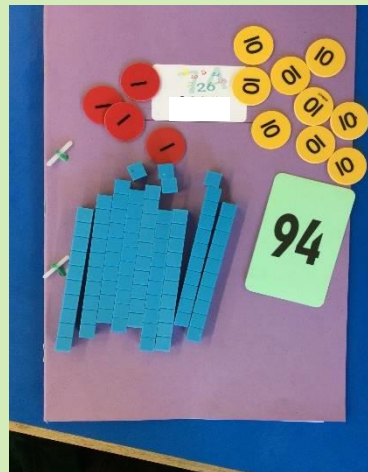
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Oakley School in 1915. Headmaster's house on the right.



# The Curriculum



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# Our Topics in Year Two

Autumn 1      Oakley Under  
Investigation

Autumn 2      Fire! Fire!

Spring 1 Up, up and away!


Spring 2 The adventures of  
Flat Stanley.

Summer 1      That sinking feeling!


Summer 2      Where in the World?

**Year 2 – Geography Autumn 1  
Oakley Under Investigation**

- Oakley is located in Hampshire, England.
- England is part of the United Kingdom and Europe.
- **Physical Features** are natural features such as rivers, lakes, woods.
- **Human Features** have been made by human activity such as houses, villages, the school, playground.
- **North, South, East and West** are compass points and can be used to locate places.
- **Features on a map** are represented by symbols in a key.




Map



Aerial view

Key vocabulary	
Word	Definition
Key	Explains the meanings of symbols.
Symbol	A mark or picture that shows what something is on a map.
Compass	An instrument to show the directions north, south, east and west.
Country	An area of a country.
Country	A country is a land controlled by a single government.
Continent	A large continuous piece of land, often involving lots of countries. There are seven continents of the world.

Oakley Infant School

About Us   Key Information   News and Events   Parents   Children

School Voice  
Class Pages  
Home Learning

Year 2

Home > Children > Class Pages > Year 2

**Welcome to Year 2!**

Here you will find information about Willow and Hazel classes and be able to see all the exciting things we have been doing. Please visit our page often to keep up to date with what we have been doing.

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# English



# English: Phonics



By the end of Year 1 most children will have completed the phonics programme and Phonic screening check.

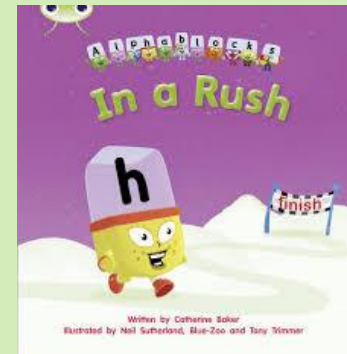
Additional support

Spelling shed



Each week your child will take home a minimum of 2 independent reading books. There will also be online games and books (up to orange band) to enjoy on Bug Club.

# English: Reading



## Book bands



At this time of the year, the expectation is that the children will be reading at orange band or above.

By the end of Year 2, the expectation is that children will be reading at gold band or above.

Your child will read at least twice per week at school during Guided Reading. If they are not yet meeting the expected level then they will be given additional support and read more frequently.

# Enjoy reading with your child



**Before and during reading**

**1 Say the sounds**

h b f f f  
l l s s

**2 Blend the sounds**

Say the sounds, then the word.

t - u - b . tub  
h - o - p - s . hops  
f - i - ll . fill  
m - e - ss . mess

**3 Read the tricky words**

I into

Point out the tricky bit of the word (e.g. the 'v' in 'into' sounds like) and then blend the rest.

**Meet the Alphablocks**

We are the Alphablocks. We each have our own special sound. When we get together, word magic happens! When we make a word, we say our sounds in fun and then blend them together.

**Talk together**

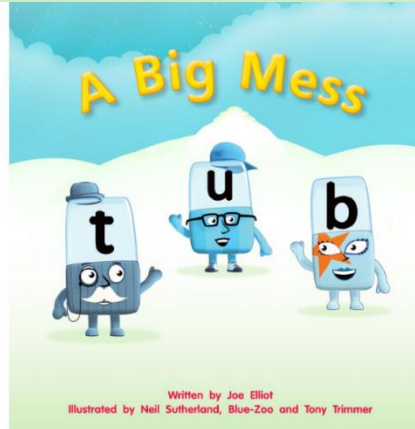
Ask the children to read the title and look at the cover picture. What kind of mess do they think the story will be about? Ask if they have ever made a mess at both home and then blend them together.

**Vocabulary check**

On page 3, check that the children realise that 'tub' is another word for 'bath'.

**While you read**

- Listen to the children reading the book. Ask them to say the sounds and blend them in order to read words they do not recognise.
- On page 5, what do the children think is going to happen next? Turn the page to see if they were right!
- On pages 6-7 encourage the children to read the text and speech bubbles with lots of expression.
- On pages 6-7, ask the children to find D. Which character is he looking at? If D. What do the children think he is going to do?



The expectation is that your child will read **AT LEAST** four times per week at home. This should be recorded in their reading diary.

# Writing

Dear \_\_\_\_\_

My name is \_\_\_\_\_ and I am 7 years. I also enjoy writing and reading. I love to get comfy in my soft bed and read poetry books. I also like country dancing and my club's are street dance on Thursday, aerobics on Wednesday, swimming on Tuesday and cricket on Friday. My favourite colour is lime green because it's really bright and bold.

When do you sleep?

Well, I guess going out with my mates in the evening and at night is better, that's why we have such big eyes. Animals like me, that sleep during the day are called nocturnal, maybe you knew that already, also it's much more comfortable.


## Writing

Children explore different genres of writing using appropriate vocabulary, grammar and punctuation.

- Demarcate sentences using: capital letters .  
? ! ,
- Use present and past tense correctly.
- Extend sentences using a variety of conjunctions (and, but, because, if, when).
- Use suffixes correctly, e.g. gently, beautiful, whispering.

# Spelling


## Common exception words



28 Track the date in the calendar

### Grammar overview

This term we will be focusing on the following words and grammar. Please practise these at home.



**Bug Club**

Please continue to read the books that have been allocated to your child as this will support their understanding of grammar and phonics.

Grammar focus for Spring 2 Week 3	Common exception words to learn this week
<p>This week we have been learning about homophones. Homophones are words that sound the same but do not look the same.</p> <p>No/ know                      New/ knew                      Not/ knot                      Knight/ night                      Hour/ our                      Their/ they're/ there                      Wear/ where</p> <p>Play this game at home!</p> <p><a href="https://www.abcya.com/games/pancake_panic_homophones">https://www.abcya.com/games/pancake_panic_homophones</a></p>	<p>would could should</p> <p>door floor poor</p> <p>fast last past</p>
<p>Signed: _____</p>	

This will explain what we are learning in school and explain how you can support at home.

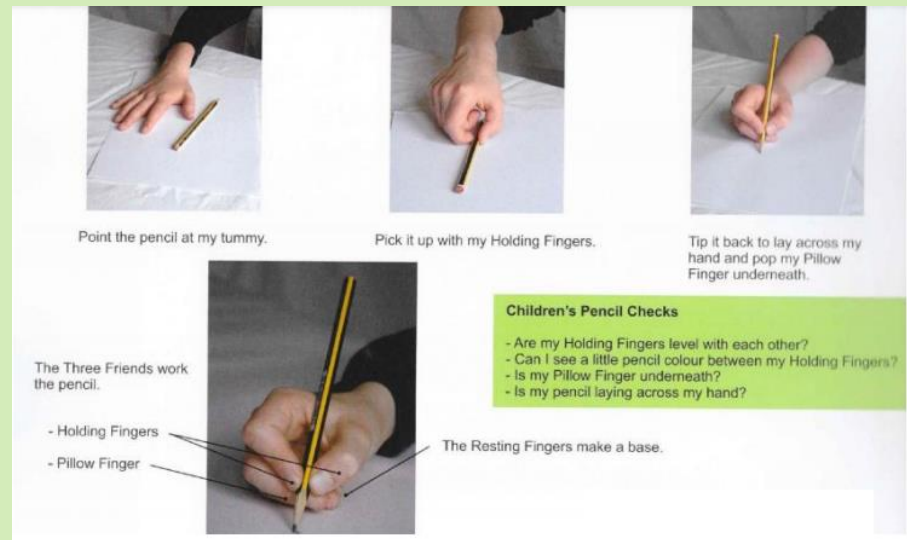
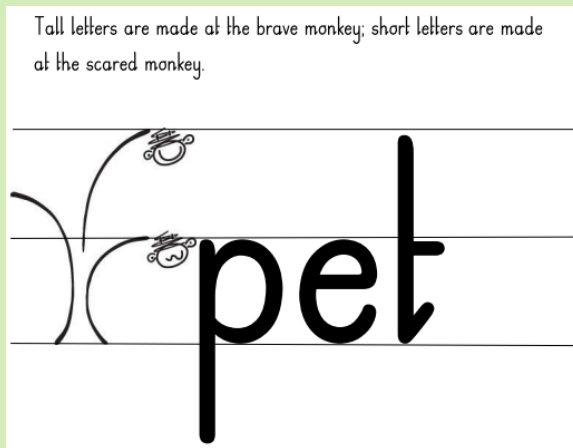


- These spellings must be learnt every week and will be tested on Friday. They will be repeated every half term.



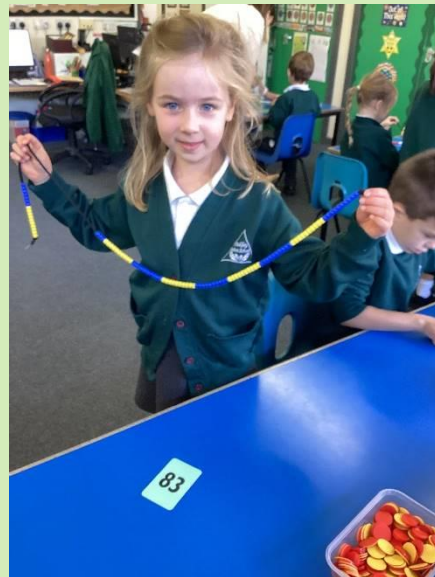
# Kinetic Letters

In Kinetic Letters, all the letters and numbers are formed by one of two monkeys, a brave one (Bounce) who goes to the top branch of the tree, and a scared one (Skip) who goes to the lower branch.



After Christmas we will be learning how to join our letters together.

# Maths



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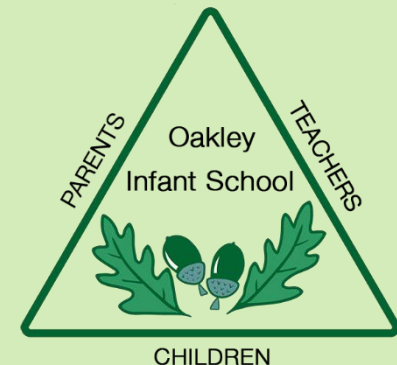
# Maths Mastery

- Number, calculation, shape and measure
- Whole class teaching
- Broken into small steps
- Chilli challenges:

For example: What digits could go in the boxes?

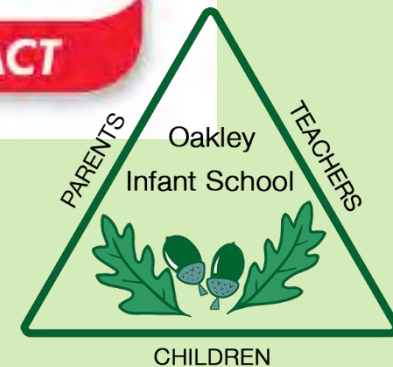
$$\underline{\quad}2 + \underline{\quad}5 = 67$$

- Additional Support.
- MyMaths



# Concrete, Pictorial & Abstract

- Concrete (using equipment) allows discovery.
- Pictorial (drawing) allows conceptual understanding.
- Abstract allows a shorter and more efficient way to represent numerical ideas using symbols.



# E-Safety



- Requirement of the curriculum.
- We have been teaching the children to use the 'Digital Citizens' when using a device. For example, 'Arms' helps us to remember to balance our time online and we teach children to 'listen to your Gut' if you feel worried or uncomfortable about something you see online.
- We reinforce the message of 'tell a safe adult if something is worrying you'.



# SEND



Mrs Miller  
SENCO

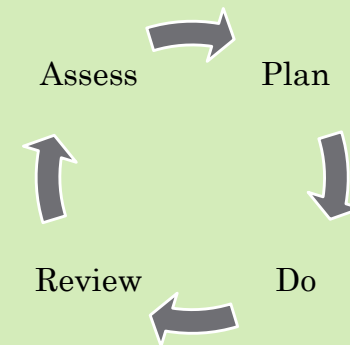


- We follow a plan, do and review cycle to obtain the best outcomes for children.

- Work closely with outside agencies.

- If your child has an Education, Health and Care Plan (EHCP) we will work in collaboration to best provide the provision in the plan and review your child's progress.

<i>Speech and Language</i>	<i>Educational Psychology</i>
<i>Occupational and Physio Therapy Services</i>	<i>CAMHs</i>
<i>Specialist Advisory Teachers</i>	<i>School Nursing Team</i>
<i>Primary Behaviour Service</i>	<i>Portage</i>
<i>Outreach Schools such as Maple Ridge</i>	



- The school website details the SEND information report and links to websites with useful information for parents.

**Important Information**


Please click the links below to read the school's SEND Information report and policy.

- [SEND Policy 2023.pdf](#)
- [SEN Information Report 2023.pdf](#)
- [Local Offer](#)

**Parent Advice**

- [Parent Advice](#)  
Important SEND advice, support and information in Hampshire - SENDIASS
- [Place2Be](#)  
Practical parenting advice
- [Wellatschool](#)  
Advice for supporting children with mental health and medical needs
- [Bernardo's - Hampshire Healthy Families](#)

If your child is receiving support they will have a learning support plan. This will detail targets and review their progress. Your child's class teacher will share this with you.

My Learning Support Plan						
Name		Class		Targets Agreed By:		
Things I want to get better at:						
Things I am good at:						
Date	My targets 	What do I need to do? 	By when 	Who's going to help me and when? 	How did I get on? 	Shared with parent 

- Please let us know about any relevant information to support your child e.g. whether a referral has been made or they have an appointment. This also includes any relevant family or prior history.
- Please make sure your child has regular eye and hearing tests as this is often the first thing that outside agencies ask e.g. speech and language.
- If you need support with completing paper work for referrals please do not hesitate to contact me.
- **Any concerns – please speak to us.**
- You can email the office or speak directly to class teachers or Mrs Miller as SENCO.



# Other

- Pupil Premium
- Term time absence
- Website and communications
- Breakfast and After School Club
- PSA- Kathy Gare
- Friends- AGM- 9 October

# School Development Priorities

## Attendance- a Government priority

- Only at school for 39 weeks
- Monitor attendance closely- drop below 95%, repeated illness and lateness
- Arbor App
- 97%- 5 days off across a school year
- 95%- 10 days off across a school year
- 90%- 20 whole days across a school year (persistent absentee)
- Lates- 15mins late each day = over 10 days off school

# Other

- Pupil Premium
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- Friends- AGM- 9 October

If you have any worries or questions  
please talk to us in person or email the  
office.

