



Acorns Class : Meet the Teacher

Timetable

	8:45 – 9:15	9:15 – 10:15	10:15 – 10:30	10:30 – 10:50	10:50 – 12:00	12:00 – 1:00	1:00 – 1:30	1:30 – 3:00	3:00 – 3:15
Monday	Mental maths and spelling skills + worship	English	Break	Phonics/Spelling	Maths	Lunch	Reading activities	Computing/PSHE/ Handwriting	Story
Tuesday	Mental maths and spelling skills + worship	Maths	Break	Phonics/Spelling	English	Lunch	Reading activities	Topic/P4C/ Handwriting	Story
Wednesday	Mental maths and spelling skills + worship	English	Break	Phonics/Spelling	Maths	Lunch	Reading activities	Science/ Handwriting	Story
Thursday	Mental maths and spelling skills + worship	RE	Break	PE		Lunch	PE	Music	
Friday	Mental maths and spelling skills + worship	Maths	Break	Phonics/Spelling	English	Lunch	Reading activities	Art/DT	Story

PHSE : Personal, Social and Emotional Education P4C : Philosophy for Children

Who is who ?

- ▶ Mrs Spring is the class teacher and will be teaching Mon - Wed and Friday. You may see her on Thursdays too but she will be planning and assessing for the following week.
- ▶ Mrs Davies and Mr Peters will teach Acorns on Thursdays. Mr Peters will do two sessions of PE and Mrs Davies will teach RE and Music.
- ▶ Miss de Carles teaches the Year 3/4 class
- ▶ Mrs Davies teaches the Year 5/6 class
- ▶ Mrs C works with Acorns Class all week except Thursday afternoons and she works with the EYFS group alongside Mrs Spring
- ▶ Mrs Armstrong runs the office and messages can be left with her by phone or email
- ▶ Mrs Feltham support groups of children for Maths within the lesson and also supports with some interventions and hearing readers
- ▶ Mrs Godwin will often hear readers and runs some intervention groups
- ▶ Mrs Howe helps with lunches and hears readers/ supports on Thursday afternoons

What do the Covid arrangements look like?

- ▶ Children are assisted to wash and dry their hands regularly - when entering school, after break, before lunch, after lunch and before home time.
- ▶ Children are being encouraged not to suck thumbs, pencils or other apparatus
- ▶ Resources are washed regularly
- ▶ Children have their own pencils, rubbers, pencil sharpeners, scissors and glue sticks
- ▶ Tables, chairs, door handles and toilet flushes are cleaned frequently
- ▶ Doors are left open to the fresh air to encourage ventilation
- ▶ Worship is held in the classroom or outside where there is an opportunity to sing
- ▶ Being a small school, provides us with the benefit of being in one bubble thus allowing us to have playtime together in a more normal environment
- ▶ Reading books are put in quarantine for 72 hours before being put back into circulation

What is phonics ?



- Phonics is the name for letters and the sounds they make.
- In Acorns Class phonics form part of our daily lessons as a dedicated lesson, in reading and in writing activities
- More details will follow

EYFS Autumn Term	Phase 2 phonics (individual sounds)
EYFS Spring Term	Phase 3 phonics (2 and 3 letter sounds)
EYFS Summer Term	Phase 4 phonics (consonant cluster sounds)
Year 1	Phase 5 sounds (more 2 and 3 letter sounds)
Year 2	Phase 6 sounds (spelling rules)

Reading

- ▶ Children begin by learning the sounds for S A T P I N . They will then bring home word cards to begin blending two or three sounds together to say a word. eg. i-t or p-i-n
- ▶ When children can blend sounds together independently they are ready to begin reading books
- ▶ Children are given carefully chosen books to match the phonic sounds they know. Children will bring home a fully phonetically decodable book to read at home (marked with a circular white sticker with P). These books contain sounds that your child knows securely making the reading process more enjoyable for them. Your child will also bring home another book which will contain some other words and sounds they may need more help with.
- ▶ Children in Year 2 who can confidently read Phase 6 phonics books will move onto the Accelerated Reader scheme as free readers with access to the school library in the hall.

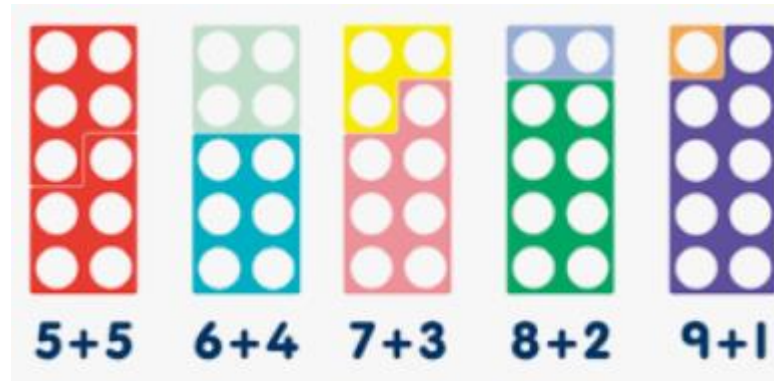
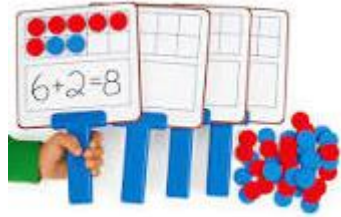
Writing



The tripod grip

- ▶ Writing begins with gross motor skills and fine motor skills - the ability to sit at a desk holding your torso straight, the ability to hold a pencil comfortably and the ability to make vertical, horizontal and circular marks with their pencil using a tripod grip.
- ▶ Children are taught how to form letters as they learn the phonic sounds and handwriting skills are further developed in year 1 and year 2 to assist with joining their letters neatly.
- ▶ Writing lessons focus on rehearsing and then writing clear sentences using increasingly sophisticated vocabulary. Children are then taught how to sustain this writing and build up stamina to write longer pieces of writing and stories. Children in Year 1 and Year 2 are taught how to edit their work for spelling errors, punctuation and improved word choices.
- ▶ This is a link to a useful website about pencil grip development <https://www.the-elbowroom.com/useful-information/news/stages-of-pencil-grasp-development/>

Maths



- ▶ Maths lessons in EYFS are largely practical in nature in order to develop the children's understanding of number, shape and measure.
- ▶ Children in Year 1 and Year 2 have 2 maths sessions daily- a shorter maths skills lesson which teaches basic counting, calculation, number bonds and times tables. These are the building blocks for maths problem solving. They also have a longer maths lesson where problem solving and reasoning skills are taught and applied.
- ▶ Throughout the school children use physical resources to support their maths understanding; children are taught to understand how calculation methods work rather than learning a 'trick'
- ▶ Each year group has a number of key skills to be mastered. We have split these up into termly lists and children will receive an award when they have mastered these.
- ▶ To support the key skills, each year group have a number of rapid mental recall items which we ask you to practice each term at home.

Homework

- ▶ Listening to your child read their book for 10 minutes (15 mins for Year 2) a day is a **must** to ensure progress . If your child is young and is tiring, try you read a page, they read a page.
- ▶ Continue to read a bedtime story to your child - this is so important because it exposes them to language and context that they can not read for themselves. Children throughout the school enjoy the end of day story and often say this is their favourite part of their day - make it your family tradition if it is not already.
- ▶ Homework will focus on spellings and mathematical mental recall facts. If your child is very tired please prioritise reading over everything else.
- ▶ Any completed homework can be handed in on Wednesday or kept over for the following week if you have not had chance to complete. I will add more homework sheets if they have completed those that are set.

Celebrating Success

- ▶ Every week we have a **Celebration Worship** where selected children are awarded the **Star of the Week** certificate. This might be for academic achievement, good progress, perseverance, a WOW moment or going above and beyond to help another child all week.
- ▶ Every week we have certificates given out to reward work done online using Mathletics. We also give out awards from Accelerated Reader for termly reading targets being achieved. Acorns will also receive awards for moving up a Book Level this year.
- ▶ When we spot one of our Christian values being enacted children are awarded with a special certificate to recognise when they have been kind, courageous, respectful, curious etc
- ▶ Each term we hand out two awards per class. One is a **Worm of the Term** - this is awarded for reading. The award may be given for the child with the best reading progress, the most time spent at home reading etc. Our other award is for maths with a **Times Table Champion** for Oaks and Mighty Oaks and a **Number Bond Champion** for Acorns.
- ▶ Every so often we give out our most special award - **The Socks Off Award**. This award is given to a child when we have seen them consistently working their socks off and showing us that they always do their very best in terms of their work and their behaviour over a number of weeks. The children receive a pair of special socks, a certificate and the biggest round of applause of them all !