



# Oakley Infant School

Welcome to the Year One  
Information Presentation

# Meet the team

Mrs Barrett



Mrs Robson



Miss Wheeler



Miss Milne



Mrs Green



Strive, thrive and achieve together

# We are a rights respecting community



UN Convention on the Rights of the Child

<18



1 Everyone under 18 has these rights

UN Convention on the Rights of the Child



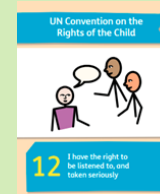
2 All children have these rights

# Rights Respecting Education

- We are a Rights Respecting school and we put the Convention on the Rights of the child at the heart of the school's culture and ethos to improve well-being and develop every child's talents and abilities to their fullest potential.
- A rights-respecting school is a community where children's rights are learned, taught, practised, respected, protected and promoted.
- Young people and the school community learn about children's rights by putting them into practice every day and it is evident in the relationships between all members of our school's community.
- Happy and safe children are better learners.
- Children have the right to have their say and our 'Pupil voice' ambassadors support decision making in school.



# 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!



What are child rights?

[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



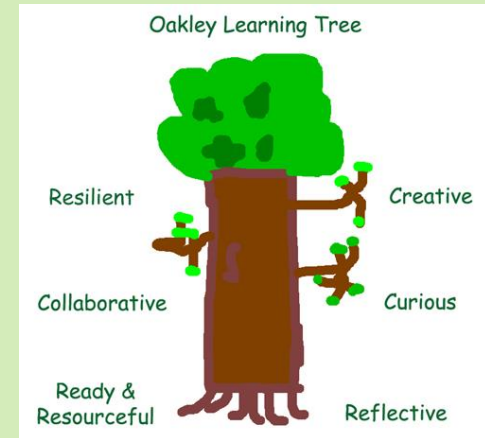
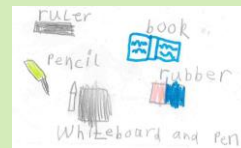
Golden Time on a Friday afternoon is a privilege for those children who keep the golden rules.



Strive, thrive and achieve together

# 6 key values of learning

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



Strive, thrive and achieve together

# Expectations in Year 1



# Expectations

- Year 1 children are expected to be able to:

- Deliver simple messages to the teacher.
- Do up their coat.
- Look after their own belongings.
- Change for PE independently.
- Please make sure they have a water bottle and coat each day.



# PE



- Year 1 PE days are Tuesday and Thursday.
- Children need a PE kit in all week – indoor and outdoor.
- Earrings must be removed at home if your child is unable to take them out independently.
- Please make sure everything is named and that plimsolls fit.



# 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



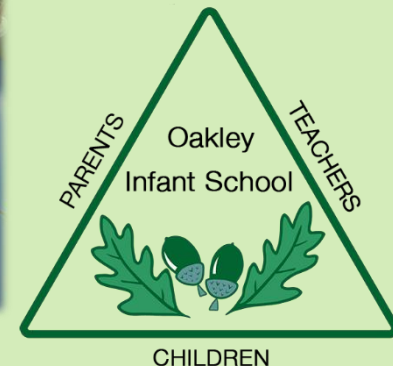
# The curriculum

- 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



## 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!

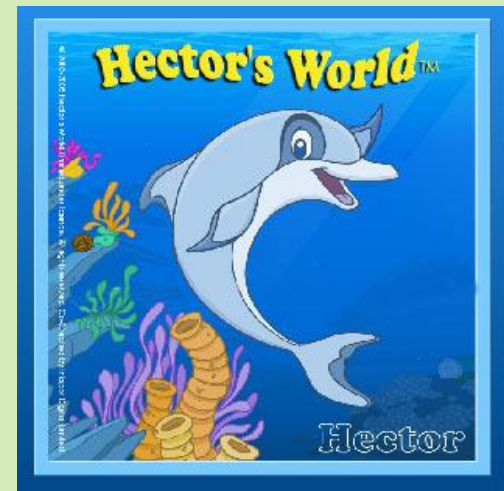


## Summer 2 – Food Glorious Food Shiver Me Timbers



# 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.



# Maths

# Teaching for Mastery



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# Maths Mastery

Mastery aims to provide...

- Deep and sustainable learning.
- Ability to build on something.
- Ability to reason about a concept and make connections to other concepts.

# What does this look like in Oakley?

- Pace not race!
- Small steps
- The whole class works together using practical equipment
- STEM sentences –  
\_\_\_ more than \_\_\_ is \_\_\_



# Concrete-Pictorial-Abstract

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



# Challenge provided by going deeper not accelerating!

- Challenge is provided by providing higher order thinking activities, designed to deepen the children's understanding and expose structure of the mathematics taught.
- For example:

Sam says *'thirteen has three tens  
and one ones.'*

Is Sam correct? Why/ why not?



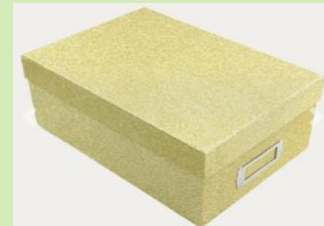
# English



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# Speaking and listening

- Vocabulary
  - Never assume
  - Variety – develop a wide and descriptive vocabulary
  - Enjoy words
- Play acts and tells stories
- Follows multi-step instructions
- Can name several attributes of an object
- Irregular past tense
- How and where questions



# 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 whole class with every child being introduced to the new sounds at the same time.

Each week your child will take home a minimum of 2 independent reading books as well as an e-book, matched to their phonic awareness.

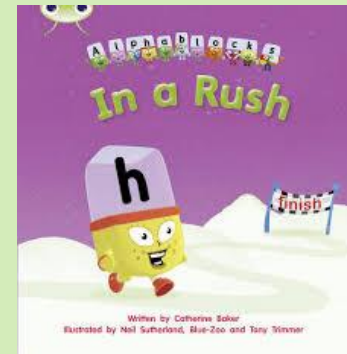
# English: Reading

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

All books are matched to your child's phonic ability and so provide an opportunity to practise the specific sounds and words that your child needs to progress.

Comprehension skills will be developed through the use of VIPERS (Vocabulary, inference, prediction, retrieval and summary), which is taught through Guided Reading sessions and within our English learning journeys.

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



# Reading with your child

Your child will bring independent reading books home at least twice per week, and be set e-books on Bug club based on their phonic awareness.

Find somewhere to snuggle up with a book, away from distractions.

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

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

**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 'o' in 'into' sounds /oo/) 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 turn 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 bath time. What happened?

**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 O. Which character is he looking at? (F) What do the children think he is going to do?

**A Big Mess**

Written by Joe Elliot  
Illustrated by Neil Sutherland, Blue-Zoo and Tony Trimmer

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

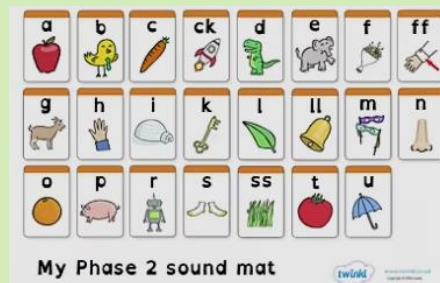
# Phonics Check

- 40 words to read- real and nonsense
- Emphasis on blending using phonemes
- Assessment in June 2023.



# English Writing

- Sentence Construction – Capital letters and full stops!
- Year 1 common exception words
- Encourage your child by being enthused about what they have written.
- Sound mats can be helpful in supporting your child – this is not cheating!



# English: Kinetic letters

Handwriting focuses on four main threads

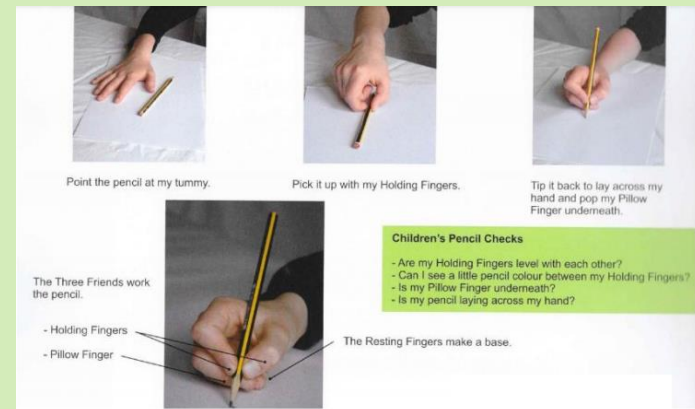
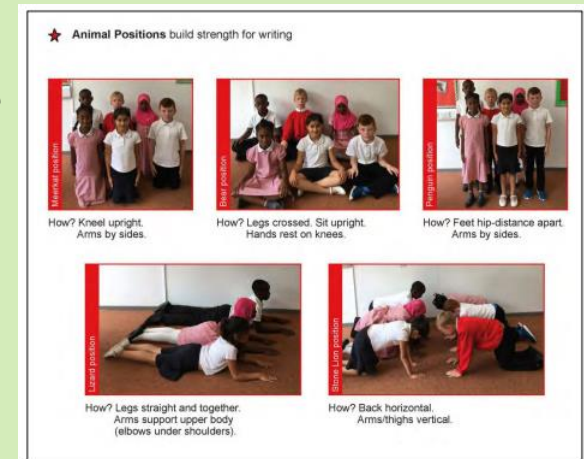
- Making bodies stronger

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



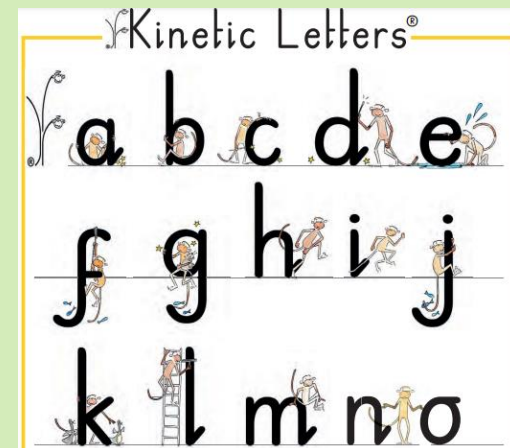
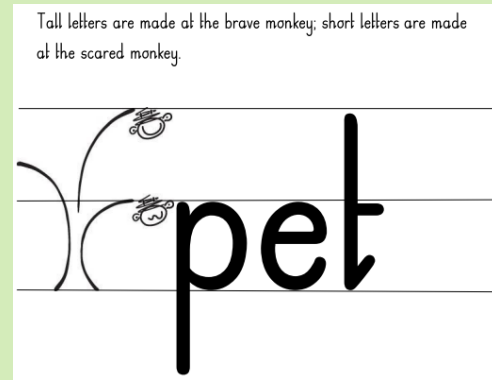
- Learning the letters

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 will be sent home twice per week. The expectation is to read 4 times per week with an adult.
- Talking homework goes home on a Monday.


• Knowledge organisers and topic grids

• Phonic/ grammar overviews


• CEW Spellings

**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

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.
County	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.



**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	Common exception words for this term
<p><b>-ing suffix</b> (double the consonant when there is a short vowel followed by a consonant)</p> <p>skip - skipping run - running walk - walking</p>	<p>old cold told</p> <p>every everybody even</p>
<p><b>Proper nouns need a capital letter</b> Proper nouns (the specific name of a person, place or thing):</p> <p>Thomas Oakley Tesco</p>	<p>beautiful because</p> <p>path bath plant</p>
<p>Not proper nouns:</p> <p>child village shop</p>	<p>could would should</p>

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

Focus: th

thin	
this	
that	
with	
path	
bath	

# How you can help

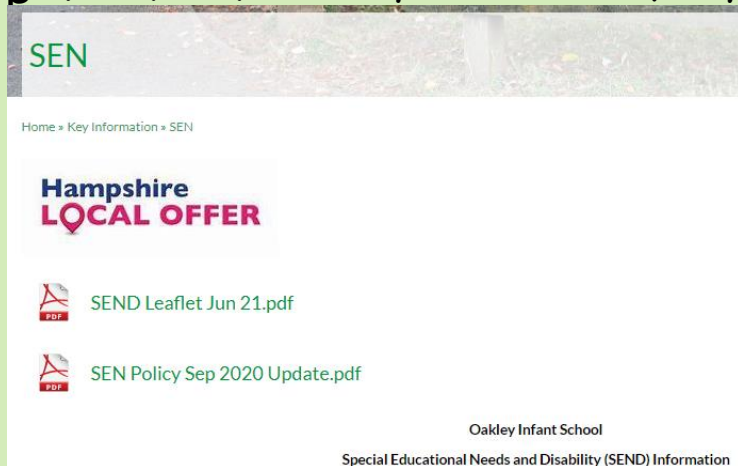
- Independent books
- E-books
- Handwriting
- Talking Homework
- MyMaths and maths Challenges
- 'Ask me about' stickers and posters
- Encourage and praise effort
- Common exception words







SEND

# SEND

- We are an **inclusive** school.
- We follow a **plan, do and review cycle** to best support children.
- Work closely with outside agencies e.g. **SALT, OT and Physiotherapy**.
- 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.
- Please make sure your child has regular eye and hearing tests.
- **School website** – provides key information



If your child is receiving SEN support they will have a learning support plan. This will detail SMART targets and 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 

- Any concerns – please speak to us.
- You can email the office or speak directly to Mrs Knight.



Mrs Knight  
SENCO

# Other

- Pupil Premium
- Term time absence
- Website and communications
- PSA
- Friends

# Talk to us!



Mrs Barrett



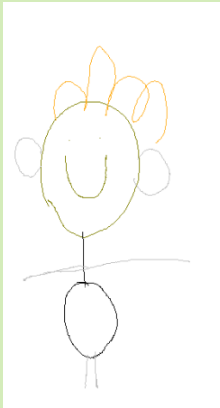
Mrs Robson



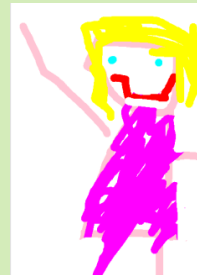
Miss Milne



Mrs Hutchings



Miss Wheeler



Mrs Green



Mrs Spearman

**Be involved**