

WELCOME
TO OUR
CLASSROOM



Our Learning Environment

Welcome to Oak Class, in our teaching space this year we have 19 children and two wonderful teaching assistants named Miss Lambert and Mrs Southworth.

Our class teacher is called Miss Brooks.

In our learning space this year we have access to several continuous provision areas throughout our classroom. All provision areas are planned and set up regularly with challenges which are linked to our year one curriculum and EYFS curriculum to ensure challenges are suitable for all children and their individual needs. The children use these provision areas throughout the school day.



Our Curriculum

In year one we follow the National Curriculum for all subjects. We then create a medium term plan which indicates the skills and learning objectives we are focusing on during each subject.

Skills and objectives are then differentiated according to the children's abilities. Children are taught to their ability to ensure all children make progress in every lesson.

Our medium term plans can be viewed on our website under the curriculum button.

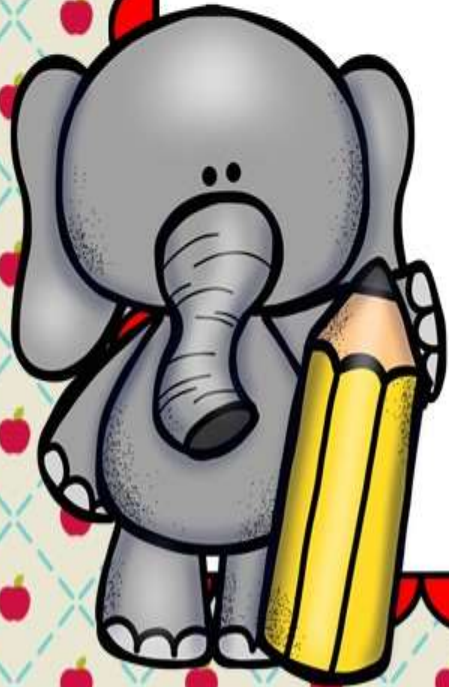


PE

Our PE lesson this half term will be on a Monday afternoon.

During the first half term we will focus on improving our fundamental skills. We will be working on our throwing, catching, jumping and balancing skills.

Please can all children arrive into school every Monday wearing their PE kit. Please ensure all jumpers are named clearly and suitable footwear is worn.



School Planners

The school planners are a communication tool between yourselves and staff.

Staff will record in the planners when they hear children read at school and we would love you to do the same. This encourages children to read more frequently and allows us to monitor reading effectively. Please ensure planners are brought into school everyday.

Children should aim to be reading at home for at least 5 minutes every night.



Reading

Children are encouraged to read as much as possible, in school and at home. In school reading is fundamental during all phonic lessons, English lessons and during shared reading. Children will also take part in Guided Reading sessions weekly with the Class Teacher and Teaching Assistants.

Planners will be checked every day and we will be changing the children's reading books on a Monday and Thursday providing the book has been completed and this has been recorded in the planner.

Children will have three days to explore and read a given book and will be expected to read the text multiple times to develop confidence, gain fluency and develop their language understanding and comprehension skills



Reading Cycle

Day	Skill Focus	Key Questions
Monday	<ul style="list-style-type: none">• Make predictions• Describe characters and settings• Identify tricky words and learnt phonemes (sounds) <p>Read the book, or chosen pages, with your child to explore characters and build the confidence for decoding the next day.</p>	<ul style="list-style-type: none">• What can you see on the front cover?• Can you spot any tricky words or sounds?• What could happen in this book?• Is it a fiction or non-fiction? How do you know?
Tuesday	<ul style="list-style-type: none">• Decoding to read – segmenting and blending. <p>Ask your child to read the book to you, support then to decode when/if required.</p>	<ul style="list-style-type: none">• Can you spot any sounds that you know before we read?• Can you add sound buttons to the words that you don't know?
Wednesday	<ul style="list-style-type: none">• Reading Fluency – practise reading so that children can read the majority of the book without having to stop often to sound out.• Comprehension – understanding what they have read. <p>Ask your child to read the book to you again, practising their 'speedy reading' (reading without having to spot and segment words). Encourage your child to add expression to demonstrate their understanding.</p>	<ul style="list-style-type: none">• Can you practise your speedy reading? Let's read the words that we know without saying each sound first.• How did Chip feel? How do you know?• Why/What/When/How questions to establish understanding.

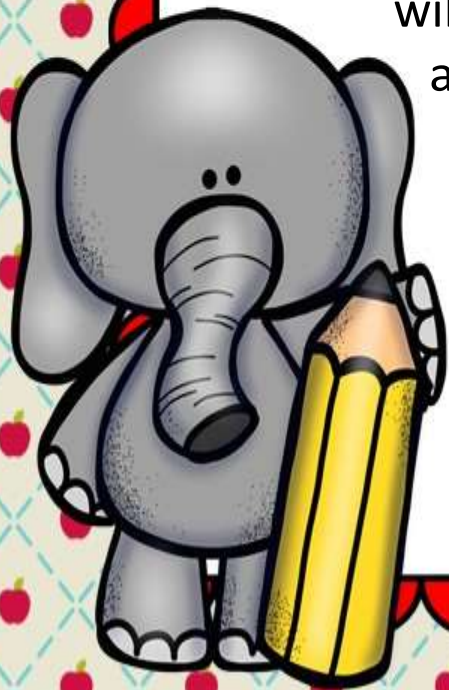


Phonics

This year the children will receive one phonics lessons daily. Our phonic sessions will focus on blending, segmenting and learning new graphemes. During phonic sessions we will also focus on tricky words, high frequency words and spelling.

In Year 1 children will be taught new phase 5 alternative graphemes following Red Rose phonic scheme. At the beginning of year one we will be recapping sounds from previous phases to ensure all children are confident in their phonic knowledge.

Children will receive intervention, if required, in order to help support children who may find phonics more tricky. All children are challenged and stretched in phonics daily and lessons are differentiated to ensure all children are able to reach their full potential in every lesson.



Phonic Screening Check

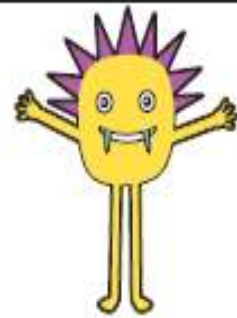
Year 1 children will complete a phonics screening check which is usually administered at the beginning of June. The check is done 1: 1 with a grown up and the children are required to read 40 words. The children will be presented with 20 real and 20 nonsense words to read during the check. This is done to check their knowledge of all graphemes taught from EYFS and year one and assess their decoding and blending skills.

An example of the test words...



nigh

clisk



brown

thrand



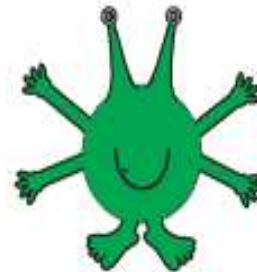
main

strad



rude

scroy





Homework

This year we will be continuing with the pick and mix homework template.

The children will receive a new homework table at the beginning of every half term. Depending on the number of weeks in the half term, the children will have 5/6 mini maths tasks and 2 theme tasks to choose from. The children can pick which activities they want to do each week.

Homework books must be handed in on a Wednesday and they will be marked and sent back out on Friday ready for the next weeks homework.



 Mini Maths Challenges (choose one a week for 4 weeks) 		
<p align="center">Roll the number</p> <p>Can your grown up give you a number between 1 and 20? Can you read the number and then collect that amount of objects in a one minute time slot?</p> <p>Eg- if my grown up gave me the number 16 I may collect 16 stones.</p> <p>If I have the correct number when the time runs out I get a point if I have too many or not enough my grown up gets a point.</p> <p>Challenge- Can you try numbers to 30?</p>	<p align="center">Order it</p> <p>Can your grown up give you digit cards 1-20? Then can they lay them out in the wrong order? Can you rearrange them into the correct order?</p> <p align="center">Easier-numbers 1-10</p> <p>Challenge- Choose 5 numbers at random and order them from the smallest to largest?</p>	<p align="center">Number Formation</p> <p>Can your grown up give you a number from 0-10 or 0-20?</p> <p>Can you practice writing your number using the correct formation and ensure your numbers are facing the correct way? You may want to practice in sand, glitter, flour or with chalk first. Then can you have a go at writing all your numbers in your homework book 5 times each.</p> <p>Can you circle your favourite one like we have been doing in class?</p>
	<p align="center">More or Less</p> <p>Can your grown up give you three sets of objects fewer than 20?</p> <p>Eg- 6 eggs, 10 spoons and 9 raisins</p> <p>Can you count and decide which pile has the most and which has the least? Can you tell me how many more or how many less each set has?</p> <p>Challenge: Can your grown up take away 1, 2, 3 or 5 of the items? How many do you have now?</p>	
<p>Theme</p> <p>(Choose one of these for the half term to do in one of the 5 weeks)</p>	<p align="center">Our Local Area</p> <p>Can you think about your favourite place in our local area? Then can you create a piece of work to show our class which tells us all about your special place? You could include writing, photographs, drawings or videos.</p>	<p align="center">Autumn Adventure</p> <p>Can you go on an Autumn adventure and create a piece of art or a collage to describe how the seasons changes as we move into autumn? You can collect different items you see or you could take some photographs to show our class. Think about what happens to the trees, daylight, animals and the weather in autumn.</p>

Spelling Homework

Children will also start receiving spelling homework this year which will begin at the start of next half term.

Spelling homework follows a fortnightly system. One week the children will be sent home with a spelling investigation task which will be based on the phonic sounds we have been learning that week. The following week the children will be sent home with a set of spelling words to practice. We will have a spelling test fortnightly on a Friday. Spelling books must also be handed in on a Wednesday so they will be marked and sent back out on Friday ready for the next week's spelling task.



Handwriting

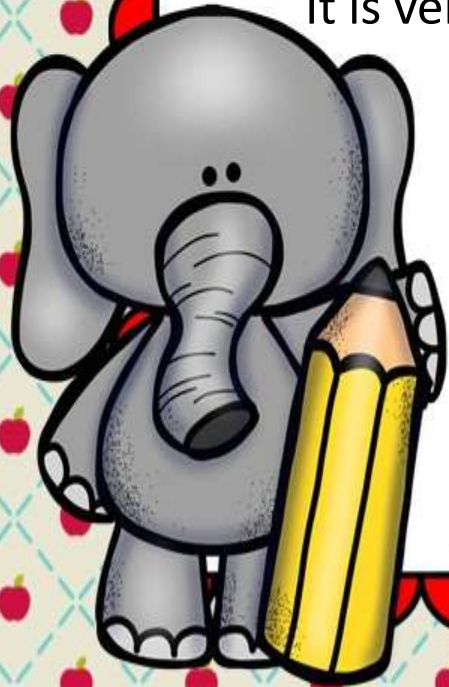
Handwriting is taught daily during all phonic lessons and we will have a weekly handwriting session on a Friday morning to practice the formation of individual letters/letter families. Handwriting activities will also be placed in continuous provision for all children to access independently. We will be continuing our work with our beautiful cursive handwriting this year.

It is very important that children develop a strong tripod grip when writing to form letters accurately.

Fine motor skills.

If children are struggling with their writing, it would be brilliant to practice their fine motor skills in order to strengthen their muscles to make writing and letter formation more effective.

Activities to try at home- using tweezers, playing with slime/playdough, placing beads on string, playing with Lego.



Things To Practice At Home

- Number bonds to 10 and 20,
- Count to and above 100 in 1s, 2s, 5s and 10s
 - Identify missing numbers,
 - Finding 1 more/less, 10 more/less
- Counting on and back from a given number
 - Doubles and Halves
- Reading as much as you can at home
 - Letter and number formation
- Writing opportunities- shopping lists, labels
- Learning the 2, 5 and 10 times table.
 - Recognising 2D and 3D shapes



Extra
resources for
you to use at
home 😊



Tricky words/common exception words

the

to

I

no

go

into

he

she

we

me

be

was

you

they

all

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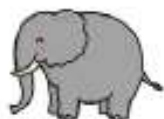
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