



Welcome to The Incredible Years Reception/ Year 1

Teachers

**Miss Wilson/Mrs
Roberts**

Miss McCrindle

Mrs Potter

Support staff

Miss Macmillan

**Miss Swan
Conrad**

Miss Marzelle

Gremlin

Elf

Unicorn

Timetables

Reception/ Year 1 Timetable

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
9.00-9.10	Registration Maths Meeting	Registration Maths Meeting	Registration Maths Meeting	Registration Maths Meeting	Registration Maths Meeting
9.10-9.30	Literacy	Literacy	Literacy	Literacy	Literacy
9.30-10.30	Free-flow <small>(Year 1 can carry on with Lit independent/ Focus Group)</small>	Free-flow <small>(Year 1 can carry on with Lit independent/ Focus Group)</small>	Free-flow <small>(Year 1 can carry on with Lit independent/ Focus Group)</small>	Free-flow <small>(Year 1 can carry on with Lit independent/ Focus Group)</small>	Free-flow <small>(Year 1 can carry on with Lit independent/ Focus Group)</small>
10.30-11.05	Phonics				
11.05-11.45	Understanding the world/IPC (40 mins) Short carpet session and free flow	Understanding the world/IPC (40 mins) Short carpet session and free flow	Understanding the world/IPC (40 mins) Short carpet session and free flow (GREMLIN PE)	Understanding the world/IPC (40 mins) Short carpet session and free flow	Understanding the world/IPC (40 mins) Short carpet session and free flow (ELF PE)
11.45 – 12.15	LUNCH TIME				
12.15 -12.30 <small>Nursery Officers (T lunch)</small>	Register Mind Up	Register Mind Up	Register Mind Up	Register Mind Up	Register Mind Up
12.30 – 12.50	Maths	Maths	Maths	Maths	Maths
12.50 - 2.30	Free flow	Free flow	Free flow	Free flow	Free flow
2.30 – 2.45	Story Time/Home prep	Story Time/Home prep	Story Time/Home prep	Story Time/Home prep	Story Time/Home prep

Curriculum

Maths Mastery- We will be continuing to follow the Maths Mastery scheme. The curriculum overview is on the school website. This year we are following an abridged version, which ensures children catch up on what they missed last year.

Literacy- We base all of our Literacy around a Core Text which is linked to the IPC theme.

IPC theme-

Autumn 1: All About Me

Autumn 2: Food

Spring 1: Animals

Spring 2: Growing

Summer 1: Explorers and Leaders

Summer 2: The World

Here is where you can find the overviews for Maths and Literacy on our school website.



Curriculum

PE- Children will have outdoor PE with Hamid once a week and will have indoor PE with their class teacher once a week. Gremlin have PE on Wednesday, Elf have PE on Friday and Unicorn have PE on Thursday.

PE Kits: White t-shirt; navy shorts or grey/navy tracksuit bottoms; trainers (no Converse). This year, children should come to school in their PE kit on the days they have PE.

Library:

We cannot currently use the library but library books are being brought to us. Children can change their books on a Monday and Thursday. Books are then quarantined for 72 hours to allow children to safely share books.

These are the half termly topics for the whole of The Incredible Years. This also shows the books that both Reception and Year 1 children will be looking at as well as the Year 1 National Curriculum skills covered in each topic.



EYFS Themes for learning and core books CYCLE 1

Autumn I – All about me							Autumn II – Food				
Science							Art, DT & History				
WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5 and 6	WEEK 7	WEEK 1 and Week 2	WEEK 3 & 4	WEEK 5 & 6	WEEK 7		
Home visits Text: The colour monster	Me / feelings Text: The colour monster	Clothes Text: Julian is a mermaid	Family / Friends Text: Julian is a mermaid	Home/ School (toys/ kitchen stuff) Text: Lost in the toy museum	Beliefs Text: The colour monster	Healthy Eating – Food Groups Text: The light keepers lunch	On the Farm Text: Farmer Duck- Martin Waddle	Food from around the World Past / Present Text: Hand's surprise	Christmas Text: The colour monster		
Art of learning IPC topic							Design purposeful, functional, appealing products for themselves and others based on design criteria - designing food packages/ tools/ healthy meals Begin to use a range of tools and equipment to perform practical tasks. DT- design how to get food from farm to shops (skill to use mechanisms in their products) Use a range of materials creatively to design and make products Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products Evaluate their ideas and products against design criteria			Have an awareness of the past using common words and phrases relating to the passing of time Use a range of materials creatively to design and make products Evaluate their ideas and products against design criteria	
Spring I – Animals							Spring II – Growing				
Science, Art & DT							DT & Science				
WEEK 1	WEEK 2	WEEK 3 & 4	WEEK 5	WEEK 6	WEEK 1	WEEK 2 & 3	WEEK 4	WEEK 5	WEEK 6		
Pets & Vets Text: The colour monster	Baby Animals Text: Henry Mouse	Different habitats/ animals Text: Monkey Puzzle	Looking at how habitats and animals change through the seasons Text: Snail and the whale	HUMANS AS ANIMALS Text: Snail and the whale	Seeds Text: The colour monster	Plants and flowers Week 2: Text: Jack and the beanstalk and the beanstalk/ Jim and the beanstalk (alternative version) Week 3: Text: Jack and the beanstalk/ Jim and the beanstalk (alternative version)	Vegetables Text: Jack and the beanstalk/ Jim and the beanstalk (alternative version)	Fruit Text: The colour monster	Healthy Eating Only half a week Text: The colour monster Reception could do: The very hungry caterpillar		
Design purposeful, functional, appealing products for themselves and other users based on design criteria Designing for Pets - toy? Evaluate - evaluate their ideas and products against design criteria	- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (LA) - identify and name a variety of common animals that are carnivores, herbivores and omnivores (CA)	1 st week- - identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (LA) - identify and name a variety of common animals that are carnivores, herbivores and omnivores (CA) describe and compare the structure of a variety of common animals (fish)	- observe changes across the four seasons - observe and describe weather associated with the seasons and how day length varies. - look at a	- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (LA) Text for IPC:	- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees - Planting cress seeds - Planting veg in outdoor veg patch to possibly	- identify and describe the basic structure of a variety of common flowering plants, including trees. - identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	DT - cooking Know the basic principles of a healthy and varied diet to prepare dishes - Understand where food comes from.	- DT - cooking Know the basic principles of a healthy and varied diet to prepare dishes - Understand where food comes from.	Know the basic principles of a healthy and varied diet to prepare dishes What else is to do with a healthy lifestyle e.g. brushing teeth, sugar- in drinks, exercise		

Summer I - Explorers and Leaders					Summer II - The world				
History (Each time person is learnt about put onto class display timeline so there for week 6)					Geography				
Week 1	Week 2	Week 3 and 4	Week 5	Week 6	WEEK 1 & 2	WEEK 3	WEEK 4 & 5	WEEK 6	WEEK 7
Exploring Frozen Worlds Focus person: someone who went to the Arctic Text: Last and Found (visual lit?)	Jungle Explorers Focus person: Christopher Columbus Text: Last and Found (visual lit?)	London Focus person: The Queens Text: Queen Elizabeth	Space Explorers/ Aliens Focus person: Neil Armstrong Text: Man on the moon	Timelines Text: Man on the moon	The UK Text: From Robinson Crusoe to St Paul	Holidays in the UK Text: The Day We Celebrate the Queen	THE WORLD / MAPS Week 4 Text: The Day We Celebrate the Queen Week 5: Text: The night pirates	Boats/pirates Text: The night pirates	Transition Text: Billy's bucket
-Have an awareness of the past using common words and phrases relating to the passing of time - Understand the lives of significant individuals in the past who have contributed to national and international achievements (and how it impacts us today) (through adding explorer to class timeline)	- Understand the lives of significant individuals in the past who have contributed to national and international achievements (and how it impacts us today) - Discuss where significant people fit within a chronological framework (through adding Christopher to class timeline) - Identify similarities and differences between ways of life in different periods - Comparing how he had to travel around	Have an awareness of the past using common words and phrases relating to the passing of time -Understand the lives of significant individuals in the past who have contributed to national and international achievements (and how it impacts us today) - Identify significant people in their own locality (and how it impacts us today) - Discuss where significant people fit within a chronological framework (through adding Queens to class timeline) - Identify similarities	Have an awareness of the past using common words and phrases relating to the passing of time - Understand the lives of significant individuals in the past who have contributed to national and international achievements (and how it impacts us today) - Discuss where significant people fit within a chronological framework (through adding Neil to class timeline)	- Discuss where significant people fit within a chronological framework	-locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas, - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage - identify seasonal and daily weather patterns in the United Kingdom	- understand geographical similarities and differences of a small area of the United Kingdom, and of a small area in a contrasting non-European country Choose European country to compare to UK Writing postcards In Literacy do a week on Poetry	-name and locate the world's 7 continents and 5 oceans - use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage	- use locational and directional language (for example, near and far, left and right). Describe the location of features and start to plan routes (treasure maps/ placing boats on maps)	

Curriculum



Oxford Gardens Primary School
Year 1 Curriculum- Cycle 1



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Literacy (including core texts)	The Colour Monster Julian is a mermaid Lost in the Toy Museum Non Fiction Texts	The Light House Keeper's Lunch Farmer Duck Hazel's Surprise The Snowman	Hairy Maclary Monkey Puzzle Snail and the Whale	Charlie and Lola- I Really Wonder What Plants I'm Growing Yock/ Tim and the Beanstalk The Extraordinary Gardener	Lost and Found Paper Bag Princess Man on the moon	Paddington Bear at St Paul's The Day the Crayons Came Back The Night Pirates Billy's Bucket
Maths	Numbers to 10, addition and subtraction within 10, shape and patterns.	Numbers to 20, Addition and subtraction to 20.	Time, calculation strategies within 20, Numbers to 50	Addition and subtraction within 20, Fractions, Measures: length and mass.	Numbers 50-100 and beyond, Addition and subtraction, Money.	Multiplication and division, measures: length and mass.
Topics (Linked to FS cycle) Science History Geography Art and D&T	All about me Focus on Science: resources	Food Focus on History: the history of food Focus on D&T: design, make and evaluate	Animals Focus on Science: second changes Focus on Art: drawing, painting and sculpture using a range of materials	Growing Focus on Science: plants and animals Focus on D&T: cooking	Explorers and leaders Focus on History: Queen Elizabeth, Christopher Columbus, Neil Armstrong, Florence Nightingale and Mary Seacole	The World Focus on Geography: location, knowledge, place, knowledge
RE	How do different faiths celebrate? What clothes do you wear when you celebrate a special day? Why? (Eid, Christmas, Purim etc. secular, birthdays, new year etc.)	What religious festivals do people celebrate throughout the year? (Link to seasons, the harvest, Easter, Eid)	Religious narratives from the past that have shaped religions today. (The story of prophets such as Moses, Abraham and Muhammed plus, the Hindu gods etc.)	How should we treat other people?	Significant religious figures from the past.	What makes a place special? (Pilgrimage, religious buildings, secular favourite place.)
Music	Use voices expressively and creatively by singing songs and speaking chants and rhymes		Listen with concentration and understanding to a range of high-quality live and recorded music	Experiment with, create, select and combine sounds using the inter-related dimensions of music		



Oxford Gardens Primary School
Year 1 Curriculum- Cycle 1



	music & play tuned and untuned instruments musically		music & play tuned and untuned instruments musically		music & play tuned and untuned instruments musically	
PE	Hockey - outdoor Dance - indoor	Basketball - outdoor Gym - indoor	Football - outdoor Dance - indoor	Striking & Fielding - outdoor Gym - indoor	Net-wall - outdoor Outdoor and adventure	Athletics- outdoor Multi-skills - indoor
PSHE (Jigsaw scheme)	Being me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing me
Computing	IT and DL Cyber walk (intro to keyboard and computer skills) 3BM 3 lessons Link to the colour monster literacy text? Design a face 3BM 2 lessons Design own face as an avatar Can I share this picture? 3BM 1 lesson Link to above sharing activity	Computer science Algorithms What is an algorithm? 3BM 3 lessons Literacy texts have element of instructional text so link to these Design a plate 3BM 2 lessons Design a plate for favourite meal linked to topic Drive carefully 3BM 2 lessons	Digital literacy Smartie the penguin 3BM 2 Lessons Sharing my Iceberg work? 3BM 2 lessons (blogging) Create and share an image of favourite animal to link to topic. Just say no! 3BM 1 lesson Being safe online and offline	Computer science Programming I can code 3BM 4 lessons Use the butterfly and flowers template in JIT Giving instructions - Making toast 3BM 1 lesson How does your garden grow? (safe searching) 3BM 1 lesson Link to growing topic	Computer science Simulation/gaming I'm a problem solver 3BM 3 lessons Make own games using 2DIY - 3 weeks Design a game each week relating to IPC topic.	IT Robot Words Using a word bank 3BM 2/3 lessons Create simple sentences to link to literacy text if possible I can sort objects Data handling 3BM 4 lessons Set up a class vote about favourite place in the world - engage with parents in this too?



Phonics Screening

- Year 1 phonics test June

Home Learning

All home learning will now be on Seesaw. If your child does not have access to a device, please see their class teacher and we will arrange for home learning to be sent home.

Reception:

- Children should be read with on a nightly basis for at least 5 minutes and then to recorded this in their Reading Record
- Once your child is ready for a reading book they will be given one each week to take home, they should read this everyday and bring their Reading Folders into school everyday
- Pupils will be given sound cards and/or key vocab cards on a regular basis
- 1 x Home Learning task will be given each week - this will either be literacy, numeracy or a task linked to their current IPC topic.

Key Stage 1:

- 5 x 15 minutes reading each week (Year 1 and 2 change their books every Monday and Thursday)
- Spellings to learn for weekly test and a phonics activity based on these words
- 1 x Home Learning task per week - this will be alternated between literacy and numeracy
- Home learning project - 1 for each IPC unit - these are not compulsory
- Extension tasks - the teachers will show the children in class any activities on Iqfi or other websites that can be accessed at home.

What if my child doesn't complete their homework?

If this is regular they will miss the end of term merit treat as they will not have enough merits.

Here is where you can find the Home Learning Policy on the website:



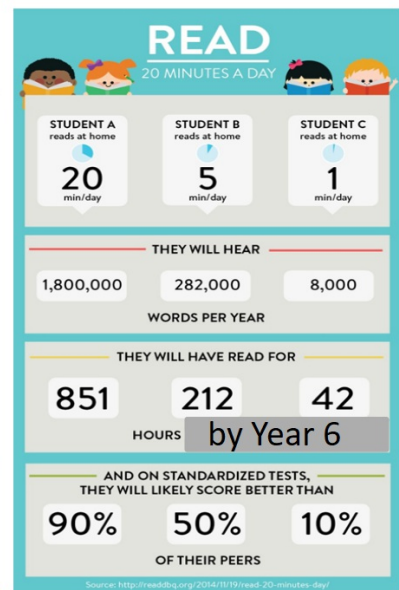
Home Learning

What is the role of the parent?

- to support the child in completing the homework - the best way to support your child is to ensure they have a suitable place to do their learning, to ensure they don't leave their work until the last minute, to read and discuss books with them, to help practice their spellings and if needed to guide them with their task. However, this does not mean doing their homework for them because if the work is too hard for them to do independently then the teacher needs to know this so they can help your child;
- to ensure the child completes their homework and hands it in on time;
- to provide the appropriate conditions for the child to complete their homework;
- if appropriate, to write a comment to the teacher on the level of support the child has received from home with the task/work;
- to encourage your child to actively seek their homework if they are absent on a Friday.

Home Reading

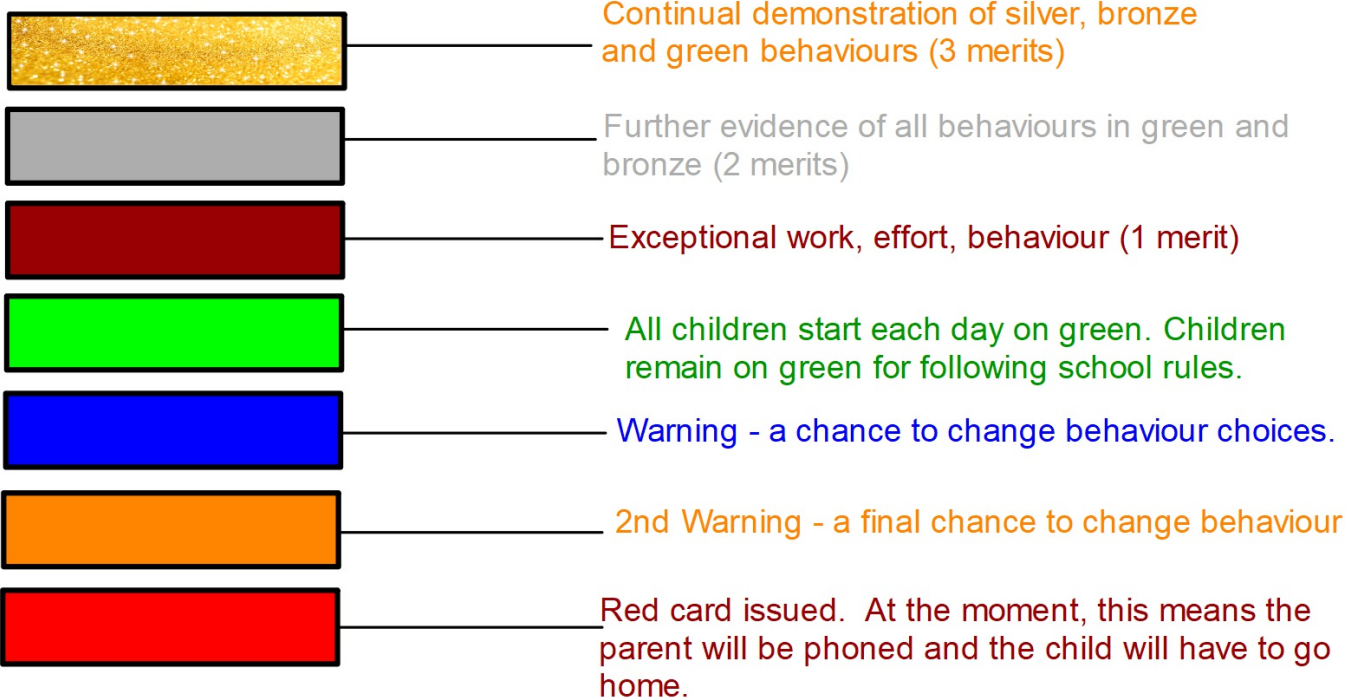
- Each child is expected to read every day.
 - EYFS 10 minutes
 - KS1 15 minutes
 - KS2 20 minutes
- This can include a bedtime story or reading a book with several siblings.
- Reading diaries will be checked daily so please ensure that your child brings it in every day.
- Children who read daily do significantly better in every area of their learning.



How to fill in the homework diaries:

Date	Book and page number	Amount of time spent reading	Signature
5/9/18	<u>Gangsta Granny</u> p10-15	<u>20 mins</u>	Leila Kent
6/9/18	<u>Gangsta Granny</u> p15-17	<u>20 mins</u>	Leila Kent

Behaviour Policy



Uniform

No trainers

School uniform to be ordered online

At the moment, children should come to school in their PE kit on the days that they do PE.

Attendance & Punctuality

Year: Reception and Year 1

Start Time: 9.00am

Home Time: 2.45pm

Gate: Back gate- Crowthorne Road

Please note; if you are running late to pick up your child it is really important that you let the office know so that we know that you are on your way.

Please remember that we cannot let children go home with anybody who is not on the school contact list for their own safety

Contacts

We need three contacts for each child. This ensures that we will always be able to contact someone when needed.

Procedure for absences

If your child is not attending school and we have not heard from you by 9.30am then we will start to call **all** the contact numbers that you have provided in order to gain an explanation for the absence. If we still have not been able to ascertain where your child is then we will make a home visit. However if we still haven't been able to get a response then we will report it to the police as your child will then be classed a 'missing child'.

This procedure is to ensure that we know where your child is and that you are all safe. Please let us know in good time why your child is absent from school.

Concerns/Issues

We recognise communication is trickier this year. Please speak to the person on the gate or call the office to ask for the class teacher to phone you.

1) Speak to pastoral teacher or another teacher in the year group.

2) Speak to our learning mentors (Hamid, Robert, Lynn, Terry or Tony) if you are concerned about anything at **lunchtime**

3) If you are still unhappy speak to one of the Senior Leaders:
Head Teacher - Sarah Cooper
Deputy Head Teachers - Leila Kent & Eileen Keogan
Assistant Head Teachers - Jess Wilson & Lauren Potter

PLEASE DO NOT APPROACH ANOTHER PARENT OR CHILD - IT IS ALWAYS BETTER TO GO VIA THE SCHOOL.

Governors

What is a school governor?

School governors are volunteers who, as part of the Governing Body, work with the Headteacher to manage the school. Every school must have a governing body, whose main role is to:

- Ensure clarity of vision, ethos and strategic direction
- Hold the Headteacher and other leaders to account for the educational performance of the school and its pupils, and the performance management of staff
- Oversee the financial performance of the school and make sure its money is well spent

Governors are there to take a strategic overview rather than be involved in the day-to-day running of the school.

[Click to find out who are our governors and what they do](#)



Website

Remember; the website is our main means of communication so please check it regularly.

[calendar](#)

[class news](#)

[school news](#)

[policies](#)

[photos](#)

Follow us on instagram - ogpschool

Communication

1) Website

2) Email:

All communication will be emailed out, a paper copy is available on request from the office.

We need you to register with **School Gateway** it is extremely easy and you can do this in one of 2 ways:

- 1) Download the school gateway app (it's free)
- 2) Go to www.schoolgateway.com

When you visit the School Gateway

website or app for the first time, please select '**New User**' and enter your **email address and the mobile telephone number you have registered with the school.**

The system will send a PIN code to your phone; please enter this PIN code and your account will be activated for you. As soon as you've got the system set-up, you'll be able to receive e-mails and texts from the school with no cost to the school, you will also be able to make some payments via the app/website rather than send cash or cheques.

The school **MUST HAVE** your **CURRENT** email address or mobile telephone number, please make sure that we have your most recent details.

Schoolgateway


Keeping up with what's going on at school is easier than ever

Feedback and Marking

After conducting extensive research and trialling different systems, we introduced a new Feedback and Marking policy last year. This will continue this year, as it was very effective.

The most effective feedback identifies children's misconceptions, gives children an understanding of how to improve their work and then allows them time to make those improvements. The majority of this will be conducted verbally, both to the whole class and in small groups. Children will have a chance at the beginning of each lesson, to make the suggested improvements and use the adults in the room to support them in doing this.

We will still be ticking the SC (and the correct calculations in Maths) and acknowledging work. We will no longer be highlighting children's books. We will teach the children the most effective ways to respond to this feedback.

You can find the policy here. If you have any questions about Feedback and Marking, please see Leila Kent. 

We know this year is different, but we really do want to keep lines of communication as open as possible, so please do speak to us on the gate or call or e mail the office, if you would like the class teachers to call you.

We will all get through this together.