

Welcome to our school...

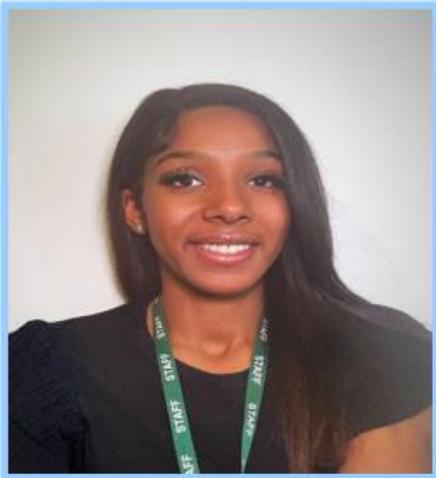
Oak Farm Primary School

Year 2



# Year 2 staff

Miss Mathurin



Mrs James



Miss Judge



Mrs Vasylichenko



🍒 Cherry Class Teacher and Year Group Leader – Miss Mathurin

🍏 Apple Class Teacher - Mrs James

Learning Support Assistants: Miss Judge and Mrs Vasylichenko

## Timings of the day

### ▶ **Morning**

- ▶ Breakfast club from 7.30 am
- ▶ Gates open at 8.30 am
- ▶ Soft Start 8:40-8:50

### ▶ **Afternoon**

- ▶ **Teaching** finishes at 3.20pm

At the end of the school day, it is recommended that children are collected by someone who is above the age of 16. If this is not possible, the school will allow children above the age of 14 to collect, but we will require written permission.

If this is the case, please ensure that you send an email to the office with the name of the person so that we can update our records. Without this, we will not be able to release your child. If pick-up arrangements change and another adult comes to collect your child at any point during the academic year, please ensure that this is communicated to the school.

# Behaviour

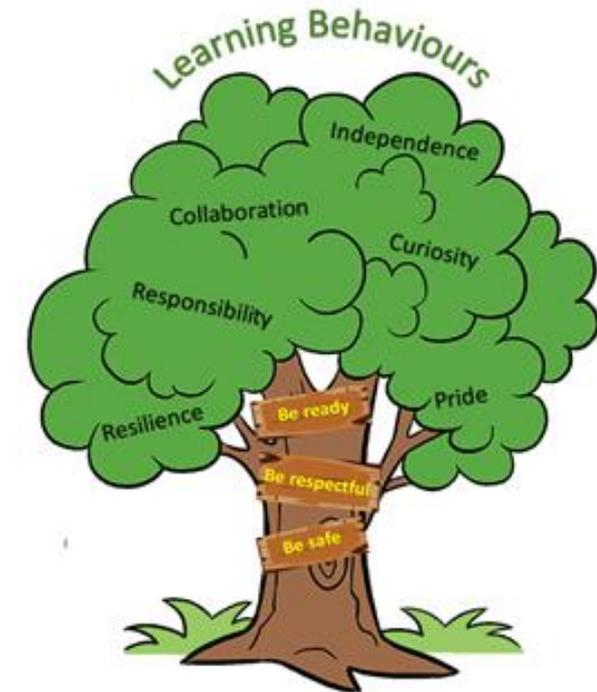
## Three Golden Rules

1. Be Ready
2. Be Safe
3. Be Respectful

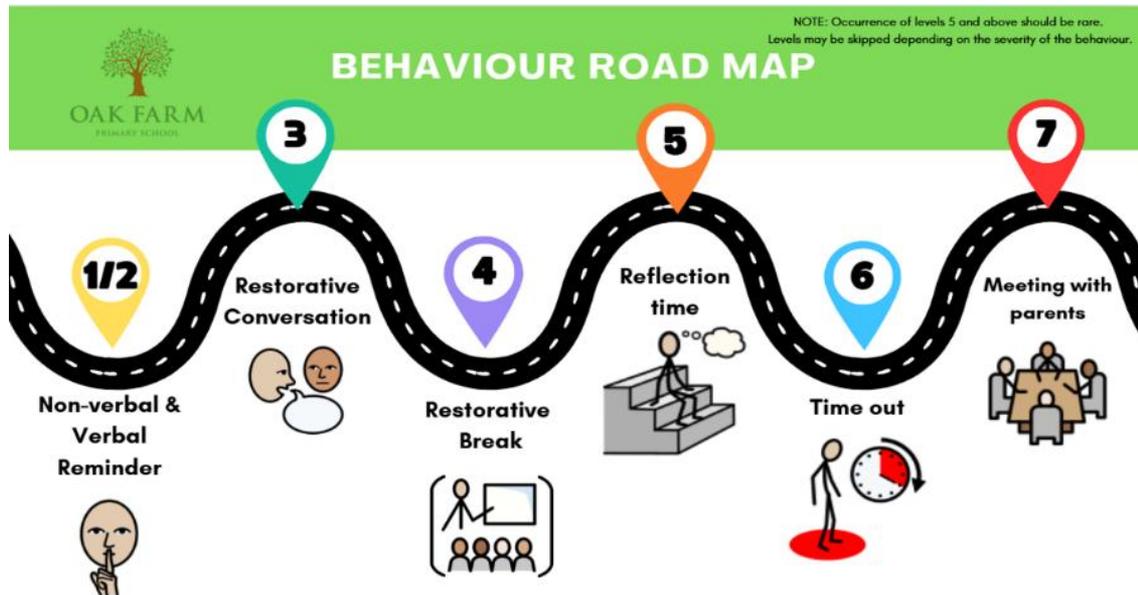


Behaviour Policy – available on the website.

[Oak Farm Primary School - Home](#)



**Golden Rules**

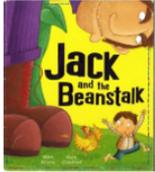


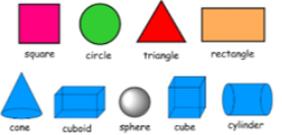
# Timetable

Date:	8.40-9.00	9.00 – 9:30	9:30 – 10.15	10.15-10.30	10.30 – 11.45	12.00 pm-12.50	12:50 – 1:15	12.50pm - 3.20 Break time 1:50 – 2:00			
<b>Monday</b> Reading record check / Book Change	Soft Start Activity	Phonics	Maths	B R E A K T I M E	Finish Maths 10:45- English	L U N C H T I M E	Mindfulness Special Mentions & Attendance 1-1:30	PSHE	Indoor P.E	3:05-3:20 Story Time	
<b>Tuesday</b>	Soft Start Activity	Phonics	Maths		Finish Maths 10:45- English		Picture News Mindfulness				Science
<b>Wednesday</b>	Soft Start Activity	Phonics	Maths		Finish Maths 10:45- English		Mindfulness Handwriting	Geography	ART	3:05-3:20 Story Time	
<b>Thursday</b>	Soft Start Activity	Phonics	Outdoor P.E (Mr. Moura)		R.E (Mrs Reddan)		Mindfulness Handwriting				Maths
<b>Friday</b>	Soft Start Activity	Phonics	Maths		Spelling Test 10:45- English		Mindfulness Handwriting	Spellings / Homework	Computing	3:05-3:20 Story Time	

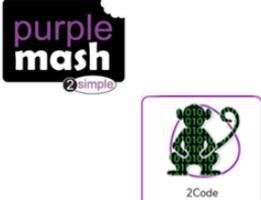
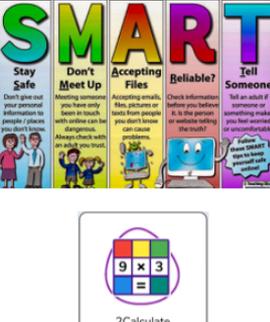
# Curriculum

OAK FARM

Subjects:	Autumn Term – Year 2											
English	<p><b><u>Traditional tales</u></b></p> <p>This term in English, the children will be diving into the magical world of traditional tales. We will be exploring two well-loved stories: 'Jack and the Beanstalk' and Rapunzel.</p> <p>Their learning will include: developing descriptive vocabulary to describe key characters, retelling events in sequence using appropriate story language. As well as planning and writing their own versions of traditional tales by changing aspects such as characters, settings or endings.</p> <p><b><u>The Day the Crayons Quit.</u></b></p> <p>Children will also be looking at this funny and creative story 'The Day the Crayons Quit'.</p> <p>Their learning will include: asking and answering questions to explore the thoughts and feelings of the characters, taking part in interviews, pretending to be one of the crayons and writing in role as a crayon, giving their own point of view!</p>	  										
Maths	<p><b><u>Place value</u></b></p> <p>In this unit they will learn to read and write numbers in digits and words, count in steps of 2, 5, 10 and 3, and practice partitioning numbers into tens and ones.</p> <p>The children will also understand the value of each digit in a number, compare and order numbers, use number lines, and represent numbers in different ways using objects, pictures and written methods. This will help them build a strong foundation for all their future number work.</p> <p><b><u>Addition and Subtraction</u></b></p> <p>In this unit they will learn to add and subtract two-digit numbers within 100 using different strategies. They will practice solving problems with one-step and two-step calculations and will begin to explore fact families.</p>	<p><b>Place Value</b></p> <table border="1" data-bbox="649 868 852 1093"> <tr> <td>7</td> <td>3</td> </tr> <tr> <td>Tens</td> <td>Ones</td> </tr> <tr> <td colspan="2">Ways to represent a number</td> </tr> <tr> <td>Standard form 73</td> <td>Word form seventy-three</td> </tr> <tr> <td>Base Ten form </td> <td>Expanded form 70+3</td> </tr> </table> 	7	3	Tens	Ones	Ways to represent a number		Standard form 73	Word form seventy-three	Base Ten form 	Expanded form 70+3
7	3											
Tens	Ones											
Ways to represent a number												
Standard form 73	Word form seventy-three											
Base Ten form 	Expanded form 70+3											

	<p>describe their properties (such as the number of sides, vertices and edges), and sort them into groups.</p> <p>The children will also practice making patterns with shapes and comparing shapes by looking at similarities and differences. They will also identify lines of symmetry in different shapes.</p>	
Science	<p><b><u>Living things: Habitats</u></b></p> <p>Considering the life processes that all living things have in common, children will classify objects into alive, was once alive or has never been alive. They will explore different habitats, such as woodlands, oceans and rainforests, and find out how animals and plants are suited to the places they live.</p> <p>The children will also learn about simple food chains and how living things depend on each other for survival. This topic encourages curiosity about the natural world and helps the children understand the importance of looking after different environments.</p> <p><b><u>Living things: Microhabitats</u></b></p> <p>Building on their knowledge of habitats, children will discover the small, special places where minibeasts and other living things make their homes, such as under logs, in the soil or beneath leaves. They will explore how these tiny habitats provide what animals and plants need to survive and investigate which creatures they might find there.</p> <p>The children will also begin to think about how changes to the environment can affect living things. They learn that scientists use a range of skills to answer questions and plan and carry out an experiment!</p>	 
Art	<p><b><u>Explore and Draw</u></b></p> <p>In this unit the children will be learning that artists can be collectors and explorers, using the world around them for inspiration. They will practice their drawing and composition skills, experimenting with different ways of looking closely at objects and recording what they see.</p> <p><b><u>Exploring the world through Mono print</u></b></p> <p>The children will be exploring the world through mono</p>	 

# Curriculum

<p><b>History</b></p> <p><b>Schools – past and present</b></p> <p>In History this term, the children will be exploring the question: <b>“How was school different in the past?”</b> They will find out what classrooms, lessons and playgrounds were like for children long ago and compare them with their own experiences of school today.</p> <p>The children will use pictures, artefacts and stories to help them understand how education has changed over time.</p>		<p><b>Computing (Digital Literacy)</b></p> <p><b>Coding</b></p> <p>In Computing this term, the children will be learning the basics of coding. They will explore how to create simple programs, give clear instructions (algorithms), and begin to use coding blocks to make things happen on screen. This will help them develop problem-solving skills, logical thinking and creativity as they start to understand how computers follow instructions.</p>	
<p><b>Geography</b></p> <p><b>Climate zones</b></p> <p>In Geography this term, we will be answering the question: <b>“Would you prefer to live in a hot or cold place?”</b></p> <p>The children will be learning about the differences between hot and cold places around the world. They will explore the weather, landscapes, animals and daily life in these contrasting climates and think about what it might be like to live there.</p> <p>The children will then compare Kenya to their own lives in the UK and discuss whether they would prefer to live in a hot or cold place.</p>		<p><b>Online Safety</b></p> <p>In this unit the children will be learning about online safety. They will explore how to use the internet responsibly, keep personal information private, and understand what to do if something makes them feel uncomfortable online. The children will also learn the importance of being kind and respectful when using technology to communicate with others.</p> <p><b>Spreadsheets</b></p> <p>In this unit the children will be learning how to use spreadsheets with Purple Mash. They will explore how to enter data into simple tables, use tools to help organise information, and even create simple charts.</p>	
<p><b>Religion and Belief</b></p> <p><b>What do Hindu's celebrate?</b></p> <p>In RE this term, the children will be learning about Hindu celebrations and special occasions. They will explore important festivals such as Diwali, as well as special moments in Hindu childhood, and the traditions of a Hindu wedding.</p>		<p><b>P.S.H.E.</b></p> <p><b>Me and my relationships</b></p> <p>In PSHE this term, the children will be learning about relationships and feelings. They will explore how to make friends, communicate kindly, recognise and manage their emotions, and understand how their actions can affect others.</p>	
<p><b>P.E</b></p> <p><b>Indoor PE – Teambuilding</b></p> <p>In PE this term, the children will be focusing on team building. They will take part in activities and games that encourage them to work together, share ideas, solve problems and support one another. This will help them to develop important skills such as communication, cooperation and resilience, while also having fun and staying active.</p> <p><b>Outdoor PE – Fitness</b></p> <p>In this unit the children will be focusing on improving their fitness. They will take part in a range of fun activities designed to build their stamina, strength, agility</p>		<p>They will also learn what bullying is, how to respond if they see it, and how to seek help if they experience it. This will help them build positive relationships and develop important social skills for everyday life.</p> <p><b>Valuing Differences</b></p> <p>In this unit the children will be learning about valuing differences and celebrating diversity. They will explore how their actions can make others feel, practice acts of kindness, and consider how to respond when someone is feeling left out.</p> <p><b>Hands, Feet, Heart and Ho, Ho, Ho</b></p>	

# Importance of Reading

- ▶ In Year 2 the children will revisit and build upon their Phase 5 phonic skills taught in Year 1.
- ▶ They will blend to read words with alternative graphemes.
- ▶ Children will participate in a daily whole class phonic session for the whole of **Autumn term**.
- ▶ Not only do we want the children to develop their own reading and comprehension skills, but also a love for reading.
- ▶ The children have a daily story time at the end of the day.
- ▶ Children bring home a library book every week for you to read to your child- These need to come back into school every **Thursday** so they can change it for a new book.

# Importance of Reading –What are the reading dogs?

The reading dogs are a fun and engaging way we help children develop their reading comprehension skills.

Each 'dog' represents a different skill that good readers use to understand what they read.

The characters make it easier for children to remember and apply these skills when they're reading in class or at home.

**Vocabulary Questions with Victor** 

- Can you find a noun/adjective/verb that tells/shows you that...?
- Why do you think that the author used the word... to describe...?
- Which other word on this page means the same as...?
- Find an adjective in the text which describes...

**Retrieval Questions with Rex** 

- Who is/are the main character(s)?
- When/where is this story set? How do you know?
- Which is your favourite/worst/funniest/scariest part of the story? Why?
- Tell me **three** facts you have learned from the text.
- Find the part where...

**Summarising Questions with Suki** 

- What happens in the story's opening?
- How/where does the story start?
- What happened at the end of the...?
- What is the dilemma in this story? How is it resolved?
- Can you retell the story to me in 20 words or fewer?

**What to Do If You Are Stuck** 

- Can you break it up?
- Which sounds do you know?
- Do you know a word that looks like it?
  - Have a good guess.

**Inference Questions with Iggy** 

- What do you think.... means? Why do you think that?
- Why do you think...?
- How do you think...?
- When do you think...?
- Where do you think...?
- How has the author made us think that...?

**Prediction Questions with Pip** 

- Where do you think.... will go next?
- What do you think... will say/do next?
- What do you think this book will be about? Why?
- How do you think that this will end? What makes you say that?
- Who do you think has done it?
- What might.... say about that?

**If you are not sure, say:** 

- Have a guess. What could it be?
- What would you do if you were...?
- If you had done that, what might... have said?
- If we know that.... means..., what might... mean?
- Does the picture help us? How?
- Where else could we look for a clue?

**Remember** 

- Enjoy this moment.
- Share your thoughts and opinions about it too.
  - Just 5 minutes every day makes a huge difference.
  - Model good reading.

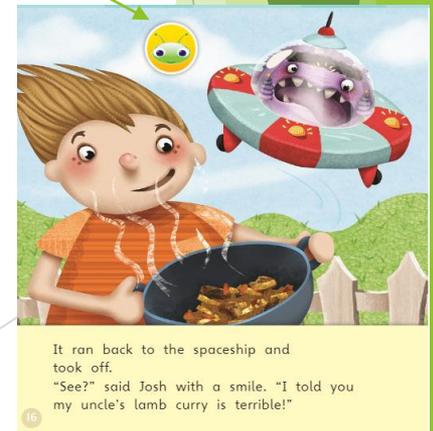
# Importance of Reading

Reading is incredibly important for Year 2, as this stage of development lays the foundation for their future academic success and lifelong learning. Here are some key reasons why reading is crucial for children in Year 2:

- Develops Literacy Skills
- Enhances Vocabulary
- Boosts Imagination and Creativity
- Supports Cognitive Development
- Builds Concentration and Focus
- Improves Academic Performance
- Encourages Bonding

# Importance of Reading

- ▶ How you can support your child:
- ▶ Daily reading at home
- ▶ Complete the reading record
- ▶ Make sure your child brings their book and reading record **every day.**
- ▶ Ensuring that eBooks on BUG Club are read and comprehensions completed (click the bug to answer questions)
- ▶ Most importantly please celebrate their reading with them!





50 Recommended Reads for...

# Year 2 (ages 6-7)

✓ Which ones have you read?

## Funny Books

-  **The Couch Potato**  
Jory John & Pete Oswald
-  **Don't Trust Fish!**  
Neill Sharpson & Dan Santat
-  **The Troll**  
Julia Donaldson & David Roberts
-  **The Duck Never Blinks**  
Alex Latimer

## Short Independent Chapter Books

-  **Croaky: Search for the Sasquatch**  
Matty Long
-  **Claude at the Circus**  
Alex T. Smith
-  **Nellie Choc-Ice, Penguin Explorer**  
Jeremy Strong & Jamie Smith
-  **The Missing Bunny**  
Holly Webb & Antonia Woodward
-  **Watts & Whiskerton: Sabotage at the Fete Cake Bake**  
Meg McLaren
-  **Lottie the Little Wonder**  
Katherine Woodfine & Ella Okstad
-  **Izzy the Inventor and the Unexpected Unicorn**  
Zanna Davidson & Elissa Elwick

## Classic Stories

-  **The Enchanted Wood**  
Enid Blyton
-  **Pippi Longstocking**  
Astrid Lindgren & Lauren Child
-  **George's Marvellous Medicine**  
Roald Dahl & Quentin Blake
-  **Martin's Mice**  
Dick King Smith
-  **Flat Stanley**  
Jeff Brown & Rob Biddulph

## Stories about Kindness and Inclusivity

-  **Leo and the Octopus**  
Isabelle Marinov & Chris Nixon
-  **My Friend Andy**  
Emma Chinnery
-  **Rajiv's Starry Feelings**  
Niall Moorjani & Nanette Regan
-  **Aaron Slater, Illustrator**  
Andrea Beaty & David Roberts
-  **Cloud Boy**  
Greg Stobbs
-  **InvestiGators**  
John Patrick Green

## Short Graphic Novels

## Animal Stories

-  **The Rainbow Bear**  
Michael Morpurgo & Michael Foreman
-  **The Emerald Forest**  
Catherine Ward & Karin Littlewood
-  **Jenny Peckles Lays Eggs With Speckles**  
Rachel Emily & Paul Delaney
-  **Darwin's Super-Pooping Worm Spectacular**  
Polly Owen & Gwen Milward

## Interesting & Thought-Provoking Stories

-  **Can I Build Another Me?**  
Shinsuke Yoshitake
-  **The Tunnel**  
Anthony Browne
-  **Barnaby Unboxed**  
The Fan Brothers
-  **Troll Stinks!**  
Jeanne Willis & Tony Ross
-  **If I Were Prime Minister**  
Trygve Skaug & Ella Okstad
-  **My Momo-La is a Museum**  
Mamta Nainy & Violet Kim
-  **Magic, Myths and Fairytales**  
Clotilde Perrin
-  **The Glass Heart**  
Sally Gardner
-  **Luna and the Sky Dragon**  
Bethan Woolvin
-  **My Encyclopedia of Very Important Myths & Legends**  
DK

## Storytime Chapter Books

-  **Dino Dad**  
Andy Day & Steven Lenton
-  **The Naughtiest Unicorn**  
Pip Bird & David O'Connell
-  **An Alien in the Jam Factory**  
Chrissie Sains & Jenny Taylor
-  **Einstein the Penguin**  
Iona Rangeley & David Tazzyman
-  **Marge in Charge**  
Isla Fisher & Eglantine Ceulemans
-  **Magic Faces: Heroes of the Pirate Ship**  
Esi Merleh & Abeeha Tariq

## Poems & Rhymes

-  **An Emotional Menagerie**  
The School of Life
-  **Michael Rosen's Book of Very Silly Poems**  
Michael Rosen & Shoo Rayner

## Information Books

-  **Don't Squish a Slug**  
Yussef Rafik & Riley Samels
-  **The Big Book of the Blue**  
Yuval Zommer
-  **What's the Actually Factually Difference?**  
Jane Wilsher & Liz Kay
-  **Meet the Microbes!**  
Dr Emily Grossman & Maggie Li
-  **Small, Sparkling Raindrop**  
Mary Auld & Lou Baker Smith
-  **Welcome to Our Table**  
Laura Mucha, Ed Smith & Harriet Lynas



Or visit [www.booksfortopics.com/year-2](http://www.booksfortopics.com/year-2) to find the online booklist, book pack, reviews and resources

# Homework

## Year 2 – Autumn 1

## Homework



 Week 1	<ul style="list-style-type: none"> <li>Daily Reading - including books on bug club (recorded in Reading Record)</li> <li>Spellings (tested on Friday)</li> <li>Maths (30 minutes on Timetable Rockstars, Numbots, or Purple Mash)</li> <li><b>PSHE: Create a logo for one of our learning behaviours.</b></li> </ul>	Due in: 12 <sup>th</sup> September
 Week 2	<ul style="list-style-type: none"> <li>Daily Reading - including books on bug club (recorded in Reading Record)</li> <li>Spellings (tested on Friday)</li> <li>Maths (30 minutes on Timetable Rockstars, Numbots, or Purple Mash)</li> <li><b>PSHE - Me and My Relationships: To create a Family Tree.</b></li> </ul>	Due in: 19 <sup>th</sup> September
 Week 3	<ul style="list-style-type: none"> <li>Daily Reading - including books on bug club (recorded in Reading Record)</li> <li>Spellings (tested on Friday)</li> <li>Maths (30 minutes on Timetable Rockstars, Numbots, or Purple Mash)</li> <li><b>Science - Habitats: Go for a walk in a local wood, or by a canal, river or lake. See what animals you can find.</b></li> </ul>	Due in: 26 <sup>th</sup> September
 Week 4	<ul style="list-style-type: none"> <li>Daily Reading - including books on bug club (recorded in Reading Record)</li> <li>Spellings (tested on Friday)</li> <li>Maths (30 minutes on Timetable Rockstars, Numbots, or Purple Mash)</li> <li><b>Geography - Hot or Cold locations: Make some fact cards about hot and cold locations. Research 2 countries/areas and find an interesting fact to put on your card with a drawing/photo.</b></li> </ul>	Due in: 3 <sup>rd</sup> October
 Week 5	<ul style="list-style-type: none"> <li>Daily Reading - including books on bug club (recorded in Reading Record)</li> <li>Spellings (tested on Friday)</li> <li>Maths (30 minutes on Timetable Rockstars, Numbots, or Purple Mash)</li> <li><b>Creative Writing: As we are learning about habitats in science, we would like you to choose an animal to be and write a story describing what you imagine a day in its life to be.</b></li> </ul>	Due in: 10 <sup>th</sup> October
 Week 6	<ul style="list-style-type: none"> <li>Daily Reading - including books on bug club (recorded in Reading Record)</li> <li>Spellings (tested on Friday)</li> <li>Maths (30 minutes on Timetable Rockstars, Numbots, or Purple Mash)</li> <li><b>RE - Hinduism: Create a rangoli pattern in preparation for Diwali.</b></li> </ul>	Due in: 17 <sup>th</sup> October
 Week 7	<ul style="list-style-type: none"> <li>Daily Reading - including books on bug club (recorded in Reading Record)</li> <li>Spellings (tested on Friday)</li> <li>Maths (30 minutes on Timetable Rockstars, Numbots, or Purple Mash)</li> <li><b>Music - Hands, Feet, Heart: Make up a pattern with body percussion to perform to the class.</b></li> </ul>	Due in: 24 <sup>th</sup> October

Our "Homework Gallery" will take place on 24th October. All homework will be displayed and celebrated, giving children the chance to visit classes within their phase and leave positive feedback on the work. Members of SLT will also attend to award stickers to pieces of homework that particularly stand out.

# Student Jobs

- ▶ Helping Hands to promote independence and responsibility in Year 2
- ▶ School council (Year 2 – 6)
- ▶ Eco Hero
- ▶ Bulletin Writer
- ▶ Classroom monitors
- ▶ Chrome book monitors
- ▶ Register monitors
- ▶ Additional jobs and responsibilities will be allocated throughout the year.

# Communication

- ▶ Please use the Year group email to communicate with us:  
[year2@oakfarmprimary.org.uk](mailto:year2@oakfarmprimary.org.uk)
- ▶ For anything urgent/medical please make contact with reception.

# Website/ Bulletin

**The school website is a great place to go for key information:** e.g. term dates, curriculum information, policies.

▶ <https://www.oakfarmprimary.org.uk/>

**School Bulletin** is sent out on a Friday – it is an electronic link that gives up to date information including dates and key events.

# School Uniform

- ▶ Children are expected to wear full school uniform at all times. Long hair must be tied back.
- ▶ Make up and nail varnish should not be worn. The uniform policy can be found on the school website and was also emailed to parents at the end of last term.
- ▶ Children are allowed to wear one small stud earring in each ear. The approved religious jewellery is the Sikh Kara. A parent must put in writing if there is something else that needs to be worn for religious purposes.
- ▶ Please NO watches in KS1
- ▶ PE kits also need to be in line with policy
- ▶ Children will be given slips with a reminder if an item of clothing is not correct.

▶ **The uniform consists of:**

- Brown sweatshirt or cardigan with school logo;
- Plain grey trousers, skirts or pinafores;
- White polo shirts with/out logo;
- Yellow check dresses or plain grey shorts during Summer Term and up to first half of Autumn Term (weather permitting).
- Plain black shoes/ trainers ***(for EYFS and KS1 with a Velcro fastening)***.

▶ **PE Kit**

- White t-shirt
- Plain black shorts/jogging bottoms for PE
- Plain black sweatshirt
- Trainers for PE

# Additional Year 2 requests

- ▶ Please could we ask you to consider the size of the school bag you provide as space in the classroom is limited. The book bag size is what we would suggest.
- ▶ No personal items/toys should be brought in to school.
- ▶ Trading cards are not allowed.
- ▶ Hair bands/ accessories need to be in line with the school colours.
- ▶ Children do not need to bring in any pencil cases or stationary as all resources are provided in class.
- ▶ Collection time – We appreciate you are keen to see your child at the end of the day but could we please ask you not to peer in the classrooms as it distracts the children and our end of day routine.

# Attendance and Punctuality



- ▶ We know that the benefits of children attending school on time every day means that they are able to reach their potential as they are able to access all the learning opportunities provided.
- ▶ Please ensure that your child is on time for school at **8:50am**.
- ▶ Please make medical appointments outside of school time where possible. If an appointment is during school time, you will need to provide proof of the appointment.
- ▶ Please remember we are unable to authorise requests for holiday leave. If you take your child out of school for a holiday during term time, you will now be given a fine. More guidance will be sent out from school.

Regular absence  
and lateness has a  
hugely negative influence  
on children's education  
and attitude to life!

Attendance Matters!



Every Student, Every School, Every Day

## Benefits of being in school, on time, everyday:

- ❖ Build secure friendships with peers.
- ❖ Not missing out on learning.
- ❖ Fun activities, trips, clubs, visitors.
- ❖ Healthy, free, school meals, fruit and milk.
- ❖ Routine and good habits.
- ❖ We help to keep your children safe and well.

## How can you support your child's attendance:

- ❖ Leave plenty of time to get ready in the morning.
- ❖ Have a bedtime routine to aid a good night's sleep.
- ❖ Use our breakfast and after school clubs if you need wrap-around care.
- ❖ If your child is unable to attend, inform us before 9am.
- ❖ Try to book routine appointments, and holidays, outside of school time.
- ❖ Do not keep children off for 'minor illnesses' – see NHS guidance for acceptable reasons. We have a medical team who can check your child's observations upon arrival.
- ❖ Talk to us! We're here to help!

### Is my child too ill for school?

It can be tricky deciding whether or not to keep your child off school, nursery or playgroup when they're unwell.

# Attendance Pamphlet

## Attendance at Oak Farm Primary School



### Your Attendance Team:



Mrs S Hunt Attendance Champion  
Miss E Fisk Attendance Officer  
Mrs C Hill Attendance Support  
Mrs A Gammell Pastoral Lead

Should you wish to discuss anything attendance-related, please contact Miss Fisk in the first instance who will share any concerns with Mrs Hunt. Working in collaboration with the Senior Leadership Team, Mrs Hunt may be in communication with you regarding your child's attendance but, of course, your child's class teacher remains as your first point of contact: they will be delivering attendance letters to you and will communicate with you if they have any concerns.

### Why is attendance so important?

Being around teachers and friends in a school environment is the best way for pupils to learn and reach their potential. Time in school also keeps children safe and provides access to extra-curricular opportunities and pastoral care. Every moment in school counts. For example, a child who is absent for three days over a half term could miss 18 hours of learning, which doesn't seem like a lot but this time adds up quickly. The higher a pupil's attendance, the more they are likely to learn, and the more successful their future is likely to be.

100%	0 days Missed
95%	9 days of Absence: 1 week and 4 days of learning missed
90%	19 days of Absence: 3 weeks and 4 days of learning missed
85%	28 days of Absence: 5 weeks and 3 days of learning missed
80%	38 days of Absence: 7 weeks and 3 days of learning missed
75%	48 days of Absence: 9 weeks and 1 day of learning missed

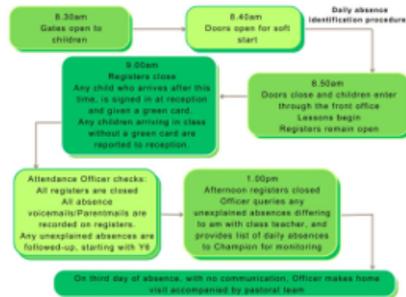
### What are we doing to reward attendance?

#### Oak Farm Primary Rewards For Attendance

- NEARLY** The class with the highest attendance in each phase will win the attendance trophy bar.
- HELP** Every child with 95% attendance is entered into a raffle. One children's prize, at random, wins a raffle too.
- HELP** Every child achieving 95% and above receives an attendance sticker.
- HELP** Every child achieving 100% receives sticker and attendance certificate.
- TRIPLE** Every child achieving 95% and above entered into a raffle. One children's prize, at random, wins a raffle. Every child achieving 100% and above entered into a raffle. One children's prize, at random, wins a £5 Amazon voucher.



### How do we ensure your child has arrived safely in school?



### How can you help your child achieve the best attendance possible?

- Allow plenty of time to get ready in the morning and have breakfast before leaving for school.
- Allow plenty of time to get to school - if you are late, please bring your child to the School Office.
- Have a bedtime routine so that they have a good night's sleep.
- Please do not keep your child off school if they have a 'minor illness' such as a cough, cold, runny nose, sneezing or sore throat. We are happy for you to send your child in and we will monitor them, and send them home if necessary.

	Gates open at	Classroom doors open at	Classroom doors shut at (official start time)	Child marked late if they arrive after
Morning nursery	8:25am	8:40am	8:50am	9:00am
Afternoon nursery	12:05pm	12:20pm	12:30pm	12:30pm
Reception Y1-6	8:25am	8:40am	8:50am	9:00am

- If they are unable to attend school, please ring or email the school office before 9am in the morning to give details.
- If making a routine appointment for the dentist/ doctor, please make it out of school hours, or during school holidays - we ask for proof of any appointments scheduled during school time.
- Talk to us. We are here to help. If you are having any difficulties that are affecting your child's attendance at school, please come and talk to us as soon as possible so we can help you.

### Attendance Matters!



Every Student, Every School, Every Day

### Communication you can expect from us

- Daily attendance reminder messages are sent via Parentmail to all parents/carers who have not notified the school of their child's absence.
- Weekly Parentmails to parents/carers to whose children who have more than 2 late arrivals at school during the preceding week.
- Whole school attendance is shared weekly on the school bulletin, alongside regular updates and support.
- Attendance reports are given to parents three times across the academic year; two at the parental consultations (Oct & Feb) and with the final report in the summer term.
- Parents/carers will be notified if their child's attendance becomes cause for concern and parents will be invited in to meet with staff in line with Oak Farm's 'Six steps to monitoring attendance' (outlined below);
- School staff may undertake home visits if absences are not reported, to check that the child is safe and well.

### Our 'Six Steps to Monitoring Attendance'

#### Oak Farm Primary Six steps for monitoring attendance

- Step 1** 10 sessions missed: Letter 1 will be sent home informing parents/carers that their child is at risk of falling below the national expectation for annual attendance.
- Step 2** 20 sessions missed: Letter 2 will be sent home with an invite to attend and informal meeting with our school's Attendance Officer and Pastoral Lead, with the aim of putting support in place to aid improvement.
- Step 3** 30 sessions missed: Letter 3 will be issued, informing parents/carers that their child's absence is a cause for concern. A member of SLT will be in contact to arrange a meeting.
- Step 4** 35 sessions missed: Letter 4 will be sent home asking parents/carers to attend a meeting to discuss the attendance concerns with the Deputy Headteacher or Headteacher.
- Step 5** 40 sessions missed: Letter 5 will be issued and an attendance panel meeting with the Attendance Champion will be scheduled. There is also a risk of a referral to the local authority's attendance team.
- Step 6** No Further Improvement: Letter 6 will be sent to inform that a referral will be made to the participation team. Next steps will be guided by the local authority.

### Is my child too ill for school?

If you're ever unsure on whether to send your child to school, please see this NHS web page which provides advice on range of conditions including: temperatures, anxiety, coughs and colds, chicken pox, head lice, infections and more.

[Is my child too ill for school? - NHS](#)

### Is my child too ill for school?

It can be tricky deciding whether or not to keep your child off school, nursery or playgroup when they're unwell.

# Special Education Needs and Disabilities



*Our new SENDCo: Mrs Hunt*

A purple poster with white text and a grid of colorful puzzle pieces. The puzzle pieces feature various cartoon characters representing diversity in age, gender, and ethnicity.

**INCLUSION**  
**WHAT DOES THIS MEAN AT OAK FARM?**

An opportunity to meet key members of our Inclusion team, including the new SENDCo.

This meeting will discuss the national picture around inclusion, debunk myths around SEND as well as look at how we cater for children needing additional support.

**MONDAY 15<sup>TH</sup> SEPTEMBER**  
**9.15AM (IN SCHOOL) AND 7PM (ONLINE)**

At Oak Farm, we pride ourselves on nurturing independence and enabling every child to reach their full potential. Our teachers create inclusive, adaptive classrooms where personalised strategies support all learners—this approach has the greatest impact. When more support is needed, we focus on individualised provision rather than constant one-to-one adult support, as research shows this better promotes confidence and self-esteem. If you have any questions or would like to discuss your child's needs, please don't hesitate to get in touch at [send@oakfarmprimary.org.uk](mailto:send@oakfarmprimary.org.uk) – we're here to help!

# Assessment

We assess students regularly to track their academic progress, identify areas for improvement, and ensure that teaching methods align with their needs. Some of the key assessment information is detailed below:

**KS1:** Year 1 Phonics screening and retakes in Year 2 if required.  
Regular reading assessments through our Bug Club phonics scheme.

We will be doing Pixel assessment termly, this help us as teachers to understand how well your child is doing in key areas like reading, maths, spelling and grammar.

Formative (quizzes, observations, class activities) and summative assessments (end of unit tests) are completed throughout the year during lessons alongside termly teacher assessments in reading, writing and maths to identify pupils' progress and next steps.

# Healthy Eating Policy

The school is dedicated to providing an environment that promotes healthy eating and enables pupils to make informed food choices.

## **Break time Snacks**

Children in EYFS and KS1 are provided with free fruit and vegetables. We also encourage children in KS2 to bring a healthy snack in from home, e.g. fresh fruit or vegetables, dried fruit, plain biscuits, rice cakes, breadsticks and cereal bars.

Children should not have any of the following items for a break time snack: crisps, chocolate, sugary/chocolate biscuits, sweets etc.

## **Universal Free School Meals**

Please remember that all primary age children receive free school meals.

## **Drinks**

We encourage children to bring a bottle of water in from home to have in the classroom. Children may have other drinks as part of their packed lunch, though no fizzy drinks are allowed and it is best to avoid drinks that have high sugar content.

## **Birthdays**

We do not allow any cakes or sweets to be handed out in school for birthdays. This is to safeguard pupils and staff with allergies/intolerances/religious or cultural practices and to ensure that parents/carers do not feel pressured into joining in.

# KS1 - Coolmilk.com



## FREE and subsidised school milk

Register your child today!



*Cool Milk*  
www.coolmilk.com

### Is your child entitled to FREE milk?



Every child under the age of five is entitled to FREE school milk.

 Register your child online for FREE school milk today.



Every child over the age of five is entitled to milk at a subsidised price of around £20 per term.

 Register online now and you can pay straight away!

Register your child for school milk today.

Sign them up in a few clicks...



Go online and quickly register your child for school milk at [www.coolmilk.com](http://www.coolmilk.com)



Need help? Contact our Customer Service team on 0800 321 3248 or via email at [registrations@coolmilk.com](mailto:registrations@coolmilk.com)

The UK government continues to support school milk. Milk for under-5s is fully funded by DfES via the Nursery Milk Scheme. Milk for over-5s is subsidised by Defra via the School Milk Scheme. Company registration no. 3823430 England

*Cool Milk*  
www.coolmilk.com

# Packed Lunch Guidance

This leaflet provides information on how to provide a healthy packed lunch for your child. It is important to ensure that children eat a healthy, balanced lunch that will provide them with the energy required to learn and play at school. Please support the school's food policy by following this guidance.

## Starchy Foods

Base each meal on a starchy food such as bread, potato, rice or pasta.

- Bread: Try different breads such as pitta bread, tortilla wraps, bread rolls, chapattis or crackers.
- Other starchy foods such as pasta, potato, rice or noodles.
- Wholegrain varieties are best for fibre, which is vital for a healthy digestive system.



## What is a healthy packed lunch?

A healthy packed lunch is a balanced meal providing a variety of nutrients, to be found in four food groups:



## Milk and Dairy Foods

Include a dairy product or dairy alternative, such as yoghurt, custard or fromage frais. These foods provide calcium necessary for strong bones and teeth, as well as providing protein and vitamins.

- Include some semi-skimmed or skimmed milk.
- Reduced fat cheese.
- Lower fat alternatives are better.



## Meat and Alternatives

Add some protein. Protein foods build muscles and provide minerals.

- Lean meats, such as chicken, ham or turkey.
- Fish, e.g. tuna.
- Cheese or egg (boiled or in a sandwich).
- Meat alternatives such as Quorn or tofu.
- Dishes containing pulses or beans.



## No, No, No!

There are some foods that aren't appropriate for school lunches. The following foods can be enjoyed in moderation at home but should be avoided at school:

- sugary biscuits
- sweets/chocolate
- large bags of crisps
- fizzy drinks

*Due to allergies, please do not send nut products into school.*

## Fruit and Vegetables

Include plenty of fruit and vegetables as these are full of vitamins, minerals and fibre to keep your child strong and healthy.

- Add tomato, lettuce, grated carrot or cucumber to a sandwich.
- A vegetable dish such as salad.
- Fresh or dried fruit.
- Fruit salad.
- Finger foods such as cherry tomatoes, cucumber sticks or celery.



# What we would like from you!

- ▶ Children who arrive at school on time.
- ▶ Children always in school uniform/PE.
- ▶ To attend all parent consultation evenings.
- ▶ Read regularly with your child.
- ▶ Support homework and home learning.
- ▶ Keep contact details up to date.
- ▶ Tell us if there are circumstances which may affect your child.
- ▶ Work in partnership with us.