



# Oakley Infant School

Welcome to the Year One  
Information Presentation

# Meet the team

Mrs Barrett



Mrs Robson



Mrs Wiles



Mrs Crawford



Miss Milne



Mrs Green



Strive, thrive and achieve together

# We are a rights respecting community

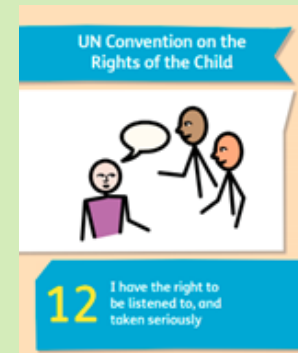


Strive, thrive and achieve together

# Our fundamental rights

- We model and use the language of rights.
- We have 7 'focus' rights we share and explore with the children

- The right to a family
- The right to clean water
- The right to nutritious food
- The right to a home
- The right to an education
- The right to play
- The right to reliable information from the media





WE'VE ALL GOT RIGHTS!

The UN Convention on the Rights of  
the Child (UNCRC)

[https://www.youtube.com/watch?v=y\\_2nA49p3yw](https://www.youtube.com/watch?v=y_2nA49p3yw)

# Oakley Infant School Golden Rules

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

- We are gentle
- We listen
- We look after property
- We are kind and helpful
- We are honest
- We work hard



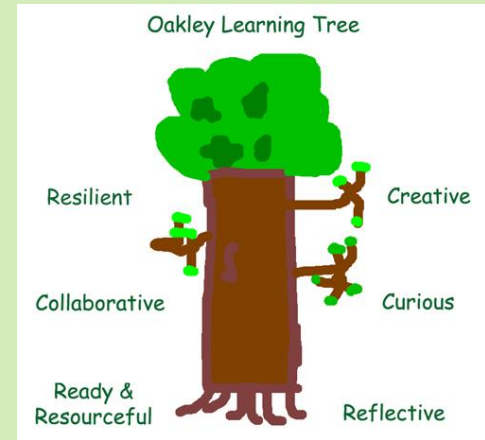
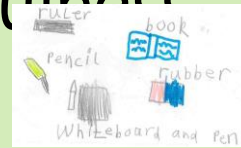
Golden Time on a Friday afternoon is a privilege for those children who keep the golden rules.



Strive, thrive and achieve together

# Our Learning Values

- Resilience
- Ready and Resourcefulness
- Reflection
- Collaboration
- Curiosity
- Creativity



Strive, thrive and achieve together

# Expectations in Year 1



# Expectations



\*We encourage the children to be independent  
deliver simple messages to the adults.

\*

Please make sure they have a water bottle and a coat each  
day.

\* Be able to

for PE independently

\* Be able to do up th

independently.

\* Book bags should contain an



from school and Reading Diaries. Phonics folder and Talking  
homework books will be needed on Mondays.



# PE

- Year 1 PE days are Tuesday and Thursday.
- Children need a PE kit– indoor and outdoor, including trainers. Please check that footwear fits when your child brings their kit home at the end of each half term.
- Please make sure everything is named.
- Earrings must be removed at home if your child is unable to take them out independently.



# Library

- Sycamore and Maple library day is on Tuesday.
- Please ensure the library book is in the book bag on Tuesday.

# Expectations – Book Bag

- Book Bags need to be in school each day.
- They should contain:
  - Independent Reading Book
  - Library book
  - Reading diary
  - Talk homework book



# The Curriculum



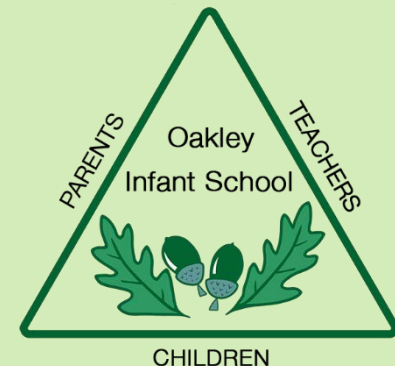
# The curriculum

- Challenging
- Focus on key skills and concepts
- Move from 'best fit' to achieving ALL objectives
- Creative and relevant
- Developing skills further: grammar, scientific language, computing, mathematical reasoning.



# “Age Related Expectations”

- In order to achieve “ARE” by the end of the year, children have to be competent within all areas of Reading, Writing and Maths, not just most of them.
- Home practice has impact as well as school practice.



# Topic Overview



Strive, thrive and achieve together

## Autumn 1- Settling In



Stop, Look and Listen

## Autumn 2 – Our Toy Story Christmas

## Spring 1 – Once Upon a Time



Spring 2 – Bow and Curtsey!

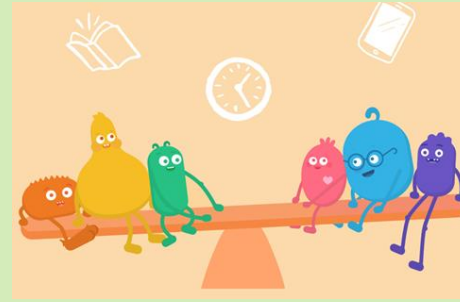
## Summer 1 – Wish you were here!



## Summer 2 – Food Glorious Food Shiver Me Timbers



# E-Safety



- Requirement of the curriculum
- We have been teaching the children not to put their personal details online without checking with a grown up first and to use the 'digital citizens' when going online for example, 'arms' helps us to remember to balance our time online.

# Maths Teaching for Mastery



# Maths Mastery - *Pace not race!*

- \* Number - Place Value
  - Addition and Subtraction
- \* Geometry - Shape
- \* Measurement - Length and height
  - Mass and Volume

\* Deepen learning with the ability to build on learning and make connections.

- \* Whole Class teaching
- \* Broken into small steps
- \* Chilli challenges and support



# 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.
- Stem sentences - \_\_\_ more than \_\_\_ is \_\_\_\_.



# English



Strive, thrive and achieve together

# English: Phonics



Phonics is central to your child's early reading and writing.

It teaches discrete sounds, which are then put together to form words e.g. r-ai-n.

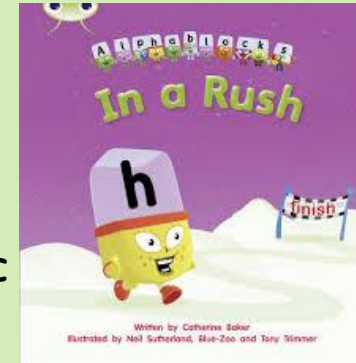
Your child will work in a class with other children with a similar phonics knowledge.

Your child will be allocated a Bug Club E-book to practice the week's learning at home. Follow the guidance on the front and click on the 'bugs' to answer comprehension questions.

# Reading with your child

Your child will read at least twice per week at school during Guided Reading.

They will bring independent reading books home at least twice per week.



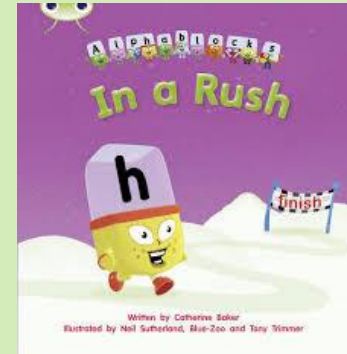
The expectation is that your child will read **AT LEAST** four times per week at home. This should be recorded in their reading diary.

Take the time to talk about what your child is reading.

- Look at the focus sounds in the front cover.
- Make sure that they have understood what they have read.
- What are their feelings about it?



# English: Reading



VIPRS (vocabulary, inference, prediction, retrieval and sequencing)



Book bands



By the end of Year 1, the expectation is that children will be reading at orange band or above.

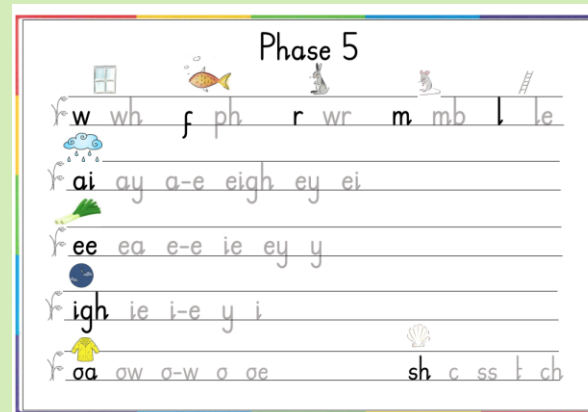
# Phonics Check

- 40 words to read- real and nonsense
- Emphasis on blending using phonemes
- Assessment in June 2024.



# English Writing

- Sentence Construction – capital letters and full stops!
- Read and spell Year 1 common exception words
- Encourage your child to be creative at home and praise their work.
- Sound mats can be helpful in supporting your child.



# English: Kinetic letters

Handwriting focuses on four main threads

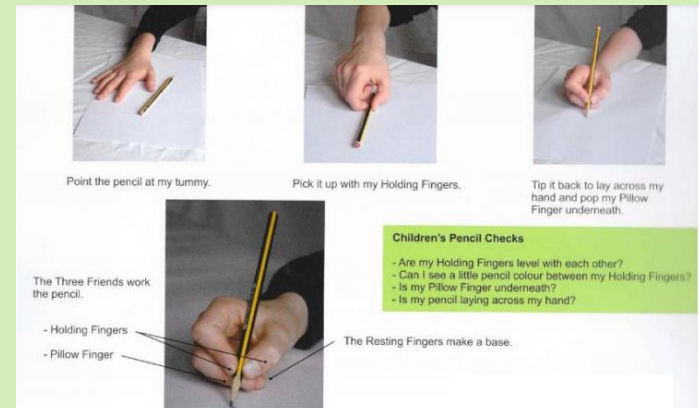
- Making bodies stronger

Use the Animal Positions to help your child build the physical strength for writing

Build strength with floor/chair push-ups, pull-ups on monkey bars, the plank

Develop dexterity and manipulation using knives & forks, scissors, playdough, plasticine

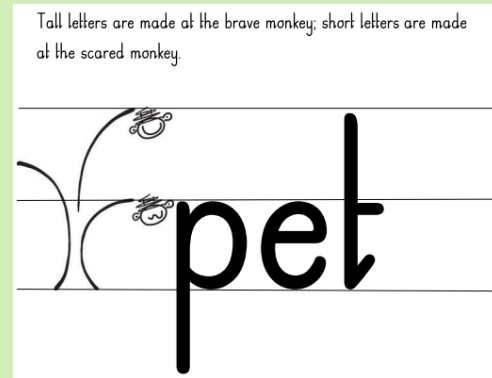
- Holding the pencil



- Learning the letters

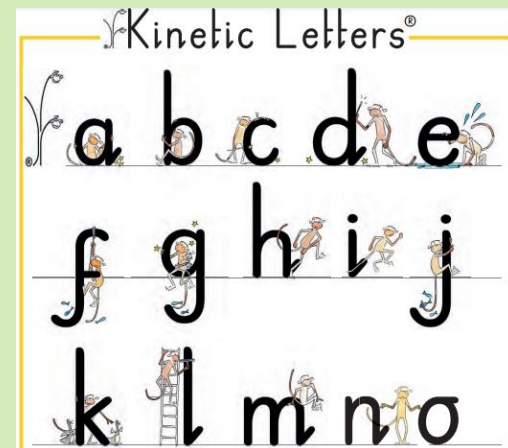
The movements to form the letters begin with whole body movements and progress through writing on whiteboards and finally writing on paper.

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.



- Flow and fluency

Letter movements are minimized to help a fast writing style to develop. There are no lead-in strokes.



# What will be sent home?

- Independent reading books
- Knowledge organisers contain key information and vocabulary for every topic (through newsletters)
- Phonic overviews include common exception words that will be tested at the end of every half term. The expectation is that your child will be able to read and write all of them by the end of Year 1. The full set can be found at the front of the reading diary.

• Knowledge organisers  
and topic grids

**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.
Continents	A large continuous piece of land, often involving bits of countries. There are seven continents of the world.



• Phonic overviews

**Grammar overview**

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

Please continue to read the Bug Club books/play the games that have been allocated to your child as this will support their learning.

Grammar focus for term 5 week 1

**bug suffix**  
(double the consonant when there is a short vowel followed by a consonant)  
skip - skipping  
run - running  
walk - walking

**Proper nouns need a capital letter**  
Proper nouns (the specific name of a person, place or thing):  
Thomas  
Oakley  
Tesco

Not proper nouns:  
child  
village  
shop

**Common exception words for this term**

old
cold
told
every
everybody
even
beautiful
because
path
bath
plant
could
would
should

• CEW Spellings

Test on 13<sup>th</sup> October

Focus: th

thin	
this	
that	
with	
path	
bath	

# SEND



Miss Saunders  
SENCo

 <p><b>3</b> Adults must do what's best for me</p>	 <p><b>23</b> If I have a disability, I have the right to special care and education</p>	 <p><b>28</b> I have the right to an education</p>	 <p><b>29</b> I have the right to an education which develops my personality, respect for others' rights and the environment</p>
--------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

- We are **inclusive** and as a **Rights Respecting School** believe every child has the right to be safe and happy in school.
- 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.
- The school website details the SEN 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](#)  
Impartial 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](#)

<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>	

Strive, thrive and achieve together

If your child is receiving support they will have a learning support plan. This will detail SMART 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.
- 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 Miss Saunders as SENCO.

# Other

- Pupil Premium
- Term time absence
- Website and communications
- After School Clubs
- PSA- Kathy Gare
- Friends- AGM- 27 September at 7pm in Room 2

# Talk to us!



Mrs Barrett



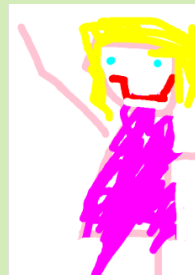
Miss Milne



Mrs Hutchings



Mrs Robson



Mrs Green

**Be involved**