



Oakley Infant School

Welcome to the Year Two

Information Presentation

Meet the Team

Miss Fawcett



Mrs Moss



Mrs Noot



Mrs Wiles



We are a rights respecting community



Strive, thrive and achieve together

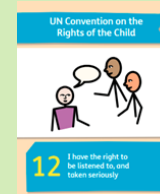
Rights Respecting Education

- 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.



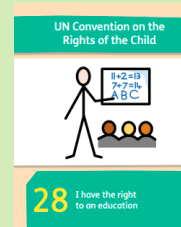
Strive, thrive and achieve together.

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!



What are child rights?

<https://www.youtube.com/watch?v=V1B>

[FLitBKCO](#)

The UN Convention on the Rights of the Child

https://www.youtube.com/watch?v=y_2n

[A49p3yw](#)

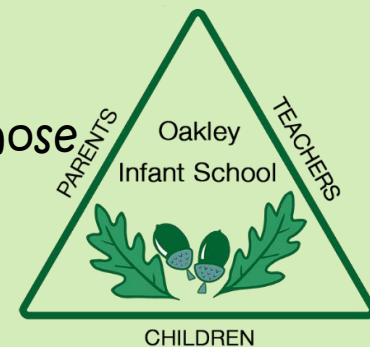
Oakley Infant School Golden Rules

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



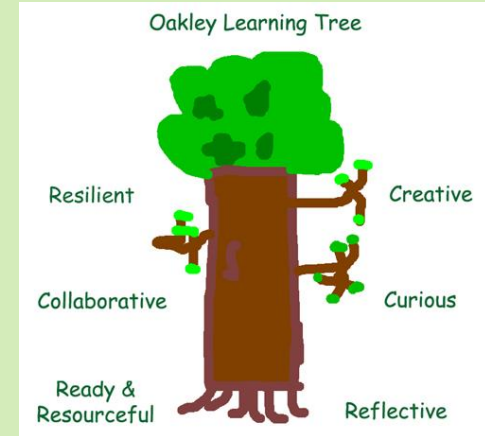
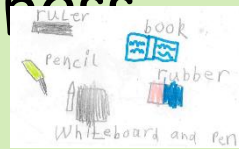
Golden Time on a Friday afternoon is a privilege for those children who keep the golden rules.



Strive, thrive and achieve together.

6 key skills of learning

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



Strive, thrive and achieve together.

Expectations

Year 2 responsibilities

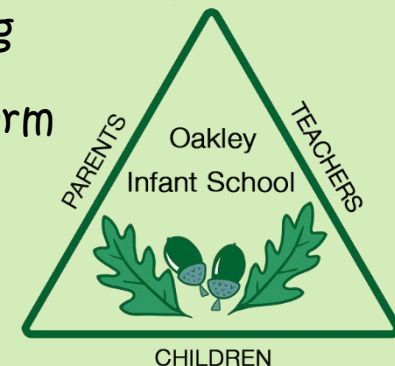


Strive, thrive and achieve together

Expectations

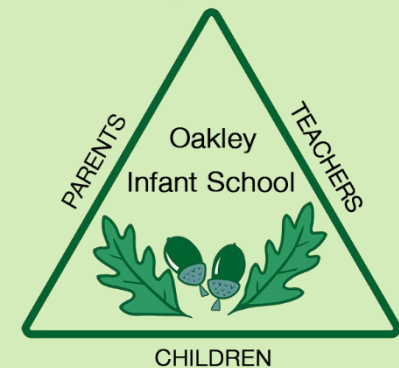


- We encourage the children to be independent.
- Please make sure they have a water bottle, a sun hat or a coat each day.
- Their book bags should contain any books from school and Reading Diaries. Their Grammar Folder and Maths folder will be needed Mondays
- They also need an indoor and outdoor, PE kit, including trainers. Please check plimsolls/trainers fit each half term and that all clothes are named.



Weekly Routines

- Library – Mondays
- PE – Mondays and Wednesdays
- Year Two's Got Talent! – Fridays
- Maths quiz – Mondays
- Talking homework - Mondays





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



The Curriculum



Strive, thrive and achieve together.

Our Topics in Year Two

Autumn 1 Oakley Under Investigation

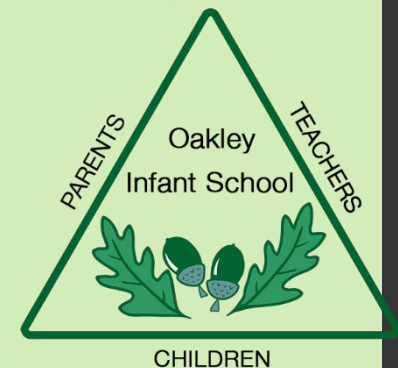
Autumn 2 Fire! Fire!

Spring 1 Up, up and away!

Spring 2 The adventures of Flat Stanley.

Summer 1 That sinking feeling!

Summer 2 Where in the World is Kloof?



E-Safety

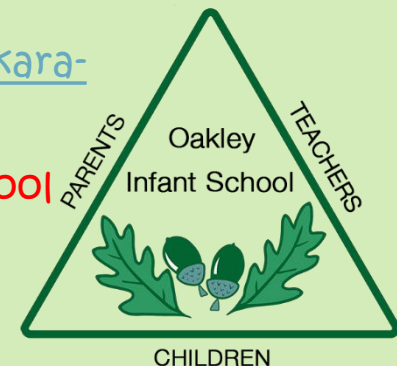
Requirement of the curriculum

- **S**afe – keep your personal information safe
- **M**eeting – don't meet people from the internet
- **A**ccepting – don't accept emails from unknown people
- **R**eliable – double check information that you find on the internet
- **T**ell – always tell an adult if you see something that makes you feel uncomfortable.

<http://www.childnet.com/resources/the-adventures-of-kara-winston-and-the-smart-crew>

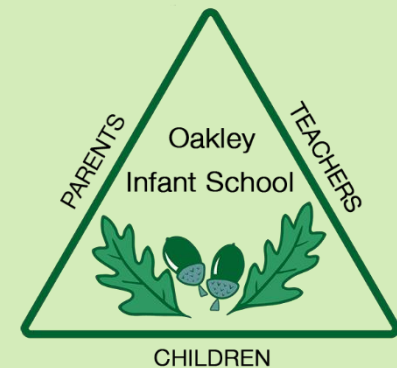
Information for parents on
website

the school



Maths Mastery

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



Concrete, Pictorial & Abstract

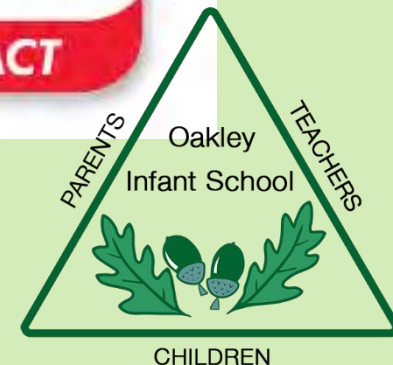
- Concrete (using equipment) allows discovery.
- Pictorial (drawing) allows conceptual understanding.
- Abstract allows a shorter and more efficient way to represent numerical ideas using symbols.



CONCRETE

PICTORIAL

ABSTRACT



English



English: Phonics



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

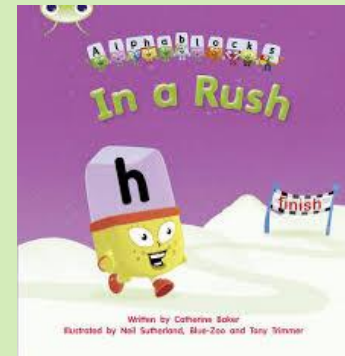
No nonsense spelling

Additional support

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 and fluency.

English: Reading

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



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



Book bands



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

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 (up to orange band).

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 'o' in 'into' sounds /oo/) and then blend the rest.

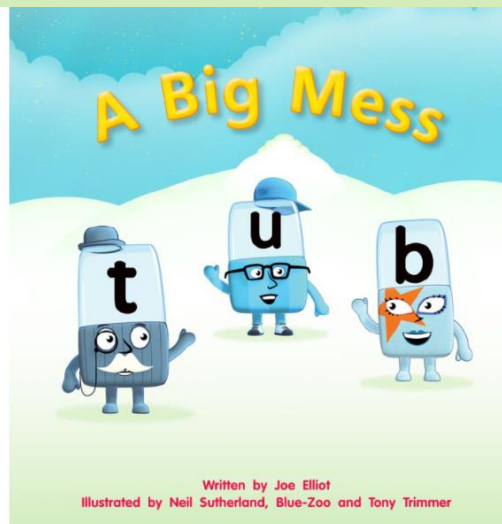
Meet the Alphablocks
We are the Alphablocks. We each have our own special sound. When we get together, word magic happens! When we make a word, we say our sounds in turn and then blend them together.

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 3, 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?



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

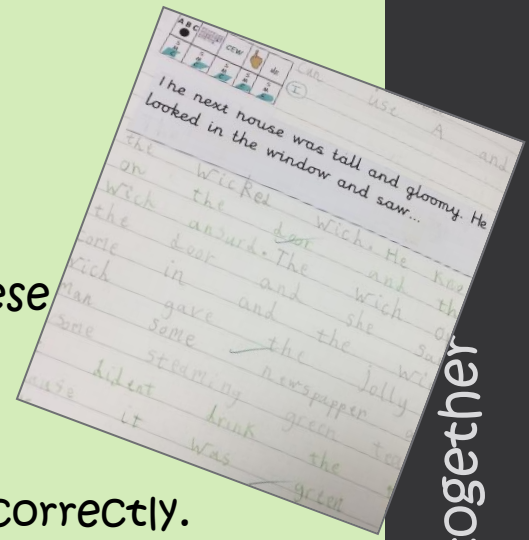
- **Spelling** – spell most common words correctly, words like ‘people’ and ‘could’.

these

- Use phonic knowledge to spell unfamiliar words, spelling many correctly.
- Use suffixes correctly, e.g. gently, beautiful, whispering.

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.



Strive, thrive and achieve together

English: Kinetic letters

Handwriting focuses on four main threads

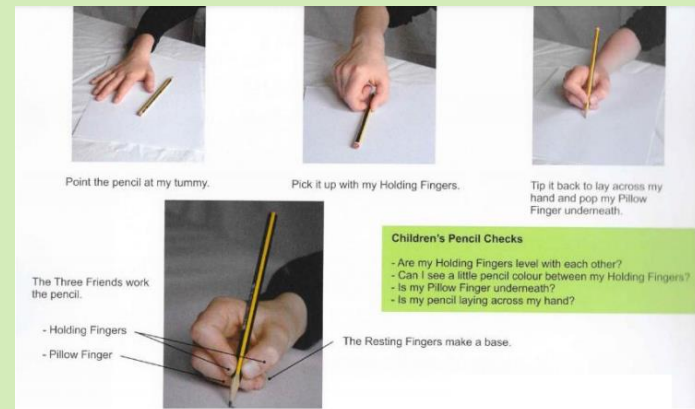
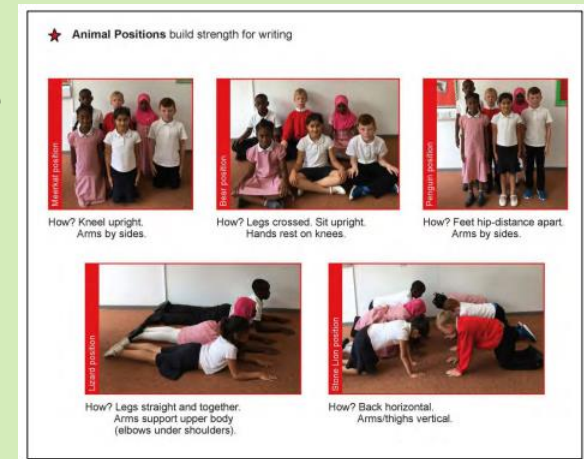
- Making bodies stronger

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



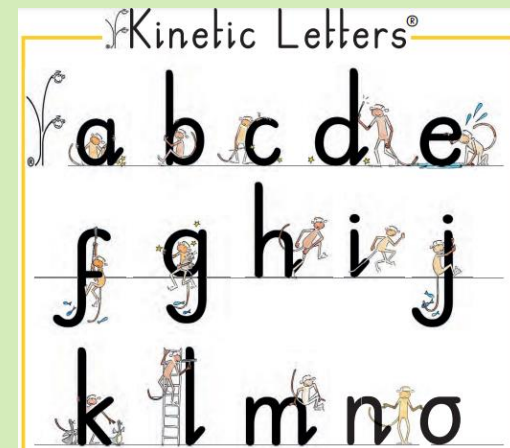
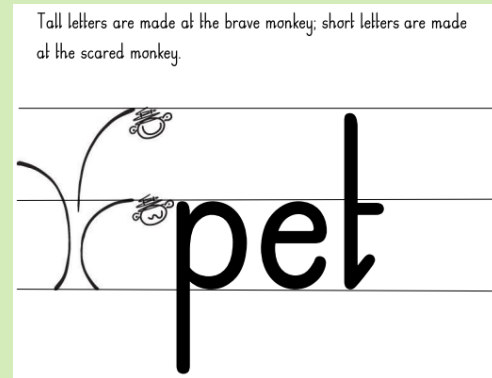
- Learning the letters

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.
- Knowledge organisers contain key information and vocabulary for every topic.
- Grammar overviews include common exception words that will be tested at the end of every half term. The expectation is that your child will read and write all of them by the end of the year. The full set can be found in the front of the reading diary.
- 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

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



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
ing suffix (double the consonant when there is a short vowel followed by a consonant) skip - skipping run - running walk - walking	old cold told every everybody even
Proper nouns need a capital letter Proper nouns (the specific name of a person, place or thing): Thomas Oakley Tesco	beautiful because path bath plant
Not proper nouns:	could

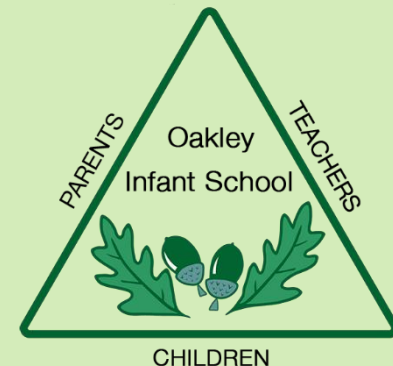
Test on 13th October

Focus: th

thin	
this	
that	
with	
path	
bath	

“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.
- SATs assessments in Summer 1 inform our assessment of your child.



SEND



Miss Saunders
SENCo

Mrs Knight

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

SEN

Home » Key Information » SEN



Hampshire
LOCAL OFFER

 [SEND Leaflet Jun 21.pdf](#)

 [SEN Policy Sep 2020 Update.pdf](#)

Oakley Infant School
Special Educational Needs and Disability (SEND) 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 Miss Saunders.



Miss Saunders
SENCo

Whilst Miss Saunders is on maternity leave,
Mrs Knight can be contacted.

Other

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

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

