



WELCOME

EYFS/Yr 1 Parent Meeting
Monday 7th September

Be Kind. Be brilliant. Have an I can attitude.

Our School Values

Our Oxley Values



Be
Kind.



Be
Brilliant.



Have an
I can
attitude.

At the heart of everything we do.



I can be polite
and show respect
to others.



I can
be a good
listener.



I can
show pride
in everything I do.



Be Kind, Be brilliant, Have an I can attitude.

The
team

Our teachers are Miss Henson and Miss Wright.

Our Senior Teaching Assistant is Mrs Barker – she also teaches each class.

Our Learning Support Assistants are Miss Slawson and Mrs Ellis. They work across both classes.

Be Kind, Be brilliant, Have an I can attitude.



Keeping
in touch

We really value good communication between home and school. You can contact your child's class teacher through Arbor. Please remember to check your junk folder regularly too, just in case any messages from us find their way there!

Our office team are always happy to help and will make sure any messages are passed on to the right member of staff, with discretion and confidentiality.



Arbor

If you would like to arrange a meeting with your child's class teacher, simply send us a message through Arbor or speak to Mrs Robinson or Miss Healey in the school office.

You'll also find members of the team on the doors at the beginning and end of the school day, so there are plenty of opportunities to have a quick word with us.

Parents' Evening

Our autumn Parents' Evenings will take place on Tuesday 13th October and Thursday 15th October. This is a chance to catch up with your child's teacher(s), hear how they are settling in and discuss their progress so far. We'll send out further information, including how to book your appointment, nearer the time.

Save
THE
Date

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@oxley_primary



If you don't already follow us, please do! It's a great way to keep up with all the wonderful things happening at Oxley each day and see what our children have been getting up to.

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Our School Day

Registration

Children can arrive between 8.35 and 8.45. Gates are closed promptly at 8.45, ready for registration.

Lunch times

Reception: 12:00 pm

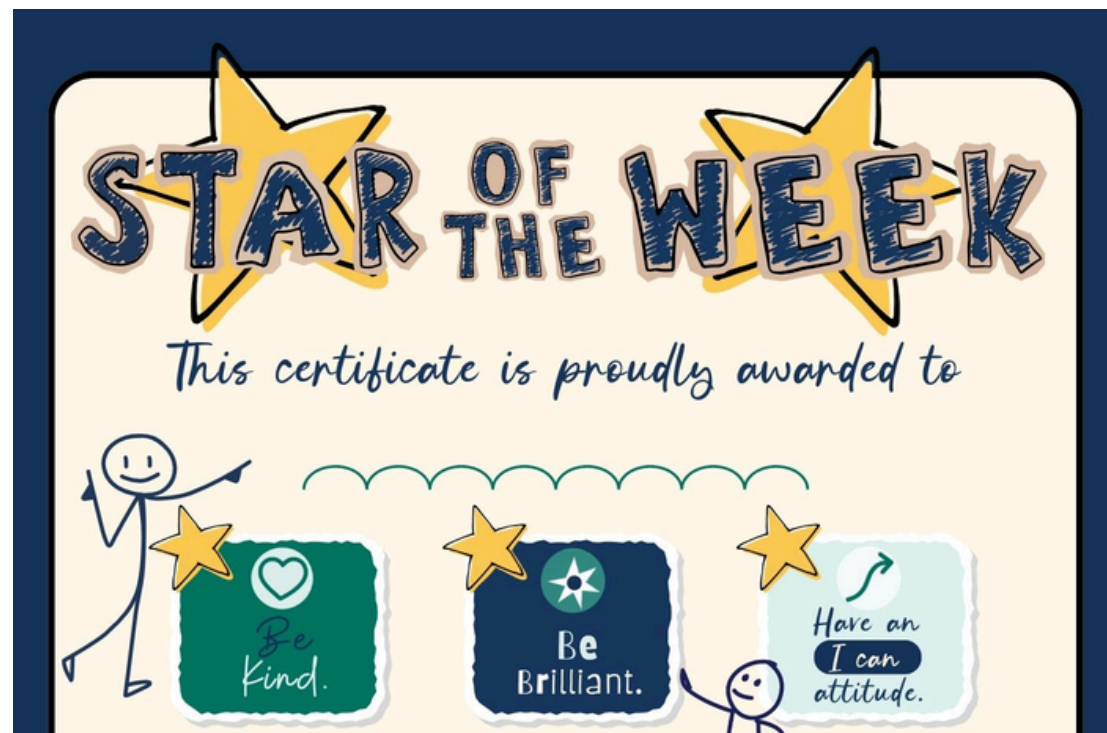
Everyone else from 12:15 pm – 1:15 pm

Lunchtime finishes at 1:15 pm

- Register / wake and shake
- Whole class lesson
- Independent choosing time
- Assembly/break
- Whole class lesson
- Independent choosing time
- Lunch
- Whole class lesson
- Independent choosing time
- Story time
- Home time

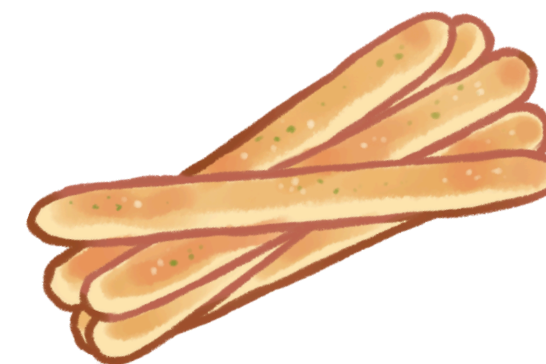
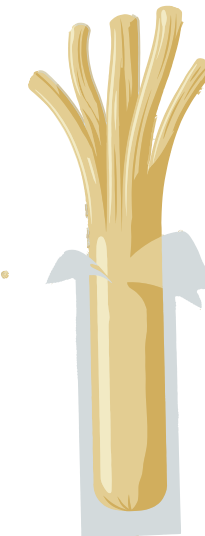
Assemblies

Whole School assemblies take place at 10:15 am every day and are led by various staff members.



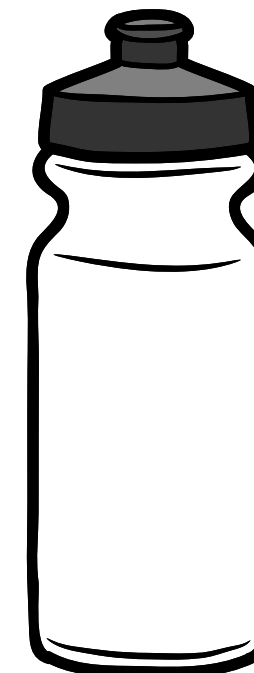
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Snacks



Following government guidance on healthy eating and to meet our Healthy School's award, we are asking that children only bring an item from the list below for their morning snack and try to vary choices across the week: **The children receive free fruit each day in school until the end of Year 2.**

- Whole or sliced fruit
- Vegetable sticks, e.g. celery, carrot, pepper, cucumber etc
- Bag of plain popcorn
- Meat (i.e. Mini Peperami) / cheese snack
- Plain rice /corn cakes or breadsticks



Drinks

- We provide water bottles for the children in school.
- Children can have free milk daily until they are 5.
- Please order and pay through coolmilk.com if you wish your children to have milk after their fifth birthday.

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Oxley Rewards



Gold Tokens

Showing an “I can” attitude in lessons and around school.



Blue (Ocean) Tokens

Being **Brilliant** and **Kind** at lunchtimes.



Green Tokens

Green Cards & exceptional effort and behaviour.

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Oxley Houses



Every year, each house votes on a charity. They work together to create events to fund raise.



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PE kits to be in school every Monday

Please ensure all kit is labelled.

Children will typically take part in two PE lessons per week.

- Caterpillars- Monday and Wednesday
- Dragonflies- Monday and Thursday

The children will come home in their kits on a Wednesday/ Thursday.

	08:45-09:00	09:00 – 10:15		10:15 – 10:30	10:30 – 10:45	10:45 - 11:00	11:00 - 11.45	11.45 - 12	12:00 – 13:15	13:15 - 13:25	13:25 – 13:45	13:30 – 15:00	15:00 - 15:15		
Monday	Registration/ morning reading	Phonics	Continuous Provision		Assembly <i>DC</i>	Playtime	Maths whole class	Maths guided groups Continuous Provision		Lunch	Registration / Story	Whole class input (Topic)	Continuous Provision Topic Guided groups	Story	
Tuesday		Phonics	Maths whole class	Maths guided groups Continuous Provision	Assembly <i>Rota</i>		Literacy whole class	Literacy guided groups Continuous Provision				PE		PSHE	
Wednesday		Phonics	Maths whole class	Maths guided groups Continuous Provision	Assembly <i>Nicola R</i>		Literacy whole class	Literacy guided groups Continuous Provision				Whole class input (Topic)	Continuous Provision Topic Guided groups		Story
Thursday		Phonics	Maths whole class	Maths guided groups Continuous Provision	Assembly <i>Singing- LW</i>		Literacy whole class	Literacy guided groups Continuous Provision				Whole class input (PSHE)	Continuous Provision Topic Guided groups		Story
Friday		Phonics	Literacy whole class Continuous Provision		Assembly (Star of the week) <i>DC</i>		Outdoor Learning Library					Funky Fingers	Music		Story

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English: Phonics

Our school uses: Oxford Reading Tree Floppy's Phonics programme

- Daily phonics session
 - Review sounds already taught
 - Teach new sound / grapheme
 - Practise handwriting and reading words with new sound
 - Apply – write new sound within a word or sentence
- Children are grouped according to their level
- The children are assessed regularly
- One of their reading books will be matched to phonics level

Level 1+

Floppy's Phonics

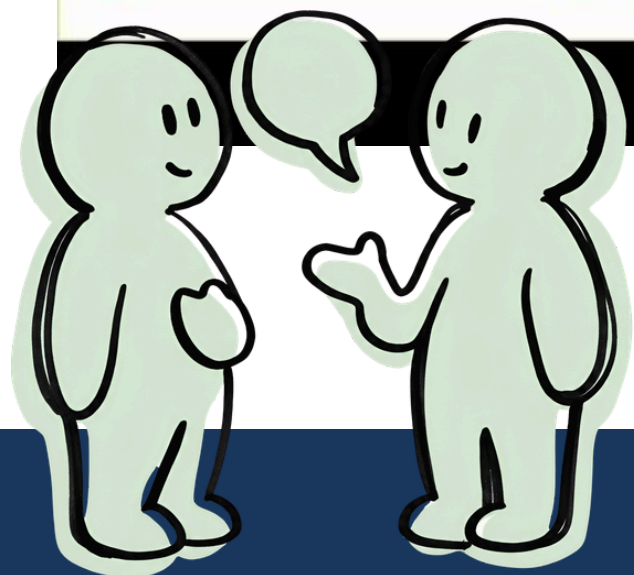
s  sun	a  apple	t  teddy	p  pan
i  insect	n  net	m  man	d  dog
g  gate	o  octopus	c  cat	k  key
-ck  duck	e  egg	u  umbrella	r  rabbit
h  hat	b  bone	f  fish	-ff  cuff
l  lion	-ll  hill	-le  bottle	-ss  dress



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How can you help?



Using pure sounds

Use pictures matched to each sound as a prompt if your child can't remember the sounds. These are in the reading diaries.

Level 3

Floppy's Phonics

ai  aim	ee  eel	-igh  knight	oa  goat
-oo  cook	oo  spoon	ar  arm	or  fork
ur  purse	ow  owl	oi  oil can	ear  ear
air  hair	-er  builder	er  herbs	-ue  rescue
-ue  glue	-ure  pure	-ture  picture	

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Reading Matters

The children have 2 reading books a week. One is a phonics book for them to read themselves. The other may need to be shared.

For every two reads at home, the children get a tick on their Quest board.

The further they travel around the board, the more rewards they will achieve. At the end of the board, they will choose a brand new book to take home!

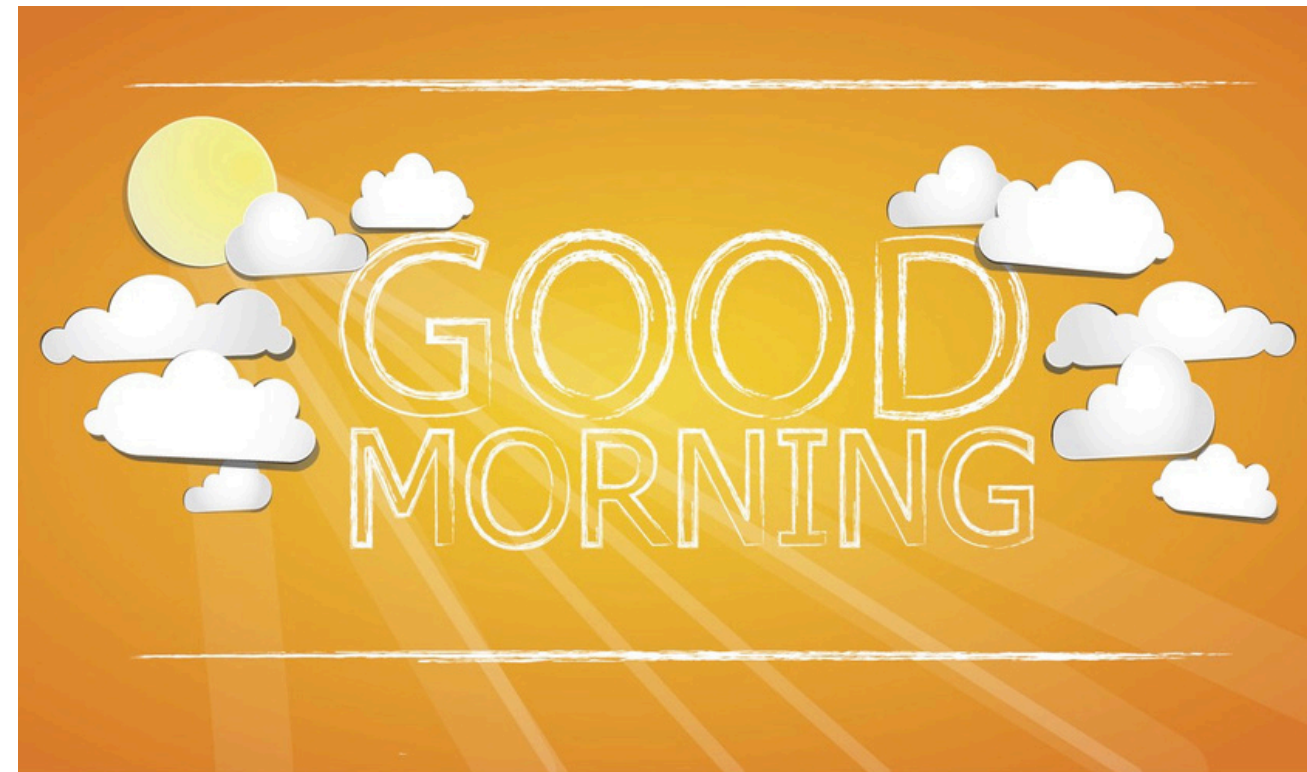
Our Oxley expectations are that our children read a minimum of three times a week.



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Reading takes many forms:
poetry, novels, fiction and
non-fiction comprehensions,
films, song lyrics and
pictures.



The children learn a skill
throughout the week and
are given opportunities to
apply this skill to different
situations.

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise



We begin every day with
reading. This may be visiting
the library, looking at an
extract or inferring thoughts
and feelings from a picture.
This creates a calming start
whilst developing skills.

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English: Reading

Types of questions vary. For example: EYFS may work on visualisation to comprehend the text and ‘draw what they see’ whilst Year 1 (who have learnt this skill) may work on recording their responses.



- 1. What happened before this picture?
- 2. How did the house get on top the dragon? Who tied it onto the dragon’s back?
- 3. Is the dragon happy about this?
- 4. How do the girl and the dragon know one another?
- 5. Why is the girl sitting on top of the house and not inside it?
- 6. Is anyone else inside the house?



Story Information	How I Pictured the Scene

7 “Nothing special is happening,” he sighed.

This tells you Sami was feeling...

Tick **one**.

worried.	☐	happy.	☐
relaxed.	☐	disappointed.	☐

Put the following events from the story in the correct order by numbering them 1 to 6:

- ___ The girl climbed onto the slanted, blue-tiled roof of her house.
- ___ The dragon blinked his enormous amber eyes and let out a rumbling purr.
- ___ The colourful kites tugged playfully at their strings tied to the chimney.
- ___ The dragon began to stroll across the soft, grassy hills.
- ___ The wild wind whipped the girl’s messy brown hair around her face.
- ___ The girl giggled, wearing a bright purple dress and a cheeky grin.

Vocabulary
Infer
Predict
Explain
Retrieve
Sequence or Summarise

9 Think about the whole text.

Put ticks in the table to show which sentences are **true** and which are **false**.

	True	False
People like lime ice cream more than any other flavour.		
People think ice cream cones were invented in the United States of America.		
The King of England held a feast in his castle.		
A penny lick is a new ice cream flavour.		

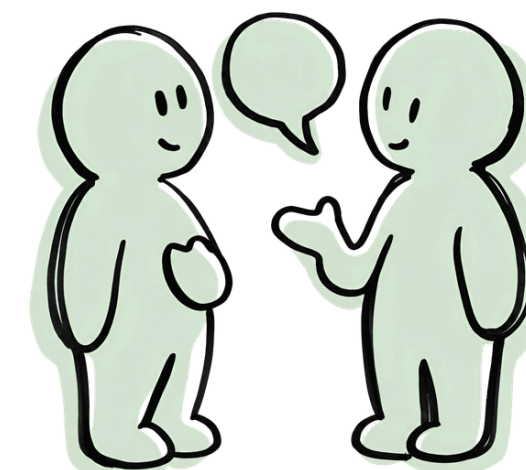
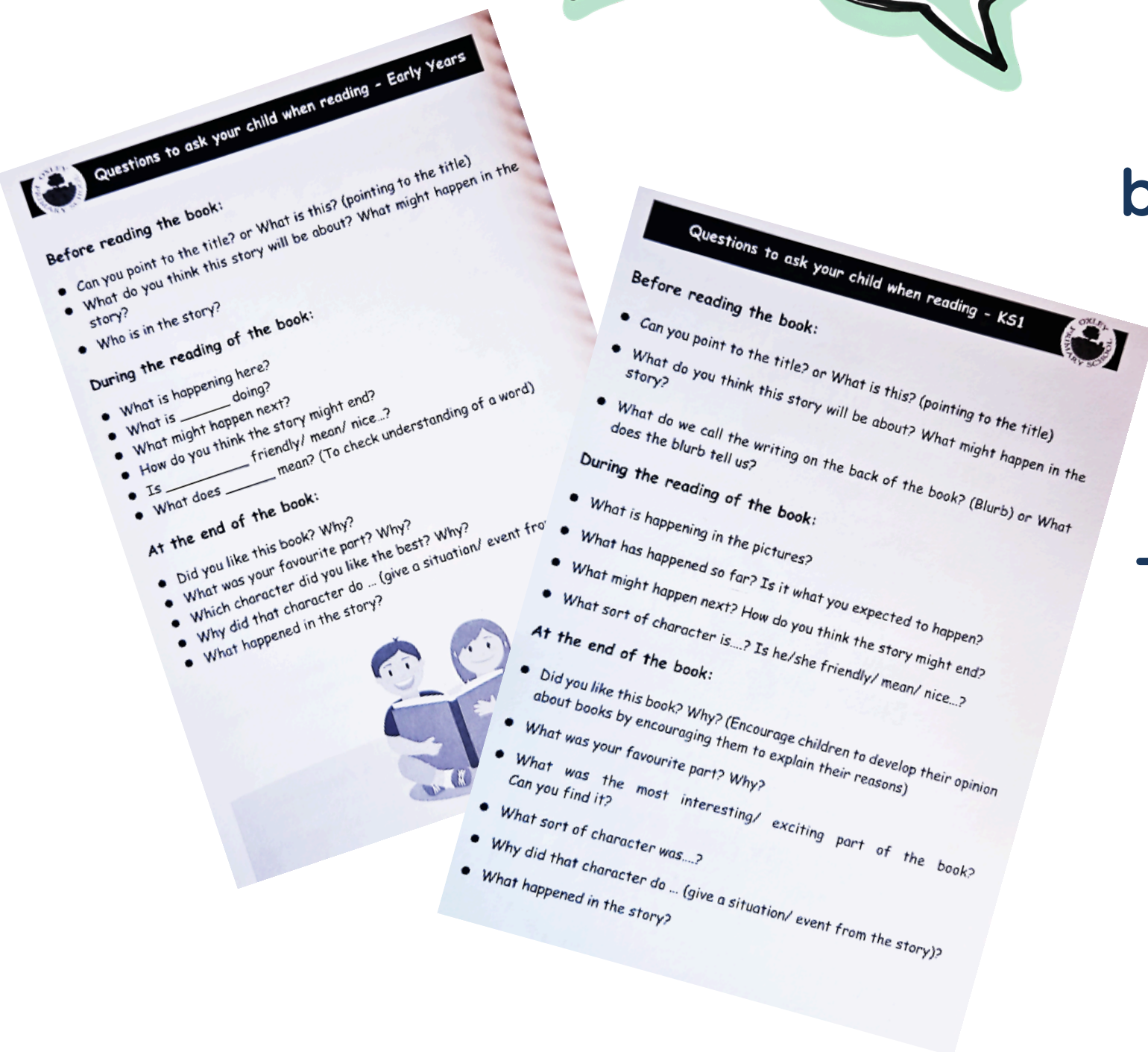


How can you help?

You play an enormous part in fostering a love of books and an enjoyment of reading in your children.

Conversations and key questions will help when reading with your child.

There are some questions to support in the reading diary.



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English: Writing

Writing is taught through high-quality novels, bringing together writing, grammar and reading skills.

Children experience a range of fiction and non-fiction and are encouraged to become increasingly confident and independent writers. We focus particularly on audience and purpose – thinking about whom they are writing for, why they are writing and how this influences their vocabulary, grammar and level of formality.

Non-chronological reports

Diary entries

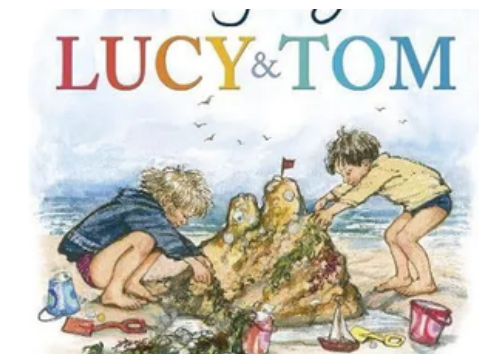
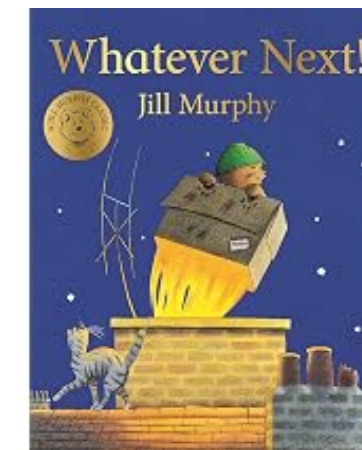
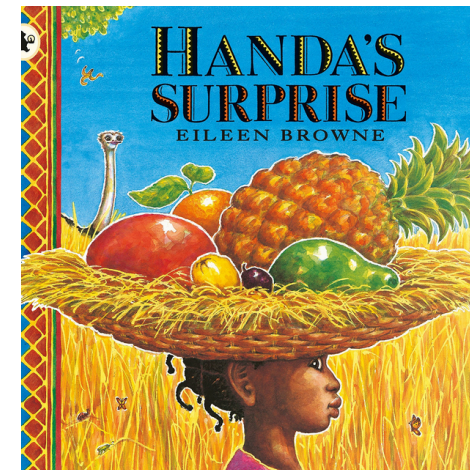
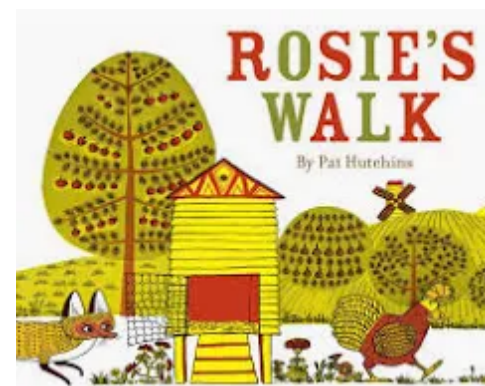
Setting/character descriptions

Stories

Letters home

Poetry

Explanations



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English: Grammar

Grammar is taught every day at the start of an English lesson. This will recap taught skills and allow for consolidation of prior knowledge

There are also discrete lessons to focus on certain aspects.



Grammar Time!



1

What nouns
can you see?



Today's Investigation

a black dog jumped in
the muddy puddle

2

what verbs
have been
used?

4

Which
punctuation
have I
missed?

3

How many
determiners
are there?

5

How many
adjectives
can you see?

6

Is the
preposition
'the' or 'in'?
Why?

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English: Grammar

Types of questions vary. The children need to be able to identify grammatical aspects such as verbs, nouns, adjectives, etc. However, they also need to be able to identify sentence types and missing punctuation by the end of Year 2.

What type of sentence is below?

A wild forest surrounded the castle.

Tick one.

a question

☐

an exclamation

☐

a statement

☐

a command

☐

Tick one box to show where a **comma** should go.

Marek saw donkeys cows and sheep at the farm.

☐☐☐☐

Circle **one** word in the sentence below that can be replaced with the word because.

Ava wore her sun hat when it was hot.



1 mark

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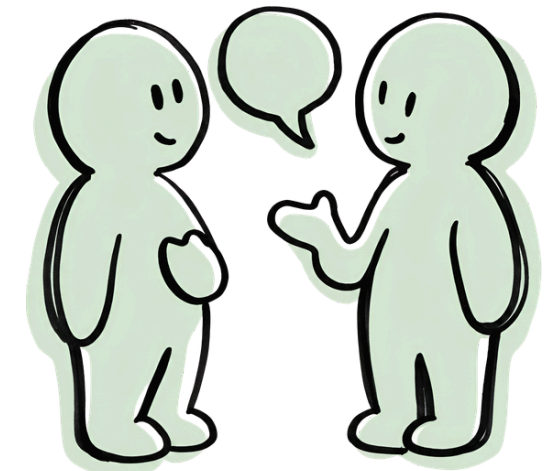


How can you help?

The most valuable thing you can do is read and talk together. Encourage your child to read regularly and chat about what they have read – their favourite characters, new vocabulary or what they think might happen next.

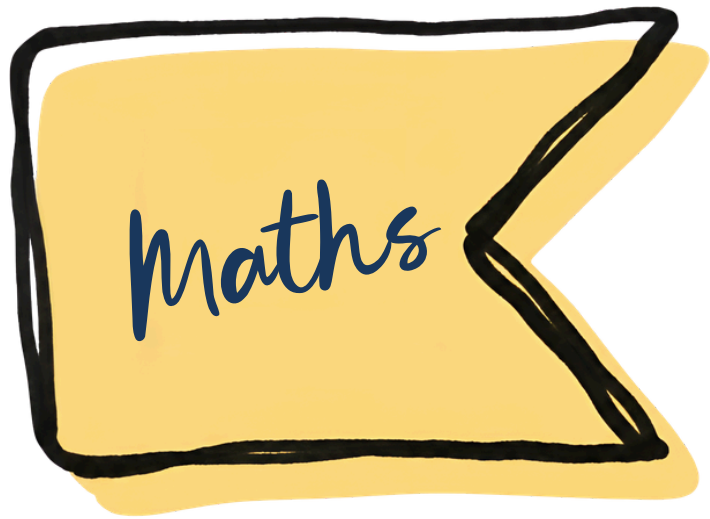
You can also help by:

- Encouraging them to read a variety of books, magazines and texts.
- Practising weekly spellings little and often.
- Talking about interesting new words and what they mean.
- Encouraging writing for real purposes – shopping lists, messages, reviews or stories.
- Helping them check their own writing for spelling, punctuation and whether it makes sense.



Most importantly, show an interest in what they are reading and writing. A quick conversation can make a big difference!

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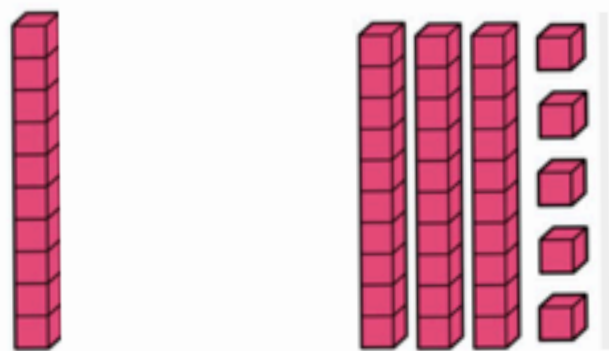


Maths is taught every day.

Your child is taught the curriculum and skills for their year group through the White Rose maths curriculum planning.

Every maths lesson begins with a fluency and/or reasoning starter to allow us to consolidate and practise prior learning.

1. 45 can be partitioned into:

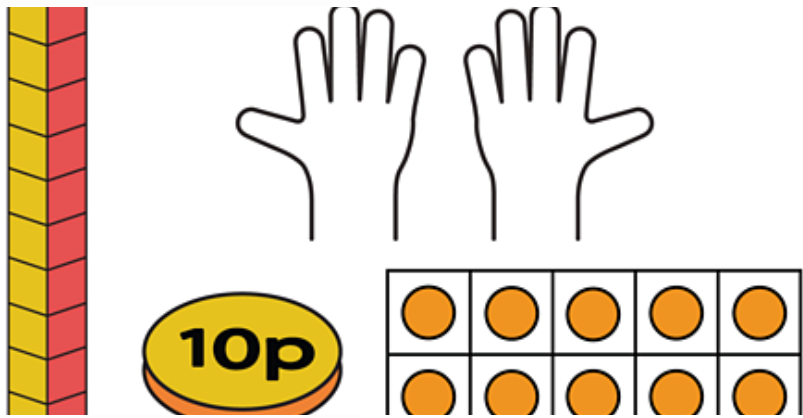
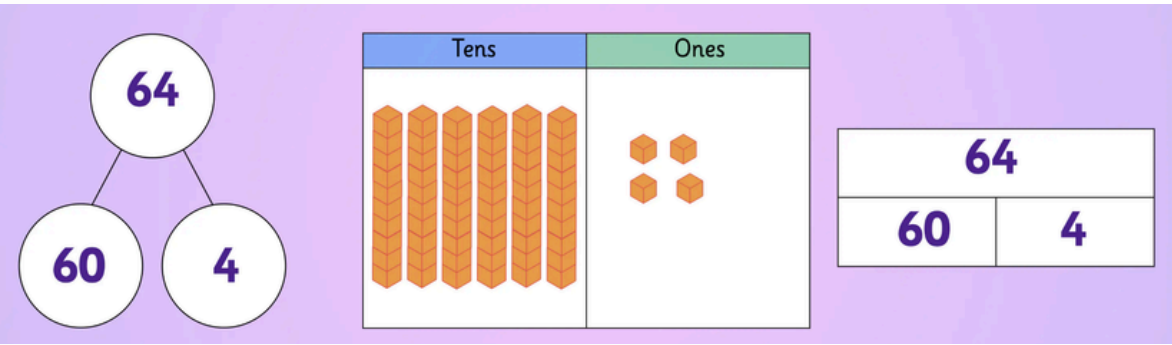


_____ and _____

2. $10 + \underline{\hspace{1cm}} = 10$

3. 5, 10, 85, _____, _____

4. The number 18 has _____ tens and _____ ones.

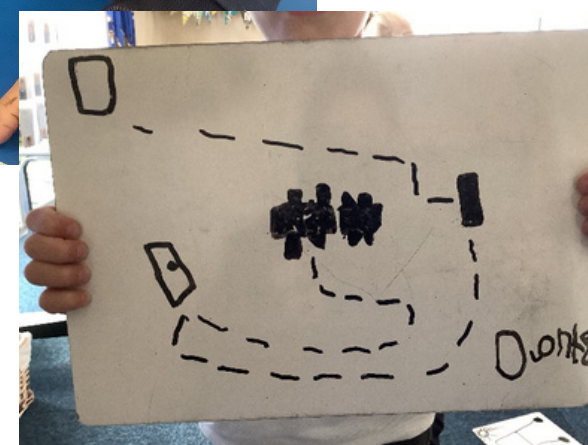
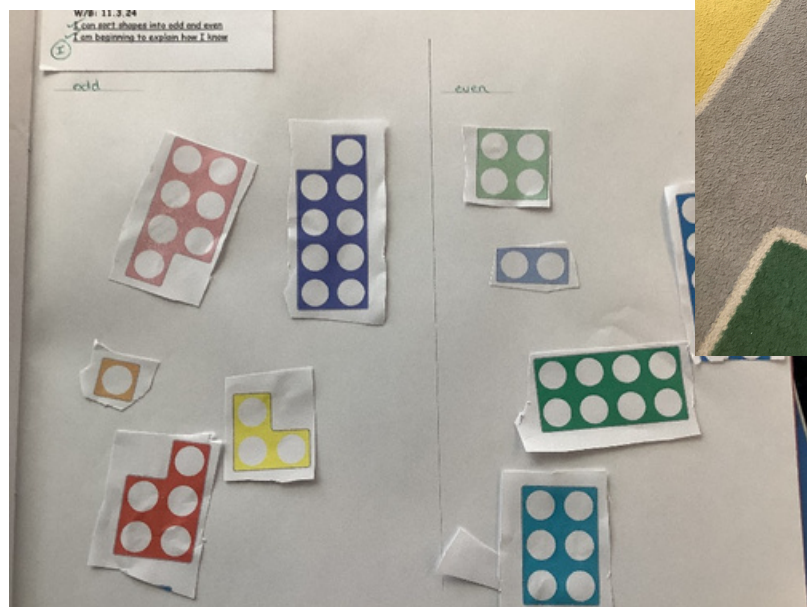


	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	Number Place value (within 10) FREE TRIAL VIEW					Number Addition and subtraction (within 10) VIEW					Geometry Shape VIEW	Consolidation
Spring term	Number Place value (within 20) VIEW		Number Addition and subtraction (within 20) VIEW		Number Place value (within 50) VIEW		Measurement Length and height VIEW	Measurement Mass and volume VIEW				
Summer term	Number Multiplication and division VIEW		Number Fractions VIEW		Geometry Position and direction VIEW	Number Place value (within 100) VIEW		Measurement Money VIEW	Measurement Time VIEW	Consolidation		

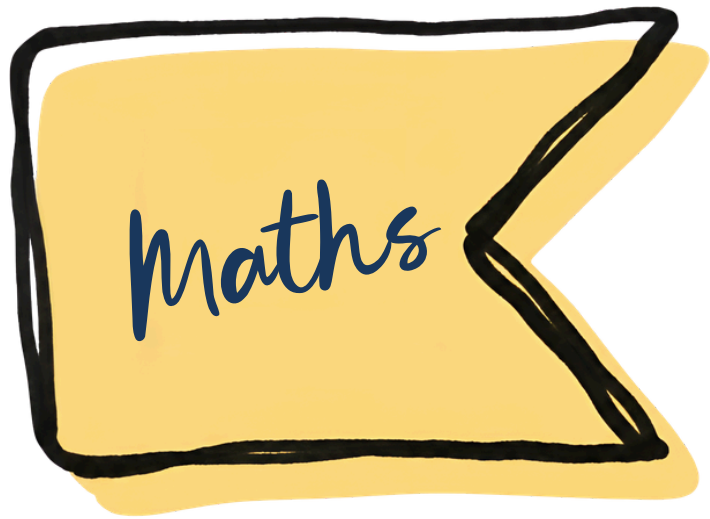
Maths

Our Reception children follow the 'Mastering Number' programme for Maths which leads into the White Rose Scheme.

We focus on securing understanding to 10 in EYFS and looking deeply into the composition of these numbers. The majority of our Maths learning is done practically with an emphasis on talk, reasoning and explaining. The children will not be accelerated onto new curriculum content before they are secure.



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How can you help?

- Count small groups of objects
- Practise counting to 10
- Sing number rhymes or songs
- Naming shapes of real life objects
- Make collections...can you find me 3 stones; 5 leaves etc
- Practise recognising numbers in the environment such as birthday cards; house numbers; prices in shops
- You could watch Numberblocks on CBeebies iPlayer and talk about what is happening in the episode. They have online games to play too
<https://www.bbc.co.uk/cbeebies/shows/numberblocks>
- Complete jigsaw puzzles
- Build with blocks
- Look at, share and talk about maps



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Our curriculum encompasses objectives for EYFS and Year 1 children across the year.

We learn through a variety of exciting project- and topic-based themes on a two-year cycle.

These are this year’s themes:

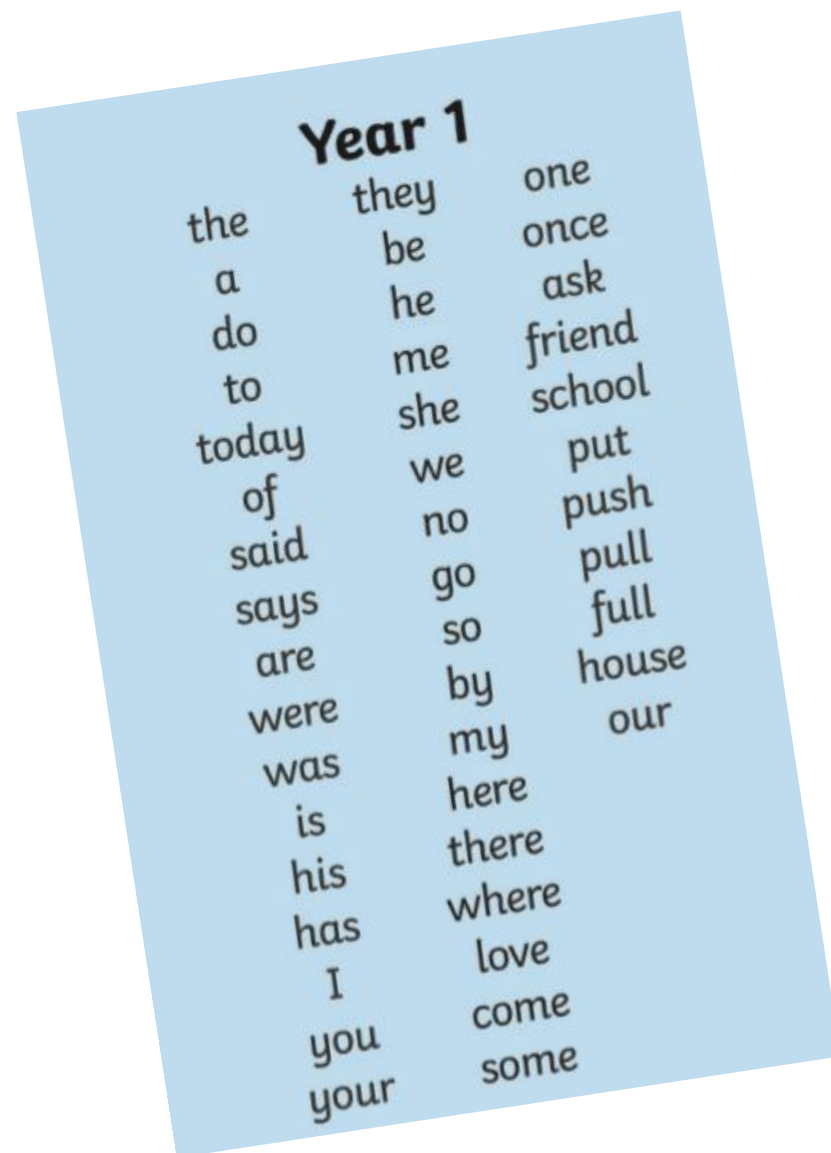
- Who am I? Where do I belong?
- What happens in the night sky?
- What happened ‘Once Upon a Time...?’
- What makes animals amazing?
- How does your garden grow?
- What is it like where I live?

	Autumn 1 Who am I? where do I belong?	Autumn 2 What happens in the Night Sky	Spring 1 What happened 'Once Upon a Time...'	Spring 2 What makes animals amazing?	Summer 1 How does your garden grow?	Summer 2 What is it like where I live?
Understanding the World (science)	The Human Body	Seasonal Changes Materials	Seasonal changes Winter	Seasonal Changes Spring Animals	Plants Sustainability	The Natural World Living Things and Their Habitats
Understanding the World (History/Geography)	Contrasting locations Shepshed / farm / A hot place - Africa		Famous People Astronauts	The World Continents and Oceans		Local history Maps of Shepshed
World Cultures and Beliefs EYFS	Why is God an important word for Christians?	Why do Christians perform nativity plays?	Why do some Christians put flowers on their Easter gardens?		Which places are special and why?	
World Cultures and Beliefs Year 1	What is the Good News Christians say that Jesus brings.	Why does Christmas matter to Christians?	Who is a Muslim and how do they live?		How should we care for the world and for others, and why does it matter?	
PSED Reception	Self-regulation: My Feelings	Building relationships: Special relationships	Managing Self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
PSHE Year 1	Connecting with others: How can I help myself and others feel happy and safe?	The online world: How do we spend time online?	Health protection: How can I protect myself and others in daily life?	Staying safe: How can I stay safe?	Connecting with others: How can I build safe, kind and caring relationships with others?	The online world: How can we stay safe online?
Expressive Arts and Design (Music)	Pulse	Rhythm	Pitch		Technology, Structure and Form	
Expressive Arts and Design (Art/Product design)	Art - Painting the Savannah - collage	DT – sliders (space)	Art – collage streets	DT - Puppets	Art - Hands, feet and flowers – printing and drawing	3D Art/DT – Insect hotels
Computing Year 1	Programming: Bee-bots		Programming: <u>MakeCode</u>		Data handling: Introduction to data	
Gross Motor PE	Fundamental Movements	Gymnastics Ball Skills	Dance Games	Sending and Receiving Target games	Striking and Fielding Net and wall	Athletics
Fine Motor	Build hand and wrist muscles		Develop effective grip of pencils and tools		Use one hand consistently for fine motor tasks	

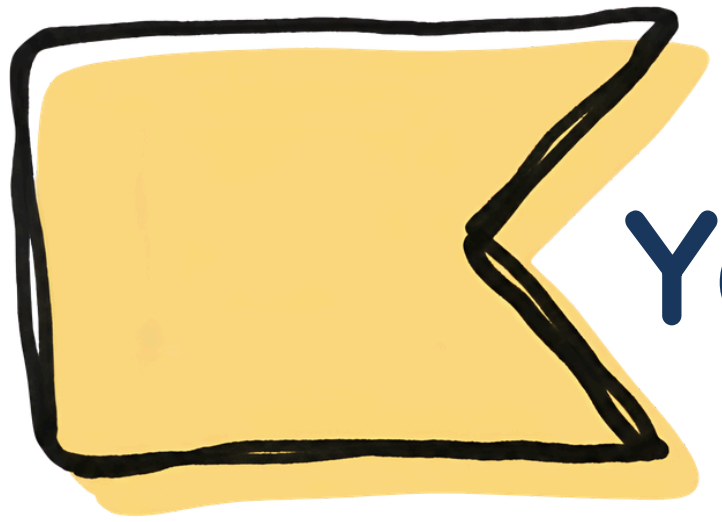
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Homework

- The reading diary and reading_Quests
We ask that the children read at least 3 times a week at home...this is their main homework!
- Year 1 have weekly spellings to learn and are encouraged to play on Numbots. Reception children will be introduced to Numbots after Christmas.



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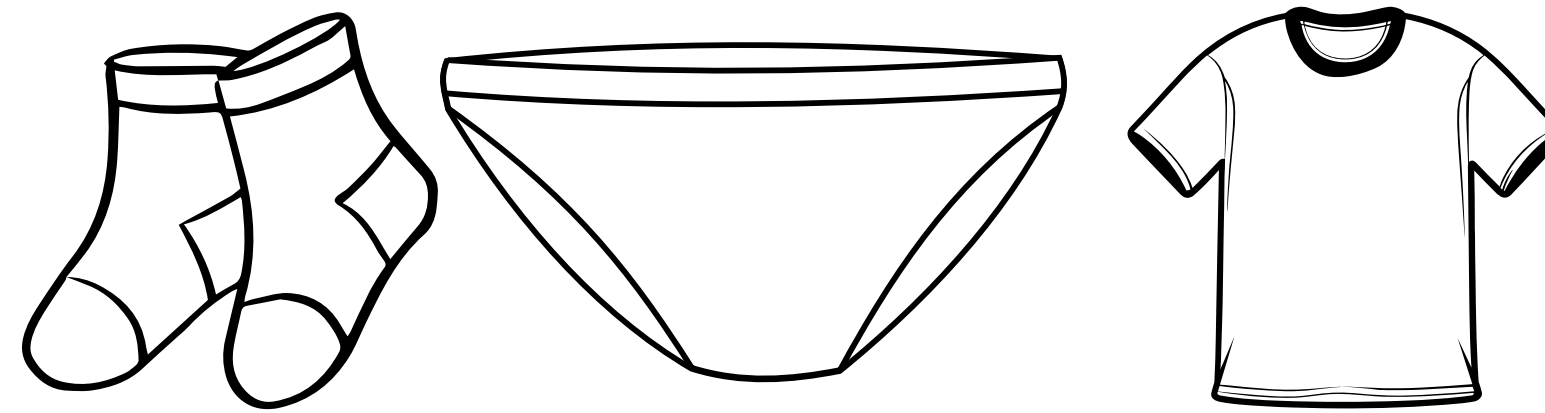
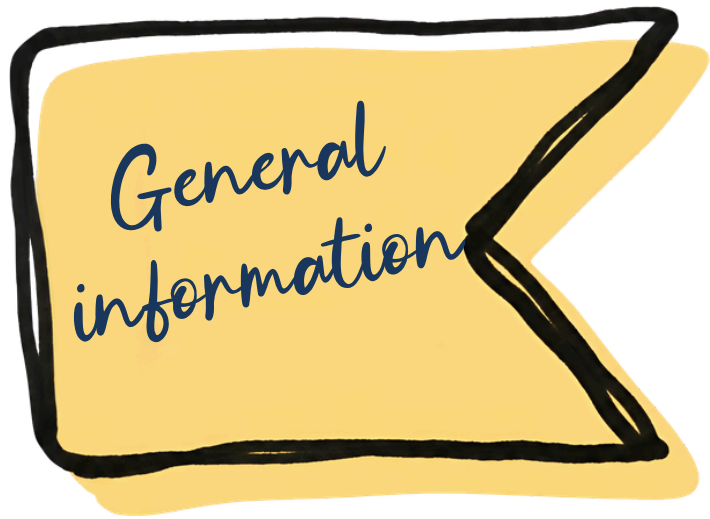
Year 1 Phonics Screening Check



Schools must administer the phonics screening check within the week beginning Monday 14th June 2027.

This is a 40-word reading test completed 1:1 with an adult.

There will be an information meeting for parents about this in the Spring Term. If your child is not successful in passing when in Year 1, they will reattempt the check in Year 2.



It is a good idea for children to have a spare set of underwear just in case of accidents...we will gladly receive donations of clothing – especially socks and underwear that your children may have grown out of.

Spare clothing can be kept in book bags as we are very short on space in the cloakroom. If large rucksacks could be avoided we would appreciate it!

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Thank you for coming along today to hear the information about the year ahead.

Thank you also for your patience at the end of the day as we dismiss the children – we are trying hard to learn all of your faces!

The children are settling extremely well and we are proud of them all!

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