



Welcome to

Oakdale Primary School

2019-20

Curriculum:



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Pride in Place	Superheroes	Fables and Tales	Nocturnal Animals	Gardener's World	The Seaside

Please see the website for copies of documents that relate to the year group

- Year group overview
- Common Exception Words
- KS1: Phonics phases
- Suggested book lists

Morning Routine KS1



- Doors open 8.35am
- Children to be in class and settled by 8.45
- Gates locked at 8.50. Register is taken at this time
- Children arriving after this time need to sign in at the office

Playtime/Lunchtime



- We are a healthy school and promote healthy eating
- Healthy snack (free fruit for Key Stage One) These need to be taken into the classroom to be kept in the child's tray. The children are not permitted to access their lunchboxes for snacks.
- No chocolate, crisps or nuts.
- Water in a clear, **named** bottle



Medical



If possible, medicines should be taken outside school hours (e.g. three times a day is manageable outside school times)

Medicines must be:

- Prescribed
- In-date
- Provided in the original container
- Labelled by the pharmacist, and include instructions for administration, dosage and storage.
- Taken to the school office and a form completed.

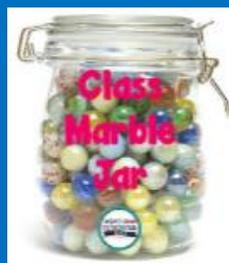
Parents are responsible for collecting medicine at the end of the school day from the office.

Rewards and sanctions



Four Tier Classroom system

All classes will agree their class rules. In addition to this a class display will be used to move children up/down according to their choices.



Aspire		Respect	
Challenge		Collaborate	

Letter home at the end of term for exemplary behaviour

SANCTION ESCALATION: GUIDANCE TO BE USED IN CONJUNCTION WITH BEHAVIOUR AND ANTI-BULLYING POLICY

Sparkly behaviours: ☆☆☆ Exceptional behaviour and demonstrating school values	Process: ☆☆☆ On sparkly three times a week automatic golden ticket prize. ☆☆☆
Green light behaviours: Following expectation of rules and good behaviour	Process and Potential Sanction: Potential to move to sparkly with continued good behaviour
Green light behaviours: One example of disruptive behaviour Disrespecting adults or other children Ignoring warnings Unsafe behaviour	Process and Potential Sanction: Issue warning Explain Give time for reflection/apology
Amber light behaviours: Ongoing disruptive behaviour Aggression towards other children Deliberate defiance of an adult Deliberate damage to property Inappropriate behaviour affecting another child's learning/wellbeing – repeated/ongoing	Process and Sanction: Investigate and record incident (lunchtime incident-record on slips, pass to relevant staff and file centrally) Inform Phase Leader or Deputy Miss playtime/lunchtime If incidents occur in class, child to be removed from activity, preferably in same room. Children may be sent to another class on some occasions. Miss collective 'treat' Call to parents if necessary – e.g. fighting Instigate behaviour plan
Red light behaviours: Repeated amber light behaviours with behaviour plan or support strategies Unprovoked violence Repeated incidents of fighting	Process and Sanction: Record incident; record witness views Visit to Headteacher Internal or external exclusion for a fixed period

Homework



Reading Record Book

Read five times a week.

Complete comments in diaries regularly.

Reading records will be checked.

Book changing

There is a set day for your child's group and they will bring home a fiction and non-fiction book each time. They should keep these for at least a week to encourage building fluency.

Homework

Handed out on Fridays and returned every Wednesday. Homework will alternate between and English and maths to support basic skills including KIRF for maths. We track returned homework and the expectation is that all pupils complete the tasks set. These will be basic skills based and/or directly linked to the teaching that week.

PE



All children will be expected to change for PE and will require an indoor and outdoor PE kit. Kits need to be kept in a drawstring bag as storage space is limited.

Our PE days are: Wednesday and Thursday.

Expectation is that children bring kit on these days.

Internet Safety



- Be aware of the access that your children have to the internet ensuring that you have security settings on.
- Talk to your children about keeping safe online.
- More information, including how to set security settings is available on the NSPCC website or click on the link on the Oakdale website.
- If you have concerns involving e-safety please inform the school.

Assessment



We use three main forms of assessment: in-school teacher knowledge (tracking outcomes to key objectives), tests, and national standardised test assessment.

Pupils are only deemed 'at the expected standard' if they have a secure understanding of all the year group key objectives. The standard expectation is high (65% of pupils achieved the expected standard in 2018 at the end of KS1 in R,W,M)

During the spring term our weekly homework will be examples of SATs style questions for reading, maths and grammar. We will also focus on spelling year 2 common exception words.



Statutory assessments - KS1 SATs

The tests are a tool for teachers to help them measure your child's performance and identify their needs as they move into key stage 2. They also allow teachers to see how your child is performing against national expected standards.

The tests can be taken any time during May and they are not strictly timed. Pupils may not even know they are taking them as these will be incorporated into everyday classroom activities.

English reading:

- Short text and questions

- Long text with separate questions

Mathematics:

- Arithmetic

- Mathematical reasoning

English grammar, punctuation and spelling (optional test)

We will use the results from these tests, along with the work your child has done throughout the year, to reach judgements about how your child is progressing at the end of key stage 1.

These teacher assessment judgements will be reported to you in their school report.



Reading

The Reading Test consists of two separate papers:

Paper 1 – Contains a selection of texts totalling between 400 and 700 words with questions about the text.

Paper 2 – Contains a reading booklet of a selection of passages totalling 800 to 1100 words. Children will write their answers to questions about the passage in a separate booklet.

Each paper is worth 50% of the marks and should take approximately 30 minutes to complete, although the children are not being assessed at working at speed so will not be strictly timed.

The texts will cover a range of poetry, fiction and non-fiction.

Questions are designed to assess the comprehension and understanding of a child's reading.

Some questions are multiple choice or selected response, others require short answers and some require an extended response or explanation.

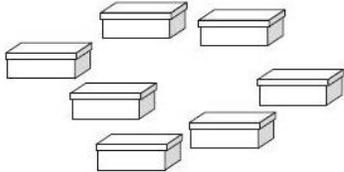


Maths

Children will sit two tests: Paper 1 and Paper 2:

- Paper 1 is for arithmetic, lasting approximately 25 minutes and worth 25 marks. It covers calculation methods for all operations.
- Paper 2 covers problem solving, reasoning and mathematical fluency, lasts for approximately 35 minutes and is worth 35 marks.
- Pupils will still require calculation skills and questions will be varied including multiple choice, matching, true/false, completing a chart or table or drawing a shape. Some questions will also require children to show or explain their working out.

7



Sita puts **2** shoes in each of these boxes.

How many shoes are there altogether?

shoes

8 Complete the table.

words	digits
thirty-eight	38
	40
ninety-four	

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Writing

End of Key Stage 1 Statutory Assessment

Name:

The pupil can, after discussion with the teacher:

write simple, coherent narratives about personal experiences and those of others (real or fictional)

write about real events, recording these simply and clearly

demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required

using present and past tense mostly correctly and consistently.

use co-ordination (e.g. or/and/but) and some subordination (e.g. when/if/that/because) to join clauses

segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly and making phonetically-plausible attempts at others.

spelling many common exception words*

forming capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.

using spacing between words that reflects the size of the letters.

How did the cheetah run fast?
You see there was once a time when cheetah was the slowest animal in the whole wide world. All the animals laughed and laughed and laughed but cheetah was upset. Then cheetah said to lion please gather all the animals for an important meeting. So the lion announced "animals come to me!" Then all the animals came and lion said "lets have a training competition and that means who ever does the most training goes to the final race!" Who ever wins will get the biggest midnight feast in their life! So all the animals done training and cheetah and rhino won. So lion said "cheetah vs rhino" and lion again said "on your marks, get set, go. Rhino was in the lead and every was cheering for rhino but cheetah ran past rhino. Cheetah won the race for the midnight feast, so cheetah was happy and that's how he became the fastest in the world.

Sources of information



- Annual Calendar
- School Website- more assessment information including Maths KIRFs.
- Twitter
- Curriculum overview on the website
- Parentmail/Parentpay
- Parents evenings



Class information:

Teachers: Mrs Cham & Mrs Cleveland

TAs: Miss Nespoli



Phase Leader: Mrs Britton

Contact: email or ring the school office if you need to organise an appointment.

Please contact the class teacher in the first instance. Concerns can be escalated to the Phase Leader.

Whats App - We are aware that Whats app groups and other social media sites are used to share useful information. Please do not use these as a forum for complaints. We can address concerns if we know about them, if they are on-line we can't help. Negative comments on these sites are disruptive, spread misinformation and can be upsetting to staff.



Thank you for coming- we look forward to working with you to support your child's education.