

A decorative banner with a dark blue string and colorful triangular bunting flags (orange, red, and grey) hangs across the top. The background is a light beige color, adorned with various floral patterns. There are orange flowers with white centers, green flowers with orange centers, and small green dots scattered throughout. A large, light pink cloud-like shape with an orange outline frames the text in the center.

*Welcome to  
Oak Class*

# Our Classroom...



Welcome to Oak Class, in our teaching space this year we have 18 children and one wonderful teaching assistant named Mrs Southworth.

Our class teachers are called Mrs Bates and Mrs Bateson.

In our learning space this year we have access to several continuous provision areas throughout our classroom and a lovely outdoor area. 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.

# The 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.



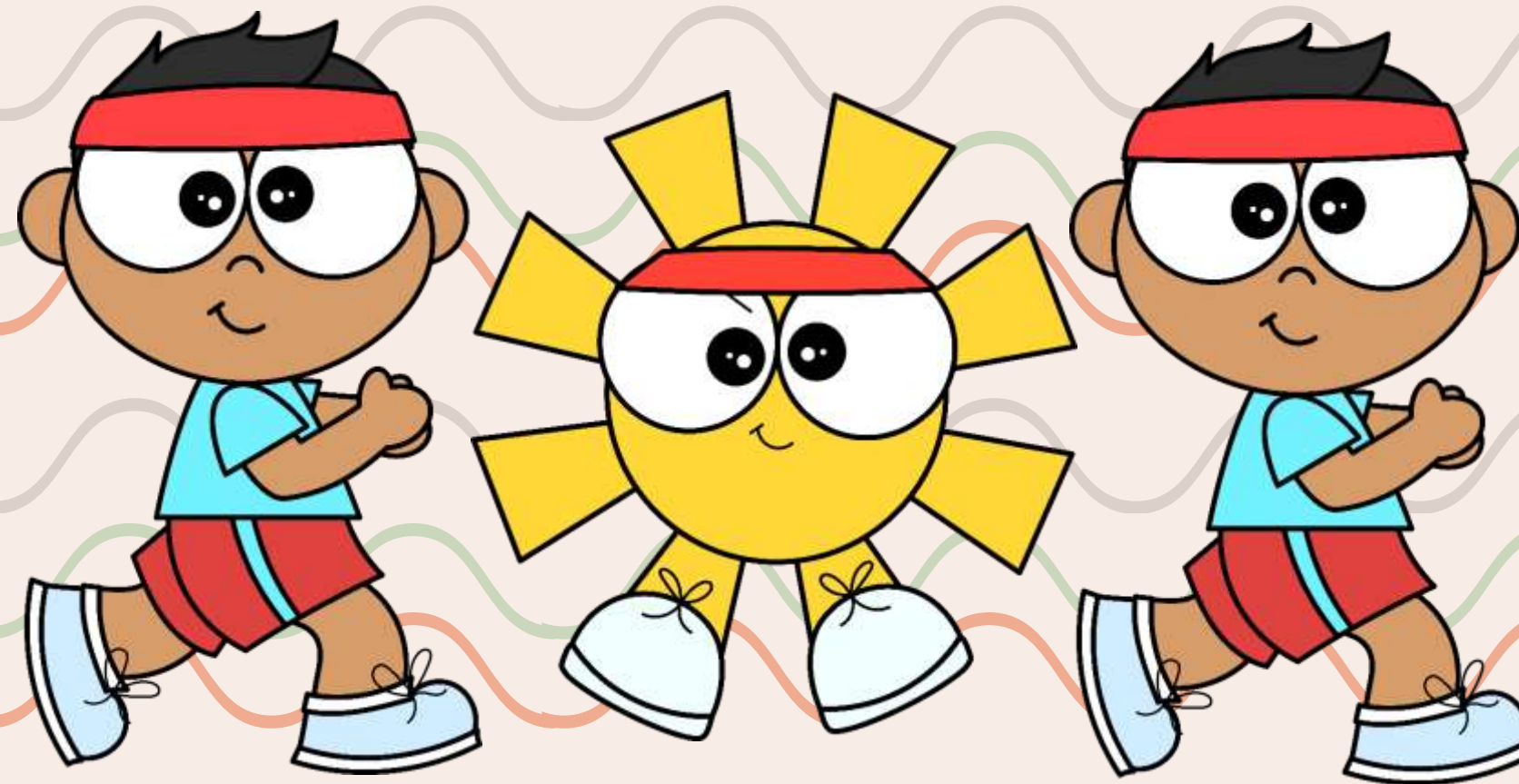
Our medium term plans can be viewed on our website every half term under the curriculum button.



# PE

Our PE lesson this half term will be on a Monday and Friday 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 & Friday wearing their PE kit. Please ensure all jumpers are named clearly and suitable footwear is worn.

# School Planners

*Our school planners are a communication tool between yourselves and staff.*

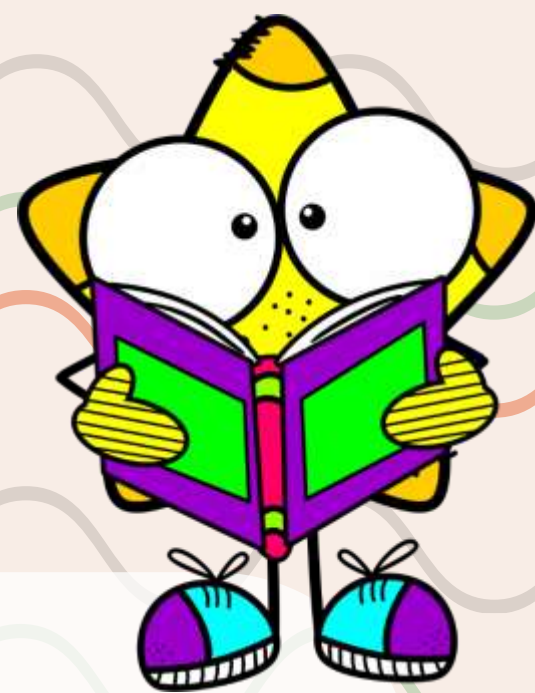
*Staff will record in the planners when they hear children read at school and we would love you to do the same. This encourages children to read more frequently and allows us to monitor reading effectively.*

*Please ensure planners are brought into school everyday.*





# 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.

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 they will be expected to read the text multiple times to develop confidence, gain fluency and develop their language understanding and comprehension skills.



# Home Reading Cycle!

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

# Phonics

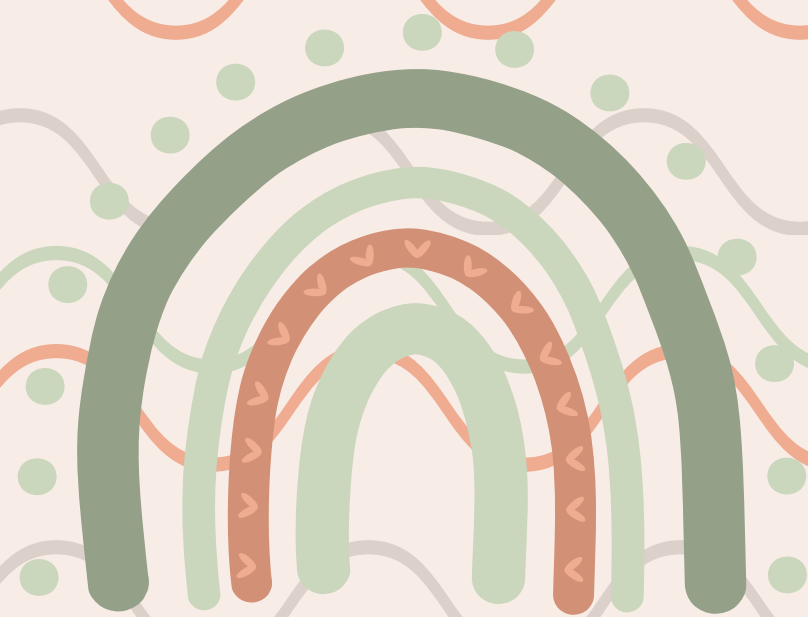
This year the children will receive one phonics lessons every day.

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 One children will be taught new phase 5 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.





# Phonics Screening Check

In year one the children will complete a phonics screening check which will be 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 the children's knowledge of all graphemes taught from EYFS and year one and assess their decoding and blending skills.

Here is an example of the words that the children must read...

nigh

clisk



brown

thrand



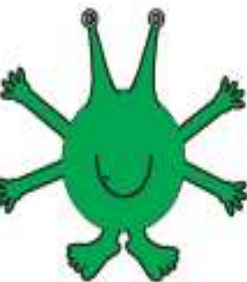
main

strad



rude

scroy



# Homework

*This year, the whole school has changed our homework system.*

*The children will have one project to complete and hand in by the end of each half term.*

*The children can complete this in their book.*

*However the children can present their work in anyway they like. If they choose a presentation or video that needed to be emailed, this could be sent to:*

*[enquiries@coupegreen.lancs.sch.uk](mailto:enquiries@coupegreen.lancs.sch.uk)*





# Autumn 1 - Homework Project

## Oak Class Autumn 1 Project

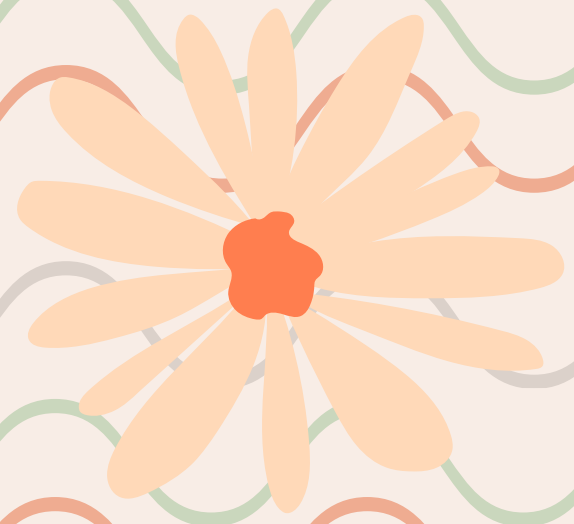
During our very first half term in Oak Class we will be learning about our Local area in Geography. We will then begin to think of ways we can protect and look after our local area whilst discussing and exploring the beautiful areas around our school. In our science lessons, we will be learning all about seasonal changes that occur throughout the year and how these seasons will affect our local area. We will be searching for signs of Autumn around school too.

For your homework this half term can you please choose one of the following projects to complete? I have given you a homework book to complete your homework or you can present your work via photos, videos or any other way you choose.

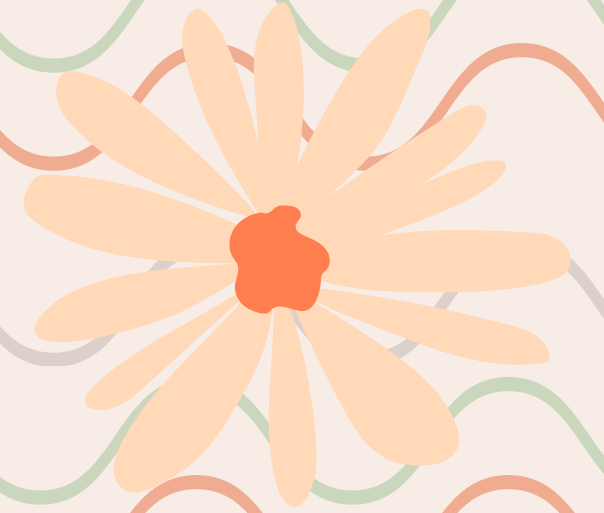
Your Favourite Place	Autumn Adventure
Can you think about your favourite place in our local area? Then can you create a piece of work to show our class which tells us all about your special place? You could include writing, photographs, drawings or videos.	Can you go on an Autumn adventure and create a piece of art or a collage to describe how the world 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.

Please complete your project and bring it into school to share by the 14<sup>th</sup> of October.





# Spelling Homework



Children will also start receiving spelling homework this year which will begin at the end of next half term. (Autumn 2)

Spelling homework follows a fortnightly system.

## Week One

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. This is to be completed in the children's spelling books.

## Week Two

The children will be sent home with a list of spelling words ready to learn for a spelling test the following Friday. The paper version of the sheet can be completed in their spelling books or alternatively, the children can access their Spelling shed (Ed shed QR code in the back of their planner) to play interactive games on a computer tablet or phone to revise the words for their spelling test.

Visit: [www.edshed.com](http://www.edshed.com) to log in.  
Spelling (ED shed) will be checked on spelling test week

# Maths Homework- NumBots

Homework has been significantly decreased from the previous years so that it gives busy families more time to focus on basic skills. We felt that developing childrens basic number skills was important.

This year we will be using Numbots to complete our maths homework. This website can be accessed on a phone, tablet/ipad or computer.

In the back of the your child's planners, you will find a TTRS login. This log in accesses Times Table Rockstars for KS2 but the same log in allows access to log in to NumBots (KS1).

Visit <https://play.numbots.com> to log in and get started.

For further parental support, watch the video below to learn more:

[\(8\) A Parents/Carers introduction to NumBots - YouTube](#)

The school office will follow with some further parent letters to support you at home.

# Handwriting

Handwriting is taught daily during all phonic lessons and we will have a weekly handwriting session 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.

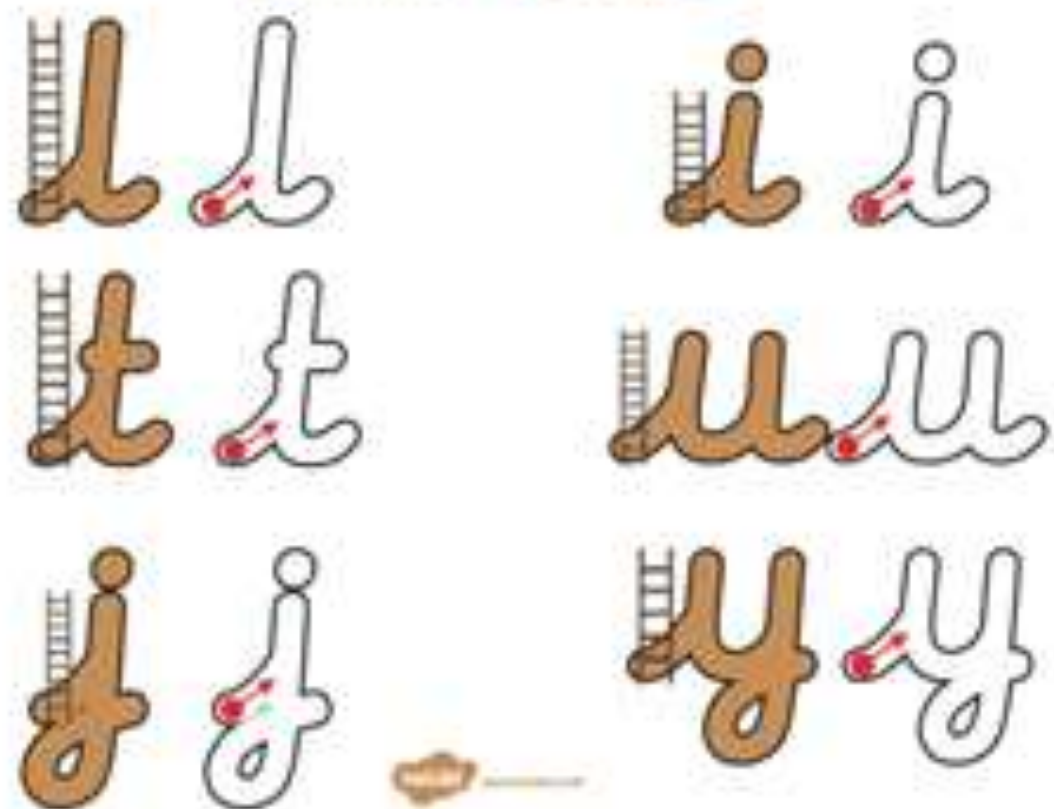
If children are struggling with their writing, it would be brilliant to practice their fine motor skills in order to strengthen their muscles to make writing and letter formation more effective.

### Activities to try at home...

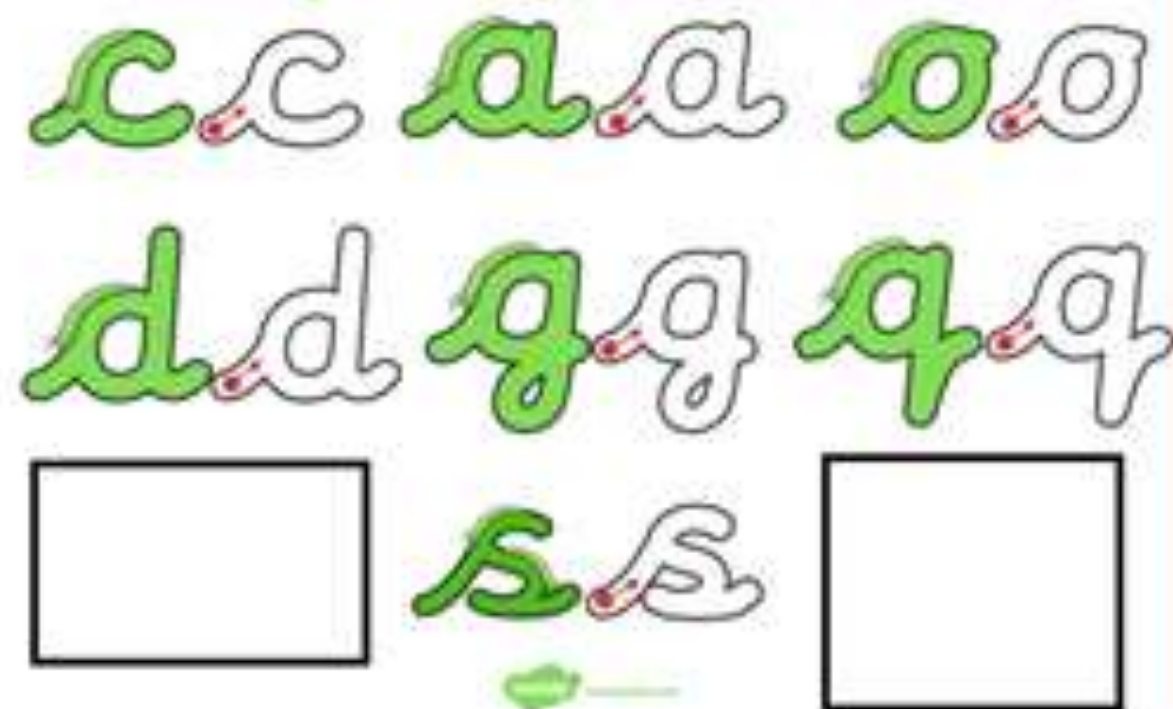
- using tweezers,
- playing with slime/playdough, placing beads on string,
- playing with Lego
- using scissors
- colouring



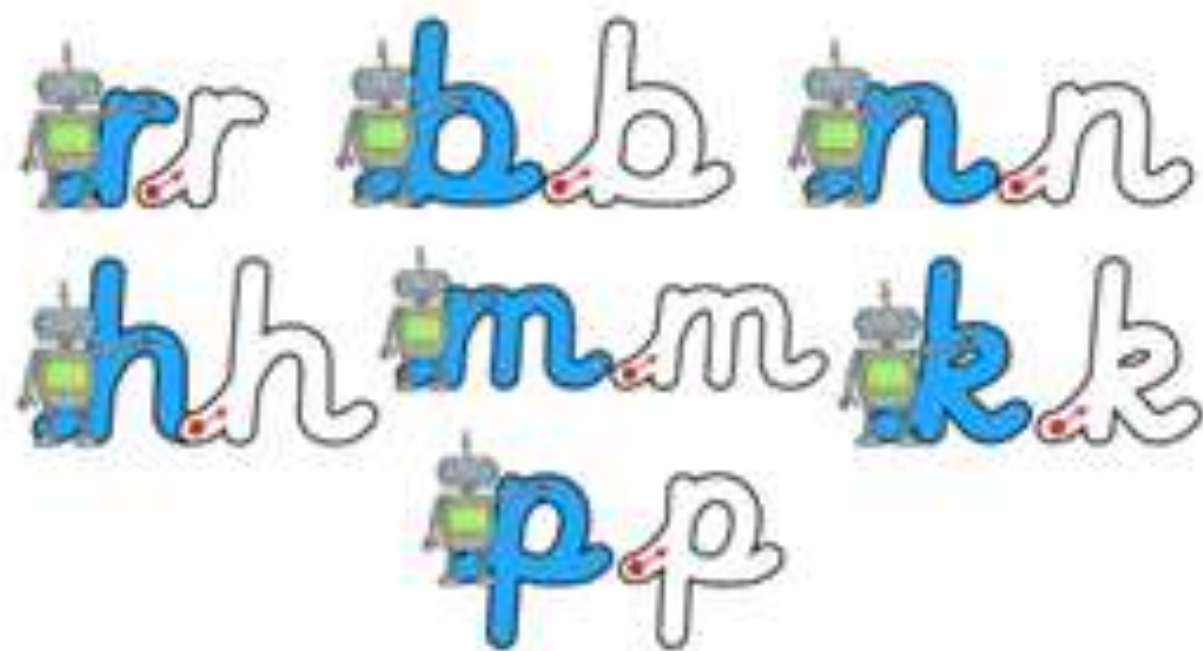
### Ladder Letters



### Curly Caterpillar Letters



### One-Armed Robot Letters



### Zigzag Monster Letters



Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll

Mm Nn Oo Pp Qq

Rr Ss Tt Uu Vv Ww

Xx Yy Zz





# Helping Hands



Anyone who knows a teacher will know we are avid collectors! We continually collect things that we know will come in useful for an activity to do with the children or resources which the children will love in continuous provision. We are always in need of the following things and we would be ever so grateful if you could help us in any way throughout the year.

- Specialist visitors who can help us learn more about our topics
- Natural materials (conkers, acorns, pine cones)
- Wooden pallets, tyres, crates, cable reels (preferably treated wood)
- Recycling materials (useful boxes, cardboard, plastic bottles, tubs, fabrics, egg boxes, yoghurt pots, jars etc for junk modelling)
- Small world figures ( animals, play people, vehicles)
- Construction (old lego, meccano, k-nex or polydron)



The background of the entire page is decorated with a repeating pattern of stylized flowers in shades of orange, pink, and light green. Two green trees with brown trunks are positioned on the left and right sides of the page, flanking the title.

# Meetings

Every class teacher has an open door policy which means parents can pass on messages or speak to staff at the beginning and end of each school day. If the discussion may take longer than 5 minutes, a teacher will be more than happy to arrange an appointment after school. This ensures that dedicated time can be given to parents and ensures routines can continue for the children in class.

Each year, we have an initial meeting at the start of the academic year which is a chance to meet the teacher and ask any questions. In the Autumn and Spring term, there will be a formal parent's evening where you can find out about your children's achievements and progress. This is followed by an end of year written report in the Summer term.

If your child has an SEND support plan, you will have more regular meetings to review progress against their SMART targets and discuss the impact of interventions.

# 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

I have added some resources on the next few slides that may be useful to use at home 😊



## Tricky words/common exception words

the

to

I

no

go

into

he

she

we

me

be

was

you

they

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my

her

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have

like

so

do

some

come

were

there

little

one

when

out

what

oh

their

people

Mr

twinkl  
visit [twinkl.com](https://www.twinkl.com)

Mrs

looked




























called

asked







could



# Phase 3 Sound Mat

j 	v 	w 	x 	y 	z 	zz 	qu 
ch 	sh 	th 	ng 	ai 	ee 	igh 	oa 
oo 	oo 	ar 	or 	ur 	ow 	oi 	ear 
air 	ure 	er 					

# My Phase 4 Initial Blends Sound Mat

bl  blackberry	br  brush	cl  clown	cr  crab	dr  drawing	fl  flag	fr  frog	gl  glasses
gr  grandpa	sm  small	sn  sniff	pl  plane	pr  printer	sc  scarf	scr  screw	shr  shrew
sk  skunk	sl  sleep	sp  spade	st  starfish	str  string	thr  thread	tr  tree	tw  twins



# My Phase 4 Final Blends Sound Mat

ft



gift

lf



shelf

lk



milk

lp



help

lt



belt

mp



lamp

nch



bench

nd



hand

nk



ink

nt



tent

pt



script

sk



tusk











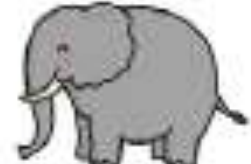










xt



text



# Phase 5 Sound Mat

ay 	ou 	ie 	ea 	oy 	ir 	ue 	ue 
aw 	wh 	ph 	ew 	ew 	oe 	au 	ey 
a-e 	e-e 	i-e 	o-e 	u-e 	u-e 