



# Welcome to — Class 1 —

Years 1&2  
2024-25

# Meet the Staff

**Monday, Tuesday, Thursday and Friday:**

**Class Teacher:** Mrs Croucher  
(Maternity cover)

**Teaching Assistants:** Mrs Thomas

**Wednesday:**

**Class Teacher:** Mrs Young

**Teaching Assistant:** Mrs Thomas





## **Additional Adults**

For different activities and group work, additional adults may also work with your children throughout the week.

# FROM LITTLE ACORNS MIGHTY OAKS GROW



## OUR MISSION

We are **compassionate** - we ensure everyone belongs in our school community by recognising and nurturing diversity and equity.

We are **curious** - we create memorable experiences and aspirational journeys.

We are **courageous** - we can make a positive difference through determination and perseverance.

## OUR VISION

We will make a promise of excellence and unswerving devotion to create a community where each little acorn belongs. Through mutual respect and honesty, we will encourage and nurture.

We will lay the foundations to develop an enduring love of learning and ambition so pupils feel empowered to steer their own lives, challenging and supporting those around them.

We will motivate and provide direction and purpose so children build a sense of community they are proud to be a part of.

We will serve our whole school community to mastermind journeys and create memories to allow our mighty oaks to flourish.

## SCHOOL VALUES



Compassion



Curiosity



Courage

## TRUST VALUES

Relationships

Excellence

Service

Passion

Ethics

Collaboration

Trust



<https://www.acornsprimary.co.uk>





From Little Acorns, mighty oaks grow.

Learn, Grow, Succeed Together.



Compassion, Curiosity, Courage

Be ready.



Be respectful.



Always do my best.



**Be ready:** embrace high standards in all we do; come to school with a ready to learn attitude (properly equipped and wearing school uniform); ensure high attendance and punctuality; be ready for learning; attend parents' evenings and workshops to support learning and wellbeing; communicate effectively.

**Be respectful:** value, respect and include everybody; care for all children in school; create a safe and happy environment in which every child matters; move around school safely; support school's policies.

**Always do my best:** be compassionate, curious and courageous; celebrate successes; learn from mistakes; support home learning; work in partnership; stay safe online; make the most of every minute of learning and social times; enjoy being part of the school team.





***Acorns Mission Statement: From Little Acorns, mighty oaks grow***

***Stour Federation: Learn, grow, succeed together***

**Aims**

- Consistent approach
- Strengthen confidence & motivation
  - Talk & connect
  - Support & challenge
- Effectively manage conflict

**Positive Recognition**

Verbal praise  
House points  
Values tickets  
Recognition board  
Stickers & stamps  
Certificards & Ambassadors  
Postcards

**Reminder**

**Warning** - assert choice direction

**Talk Time** - restorative conversation

**Talk Time**

1. What happened?
2. What have your thoughts been since?
3. What are your feelings?
4. Who was affected and how were they affected?
5. What are everyone's needs when it comes to what should happen next?

The repetitive, intentional hurting of one person or group by another person or group, where the relationship involves an imbalance of power.

Bullying can be physical, verbal or psychological.

It can happen face-to-face or online.

We use the acronym **STOP** to remind children that while bullying behaviour can be a one-off incident, bullying is when the behaviour carries on **Several Times On Purpose** and the child should **Start Telling Other People**.

**S**  
Several

**T**  
Times

**O**  
On

**P**  
Purpose

# Class 1 Charter 2024- 2025



ParentPay

## Things to remember!

Dinners should be ordered & paid on ParentPay on the Sunday before the week starts.

Messages can be emailed to the school office:

[admin2639@welearn365.com](mailto:admin2639@welearn365.com)

Letters and monies are mostly handled electronically so please keep on top of Ping messages.

Please complete the Google Form for Y5/6 children who are allowed to walk home alone.



## Typical School day

8:35am: School gates/doors open - morning activity set for children.

8:45am: Assembly

9:05am: Maths or English

10:30am: Break

10:45am Maths or English

12pm: Lunch - split into 2 sittings

1pm: Book Talk reading lesson

1:30pm: Topic lesson

3pm: Story

3:15pm: hometime





## Class 1 reminders

Remember a water bottle everyday.

Pencil cases are not required as stationary will be available and kept in school at all times.

Reading books & diaries should be brought in each day.

Fresh or dried fruit snacks only.

We are a nut & sesame free school.

Please name all uniform & sports kit.



## Important days & dates



- ...PE days
- Forest School
- Parent Assembly: once per month on a Friday
- Music/Calypso
- ...
- Protective Behaviours: 4 lessons in October/November
- RSE: July 2025

# Autumn Driver Project

## Childhood

This project teaches children about everyday life and families today, including comparisons with childhood in the 1950s, using artefacts and a range of different sources.



# Autumn Companion Projects

- Our Wonderful World 
- Mix It (Y1)
- Shade and Shelter
- Funny Faces and Fabulous Features
- Everyday Materials
- Human Senses

# Spring Driver Project

## Bright Lights, Big City

In this project, children find out all about London, including its history, transport and famous landmarks. They discover what happened in the Great Fire of London, create a model of the bakery on Pudding Lane, then burn it to the ground to recreate the Great Fire. In addition, they will plan a tour for Marley the Meerkat (he's come all the way from Zambia) making sure he takes in all the sights and sounds of London before he finally meets his family at London Zoo. Are you ready for the bright lights of the big city?

# Spring Companion Projects

- Rain and Sunrays
- Seasonal Changes

# Summer Driver Project

## Movers and Shakers

This project teaches children about historically significant people who have had a major impact on the world. They will learn to use timelines, stories and historical sources to find out about the people featured and use historical models to explore their significance.



# Summer Companion Projects

- Chop, Slice and Mash
- Taxi!
- Human Survival
- Habitats
- Still Life

# Knowledge Organisers

## Childhood

We can learn a lot about the past by finding out what it was like to be a child years ago and comparing that with what it is like today.

### Artefacts

An artefact is an object from the past. Museums often display historical artefacts. Artefacts can tell us about how people used to live. Everyday objects like baby bottles, clothing, toys and books can tell us about childhood in the past.



Victorian baby bottle



wood and metal pram



wooden rocking horse



child's storybook



teddy bear



glass marbles

## Stages of human life

There are six stages of human life.



baby



toddler



child



teenager



adult



elderly

At each stage, people have different needs, responsibilities and lifestyles.

## Family tree

A family tree is a diagram that shows someone's family. The oldest family members are at the top of the tree and the youngest are at the bottom. Every family tree looks different because no two families are the same.



## Important life events

Important life events include birthdays, religious festivals or family celebrations. Some life events happen every year and some happen at certain stages of human life.



Birthdays happen every year.



Weddings happen when two adults get married.



Retirement happens when an elderly person leaves work.



# Knowledge Organisers

- Essential facts and vocabulary children will need to know and understand for their topic.
- Read the organiser together with your child.
- Quiz and self-quiz.
- Repetition and regular retrieval will help the children commit the information to their long term memory (learn by heart).
- Children take quizzes at the end of every topic so this will be good practice for them.

# Homework

This policy has been written in consultation with children, parents and staff. We believe that homework is important in developing independence, resilience, responsibility and resourcefulness in our children as well as reinforcing the learning which takes place in school. We also believe that it should not be onerous to children, parents or staff and we acknowledge the importance of children taking part in activities with their families and developing other interests outside of school as a means of developing the 'whole' child. We believe that parents/carers should be empowered to achieve a happy homework/life balance for their child/ren. Therefore, children at Acorns Primary School will be set compulsory weekly homework as well as additional homework which will run throughout each term.



## Home Learning Policy



# Homework

## PRINCIPLES OF OUR HOMEWORK POLICY

- Ensure a consistent approach throughout the school.
- Offer clarity about expectations and responsibilities.
- Provide opportunities for home and school to work in partnership.
- Encourage children to develop independence and confidence as life-long learners.
- Provide opportunities for children and adults to enjoy learning together.

Expected homework is based on retrieval of previous learning and practice.

### Class 1 - Years 1 & 2

- Reading & verbal questioning/discussion - 10 minutes at least 4x/wk (see guidance & appendix 2).
- Y1/Y2 phonic word lists: Jolly Phonics sound patterns & personal next steps. Word lists sent home on Monday in reading folders. Cut into flashcards and play games throughout week.
- Y2 from October, to replace phonic lists: No Nonsense spellings. 7 words each week, 1 from the previous spelling pattern, 3 from learning that week and 3 from National Curriculum common exception/statutory word lists. Spelling books sent home each Friday; children to practise the 7 words (see guidance & appendix 3) and return books the following Wednesday.
- Total Recall practice: Numbots/Times Table Rockstars and Total Recall prompt sheets.
- Mathematics - x2 activities per week
- Termly Cornerstones topic homework ideas & knowledge organiser retrieval

### 3. EXPECTATIONS

We expect all children to: read, practise their phonics/spellings and practise for Total Recall badges every week, inline with our 3Bs and Values (appendix 1). Children should be supported to complete this practice at home by parents/carers (guidance is provided in section 4 of this policy).

# Phonics homework

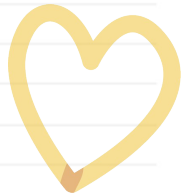
Within class sessions a range of strategies for learning phonics are introduced and practised. This enables pupils to choose the strategies they find most effective for reading and spelling different words. Each week the children will bring home a list of sounds or tricky words which they have been learning in school (in their homework books). We ask that the children learn these and practise in their homework books or on any suitable app, such as [phonicsplay.co.uk](https://www.phonicsplay.co.uk), Jolly Phonics Letter sounds, Phonics Heroes or Teach Your Monster To Read (if your child practises on an app rather than in their book, please just write a quick note in the homework book under that week's list to inform the teacher of this).

# Spelling homework:

Throughout the school week, children will be quizzed on their phonics sounds, tricky words, and later common exception words to ensure that they have transferred from their short term memory to their long term memory.

There will be no formal weekly spelling tests, but a spelling test at the end of every half term, the results of which will be shared with parents.

**Spelling continued!**





# Reading

**Reading:** sharing books and reading is an extremely important homework practice and we encourage children to read daily with their parents/carers. This should be a mixture of a child reading a book to an adult as well as a parent/carer reading to a child. Parents/carers are encouraged to discuss books with their child to develop their understanding as well as fluency (appendix 1 will help support this discussion along with the resources on our school website: <https://www.acornsprimary.co.uk/reading-at-home/>). All reading should be recorded in the child's school reading record by the child and/or parent.

## Reading with children

### Top tips:

**Regularly.** Read regularly for short bursts of time.

**Enthusiastic.** Show your enthusiasm and enjoyment, children look up to you to model.

**Ask.** Take the time to discuss and ask questions, let the children ask you questions too.

**Divide.** Share the reading, listen to them but let them listen to you read too.



Choose a skill focus for your reading session, you can choose more than one:

Decoding & fluency

Expression & Intonation

Comprehension

Every session	Step 1 is always the same, no matter the reading focus. 1. Introduce the book to child. Tell them how much of the book they will read during this session.
Decoding & fluency <i>Practise 'sounding out' words than are unknown to the child.</i>	2. Phonics book: Look inside front cover and point out the sounds evident in this book / tricky words. AR book: point out any tricky words/sounds within the text they will be reading. 3. Child to begin reading. Support any words they are unsure of by helping them to break the word into sounds, and 'sound out'. Blend together and repeat word. 4. Adult could model whole sentences, child can repeat the sentence (echo reading). 5. Finish with a discussion about what you have read together (you could ask some questions) and congratulate child. 6. Write & share comment with child relating specifically to this skill. Eg: Child A read the tricky words, but needed support with 'aw' and 'ch' sounds.

# Total Recall

**Total Recall:** children are requested to regularly practise times tables on Times Table Rockstars using their individual log in provided to them.

Prompt sheets

(<https://www.acornsprimary.co.uk/homework/>)

may also be provided from time to time/when requested to assist - see appendix 3. Children in Reception are encouraged to use the Numbots app for 5-10 minutes three times a week to support the development of their maths fluency. Numbots provides opportunities to practise number activities, including subitising, counting, addition and subtraction, and supports children in working towards gaining their Total Recall badges.



# Mathletics

**Mathletics:** maths is set for every child in Years 1 to 6, using an online platform - 'Mathletics'. This gives children and parents immediate feedback on progress. Each child is given a personal login. Please use the back of the homework book provided for jottings and calculating; whilst the questions are asked via the online platform, children are not expected to answer mentally - they will need to write down and calculate answers. Opportunities will be provided to allow children who cannot access the internet at home to complete activities at school at theirs/parents'/carers' request. If you experience any problems with Mathletics, please contact them directly to resolve the issue.



# Topic

**Cornerstones Topic Homework Ideas:** At the end of each term, children will be provided with a 'Homework Ideas' sheet for their next topic. Children are free to choose any activity from the sheet or create their own similar activity which can be brought into school any time after the holiday in which it was sent. Pupils can complete as many of the activities as they wish and work can be brought in at any time during the new topic. All projects completed at home will be shared with class members. Paper Knowledge Organisers will also be provided for the main topic and companion project knowledge organisers will be sent electronically. These knowledge organisers are a great resource for quizzing and checking knowledge on a regular basis.

## Childhood



These activities are for you to do at home with an adult. You can do all of them or choose the ones that you find most interesting.

### Activities

1. Organise the stages of human life into the correct order on a timeline.
2. Use magazines, books and family photographs to find out how humans change as they grow. Look for people at different stages of life, including baby, toddler, child, teenager, adult and elderly. Draw a picture and write a sentence about each stage of human life.
3. Ask someone in your family what you were like as a baby and look at your baby photographs. Make a list of things that you can do now that you couldn't do then.
4. Speak to older members of your family to find out how their childhoods were similar to or different from yours. Ask them about a range of topics, such as toys, food, home and school. Draw pictures or write some sentences to record what they say.
5. Write a list of the people in your family. How many people are there? Can you remember all their names? How are they related to you?
6. Make an information poster about your family. Share your poster with someone in your family for feedback.
7. Think of a special event from your family's history. It could be a birthday or another special celebration. Draw a picture to show what happened and write a sentence about it.

# Yr 1 Phonics Screen and Y2

**Phonics Screen:** The Year 1 phonics screening check is not a formal test, but a way for teachers to ensure that children are making sufficient progress with their phonics skills to read words and that they are on track to become fluent readers who can enjoy reading for pleasure and for learning.

**SATs:** Year 2 children may be given additional booklets/activities to complete in the Spring term which will help them to revise for end of key stage tests. These activities provide an excellent means for consolidating learning and for identifying next steps; parents' and children's engagement is paramount.

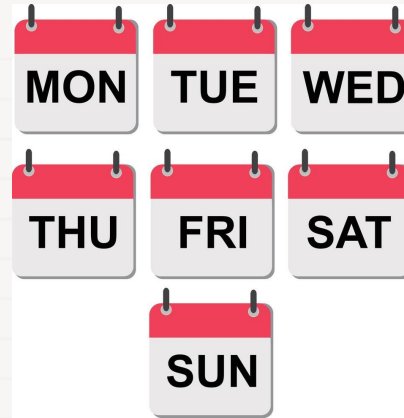




## Logistics & Expectations

Reading, times tables and spellings are ongoing activities throughout the week and should be practised as often as possible with a minimum expectation of reading 4 x per week. Sounds or spellings will be given out on Fridays and are to be returned by the following Wednesday, with evidence of practice or a written comment to say spellings have been practised on an electronic device/app. Spelling patterns will be checked during informal quizzes throughout the week; there will be a spelling test at the end of each half term.

For weekly homework, we recognise that people prefer to complete work at different times to others (often depending on other commitments) and therefore our schedules always include weekends and weekdays so the most suitable time can be chosen by the family.



# 4



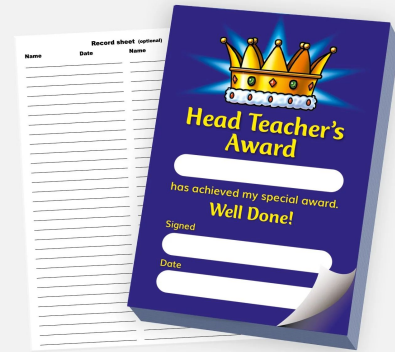


## Logistics & Expectations

Cornerstones Topic homework can be returned at any point during the term in which that topic is being studied.

Mathletics marks automatically and gives the pupil instant feedback; activities will be set each Monday, to be completed by the Sunday of that week.

Teachers may give verbal praise, stickers and stamps as well as house points for completing homework activities. In Years 1 to 6, for every Mathletics activity attempted/completed, children will be awarded **5 house points** and similarly, in Years 3 - 6, for every Grammar activity attempted/completed, children will be given **5 house points**. Headteacher reward slips will be awarded to all children completing any Cornerstones project homework.



# Communication

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- Seesaw
- Reading records
- Curriculum Newsletter
- Monthly Newsletter
- Ping
- [admin2639@welearn365.com](mailto:admin2639@welearn365.com)
- Termly surveys
- Parents Evening twice per year
- Parent Sharing afternoons termly



face **YOUR**  
**PROBLEMS**  
**DONT**  
facebook.  
**THEM!!**

## Any Questions?

Please feel free to ask questions now.

If there are any further questions for your new class teacher please contact us on [admin2639@welearn365.com](mailto:admin2639@welearn365.com) using 'FA0 Class 3 2023' in the subject line.





