



Barnes Primary School

Welcome to Year 1



Aims

Location of the two classrooms

Meet the team

The timetable and learning environment

The curriculum

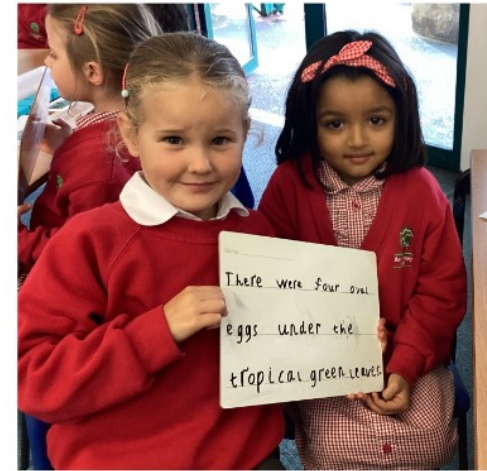
Exciting moments

How to help at home

Website

Summer holiday home learning

First day at school.



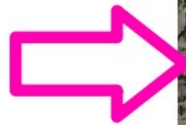
Location of classrooms

The two classrooms are next to each other leading onto the KSI playground

Entry through the KSI cloakroom and dismissal from the classroom doors.

Doors open at 8.45am.

Drop off



IT pick up

ID pick up

Meet the Year One Team



Miss Tenglin



Miss Duncombe



Ms Taboas



Avrika

Meet the Year Two Team



Miss Strawson



Mr Satterthwaite



Lama

Addition Staff Members



Miss Warner
music teacher



Ms Kwee
PE teacher



Mr Parkin
cover teacher



Mrs Moss
playground supervisor



Ms Richards
deputy head



Ms Jepson
head teacher



Ms Smith
SENDco

PTFA

What donations to PTFA are used for

Ongoing:

- Specialist teachers (music, PE, language, art – and possibly cover in the future)
- Teaching assistants (additional adults in classrooms, resilience groups, social and emotional groups, one-to-one and small group support)

Current year:

- Climbing wall and mud kitchen in Nursery playground
- Rebuilding sandpit in Reception playground to save it being taken out of use
- Outdoor construction equipment for KS1 playground
- Recladding mounds in KS2 to save them being taken out of use
- Building an intervention room for support in KS2

Past three years:

- Artificial grass and clamber stack in nursery
- Touch screen boards in all classrooms
- Restocking libraries and classroom book corners
- New equipment for IT suite
- Musical instruments
- Recladding mounds in KS1 playground to save having them taken out of use
- Planting in Forest School
- Adventure equipment in KS2 playground
- New hall floor in KS1
- New resources for quiet areas of the playground
- Science shows, theatre productions, visiting zoos and interactive workshops for children
- And much more!

PTFA



How much does the PTFA need to raise?

£20 per child per month would generate **£120k** for the school each year.



Thank you for your help! ♥

Where do my donations go?

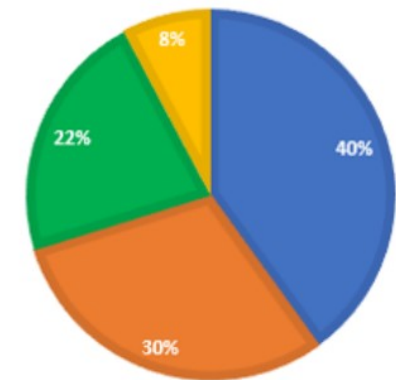
Last year the PTFA contributed **£116,000** to the school, across the following four areas:

SPECIALIST STAFF • art, language, music and PE teachers • teaching assistants

UPGRADING INTERIORS • replacing flooring • touch screen boards

PLAYGROUND IMPROVEMENTS • new adventure play equipment • new artificial grass • planting in forest school • repair • recladding

BOOKS AND RESOURCES • restocking libraries and book corners • ICT equipment • musical instruments



Please **support our school financially** so that it can continue to deliver an exceptional education to each child

How we are helping the transition process this term

Circle time discussions about moving up to Year One

Class teachers spending time in Reception



Handover meeting with YR teachers

Transition lessons



Dismissing from new classroom

Joining parent consultations



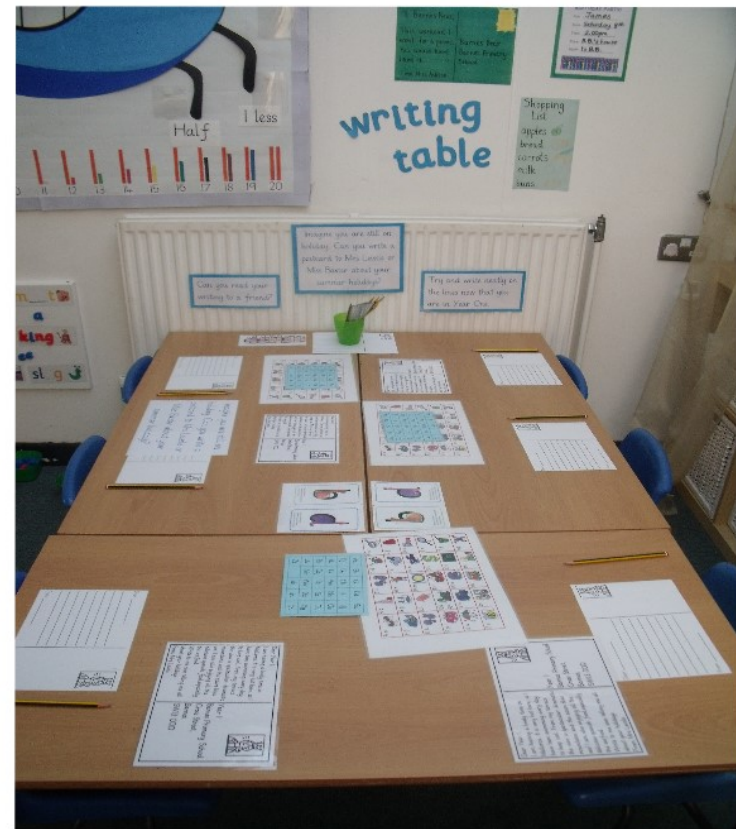
How we will ensure that your children settle beautifully in Year One

The timetable stays the same for most of the Autumn term one

Similar learning environment

Similar behavioural routines

Subtle changes gradually.



The timetable

A mixture of free flow learning and short teaching inputs

The timetable gradually changes as the term progresses.



The learning environment

The learning environment plays a crucial part in a child's learning and development.

We will maintain an Early Years philosophy and ensure high quality indoor and outdoor areas for your child to access.



Layout of Year One



The two classrooms will be viewed as one unit for the first few weeks.

Each classroom will have different areas of learning

Shared access to the indoor shared area and outdoor area

Similar areas to those in Reception.



Changes in timetable

Computing and indoor PE: Tuesday pm

Music and outdoor PE: Thursday am



Tuesday: wear school uniform and bring PE kit

Thursday: wear PE kit and bring school uniform

Everything must be labelled.

Daily timetable by the end of Autumn Term 1



9.00 – 10.00am: English

10.00 – 10.15am: Break

10.15 – 11.15am: Maths

11.15 – 11.30am: Assembly

11.30 – 12.15pm: Phonics and guided reading

12.15 – 1.15pm: Lunch

1.15 – 2.15pm: Science or themes

2.15 – 2.50pm: Free flow learning

2.50 – 3.10pm: Handwriting



Expectations

- All uniform to be **labelled**.
- Water bottles to be **named** – basic water bottles please.
- Reading at least **5 times a week** at home and logged in the reading journals. We will check these on a **Wednesday** evening and it's a great way to communicate.
- Homelearning letter to be read and activities completed.
This is found on **Microsoft Teams**.
- Practise weekly spelling quizzes to support with spelling and confidence (this happens later in the term).
- Homelearning and spelling folders to be handed in on a **Thursday**

The Year One curriculum

Autumn term: Homes

Spring term 1: Kings, queens and spies

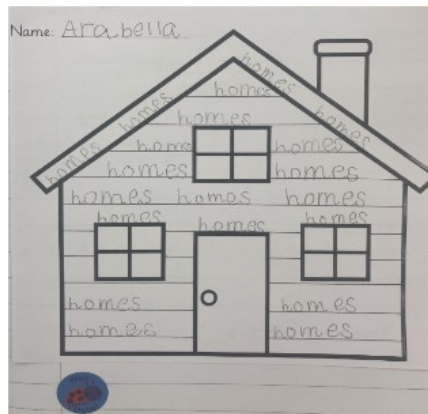
Spring term 2: Pirates, plans and adventures

Summer term: Africa



Year 1 - Homes - Autumn

handwriting



Owen the Owl



making bedrooms



M

observational
drawings

historical artefacts

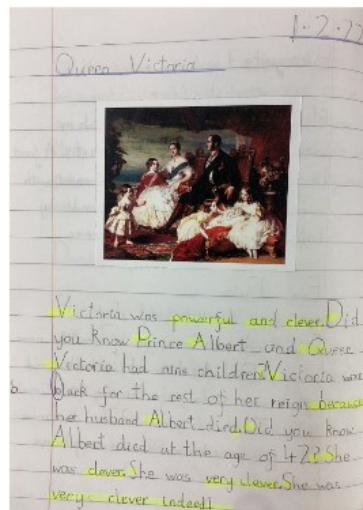


Year 1 - Kings, Queens and Spies - Spring 1

Using historical artefacts to
work out who we're studying



Non-fiction writing



The debate
Who was a better queen?



Tudor dancing



Year 1 - Pirates - Spring 2

map making



pirate dancing



pirate ships



Year 1 - Africa - Summer

African book cover making



African patterned houses

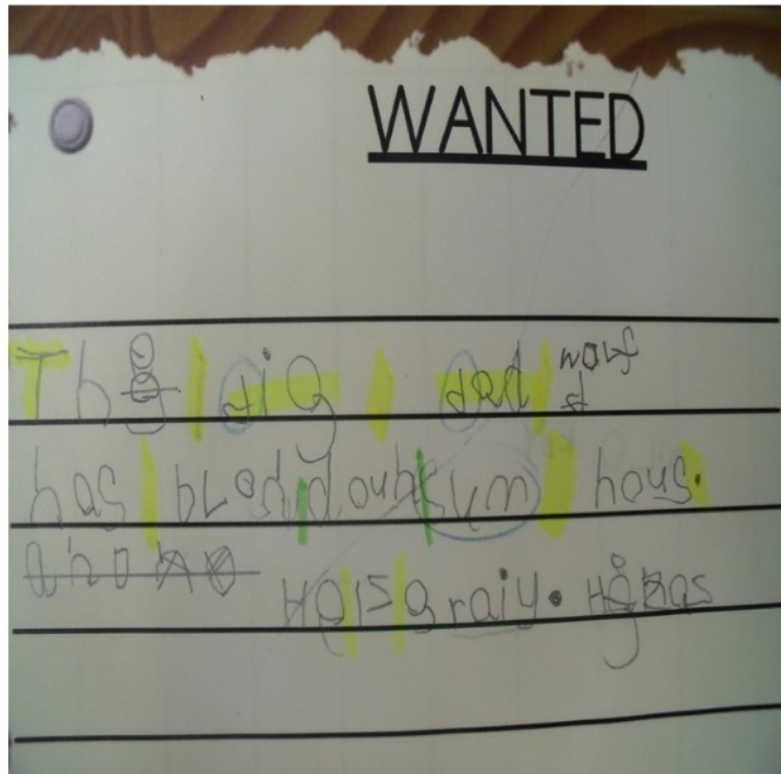


Fact sheet about African countries

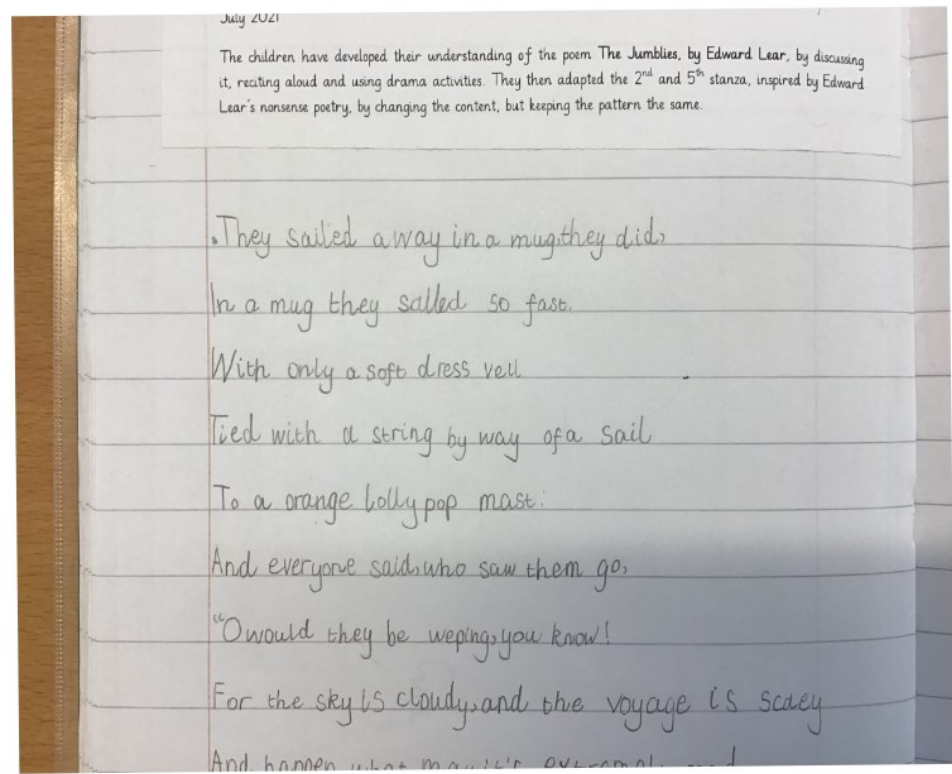


Leaps in learning!

September



July



Helping to prepare your child for Year One

Reading each day throughout the holidays

Working on targets set by the Reception teachers in your child's final report.

Giving your child opportunities to be independent!



Personal Development

We do lots of work to help children with their social skills and their sense of self.

Please:

- give your child the chance problem solve
- discuss the 'size of the problem' with your child
- discuss the zones of regulation with your child
- talk about healthy minds and healthy bodies
- praise them for resilient behaviour
- give them opportunities to be independent
- help them develop their skills with a knife and fork

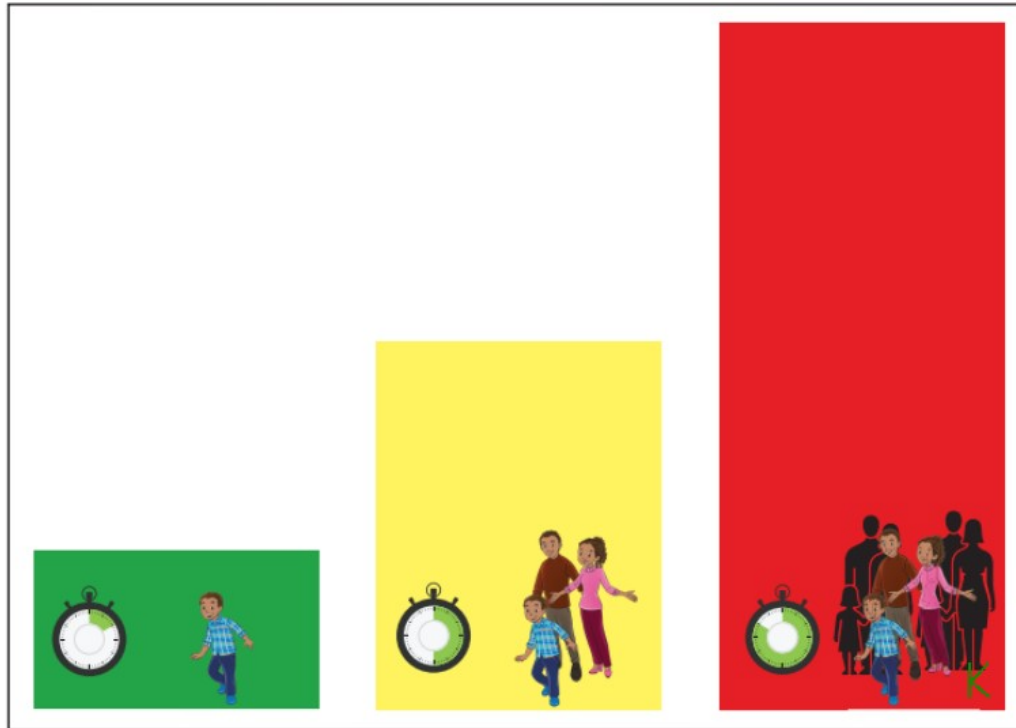
The ZONES of Regulation

			
Blue Zone Sad Bored Tired Sick	Green Zone Happy Focused Calm Proud	Yellow Zone Worried Frustrated Silly Excited	Red Zone overjoyed/Elated Panicked Angry Terrified

1. discuss emotions
2. identify emotions
3. identify ways to help get back into the green zone

It's okay to feel all of these emotions, we all do !

Size of the Problem Scale

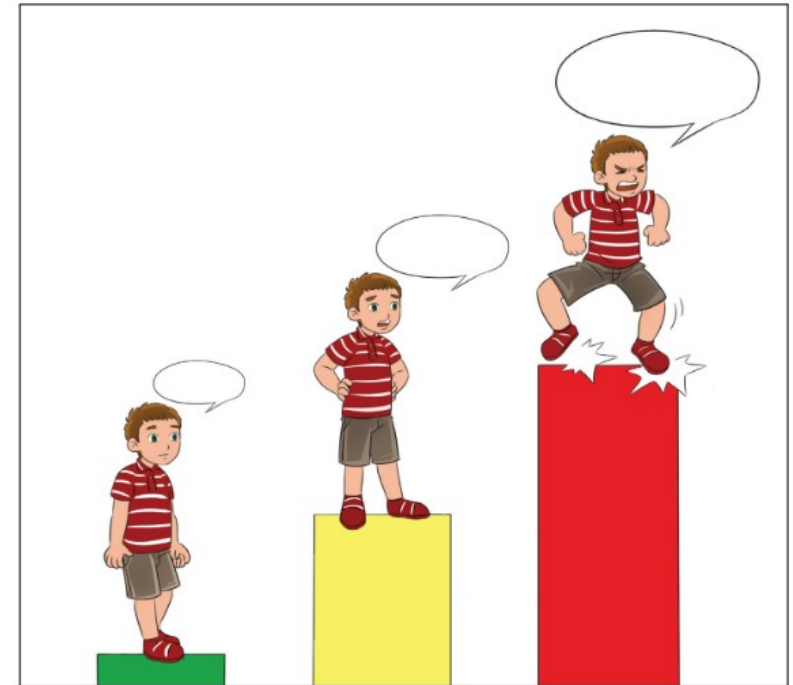


Small problems can be taken care of quickly and with just a little help or no help from others.

Medium problems take a while to fix and most are too hard for children to fix themselves.

Big problems take a lot of time to sort out and often needs a lot of people.

Problem, Feelings and Reaction Scale



A reaction should match the size of the problem or you might make people feel uncomfortable and confused.

Reading

- Read daily throughout the holidays.

Go to the library!

Focus on comprehension and understanding of what is happening

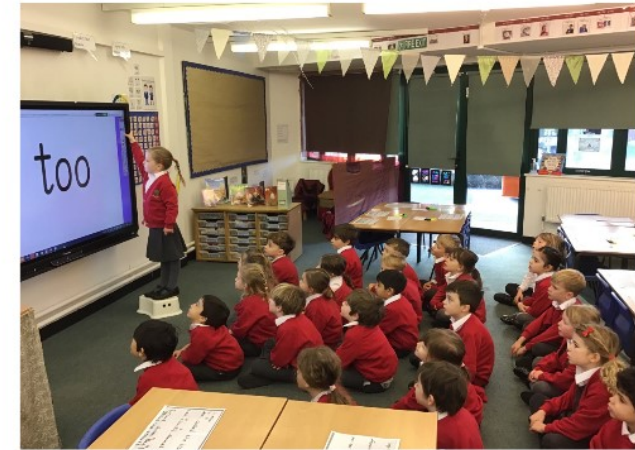
Read in character's voices to them.

Read things in the world around them.



Phonics






























- Practise the sounds from the handout
- Practise the words from the handout
- Use the school website for more information
- If there are sounds they find hard, make a game of it or label objects around the house.



Reception Rocket Phonics Common Exception Words

Words Taught in the Autumn Term			
l	the	go	to
no	into	is	as
Words Taught in the Spring Term			
he	she	we	me
be	was	my	you
her	they	all	are
Words Taught in the Summer Term			
said	come	do	so
were	when	have	there
out	like	little	what
some	one		

Rocket Phonics Sounds Mat 1

s		a		t		l		p			
n		m		d		g		o		c	
k		ck		e		u		r		h	
b		f		ff		l		ll		ss	
j		v		w		x		y		z	

Rocket Phonics Sounds Mat 2

zz	fuzzy	qu	queen	ch	chick	sh	sheep	th	thumb
ng	ring	ee	bee	igh	light	oo	boat	oo	book
ar	car	ur	ur	ow	owl	ol	coin	ear	ear
air	chair	ur	ur	er	er	ph	ph	ay	ay
a-e	cake	a	acorn	e-e	scene	le	le	ea	peach

Phonics

03. Phonics and reading in YR & Key Stage 1

[Home](#) > [Curriculum](#) > [Reading](#) > 03. Phonics and reading in YR & Key Stage 1

Curriculum

Art	>
Computing	
Curriculum maps	
Curriculum organisation	
Curriculum statement	
Design and technology	
Drama and productions	
French	
Geography	
History	
Knowledge maps	>
Learning zone	>
Mathematics	>
Music	>
Personal development	
Reading	>
Religious education (R.E.)	
Science	
Sport	>
Sports Premium	
Subject time allocation	

Phonics at Barnes

How is phonics taught at Barnes?

Comprehension and reading for pleasure

Sound mats

Support for parents

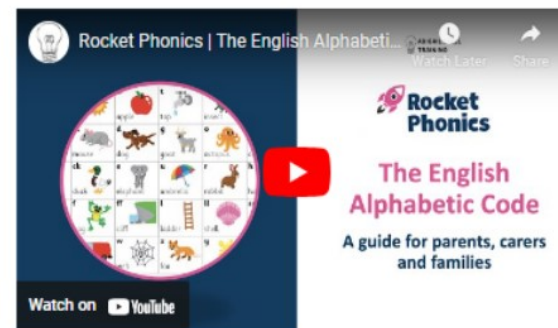
Reading with your child is such a wonderful thing to experience. Here is some very helpful advice as to how you can make this time not only extremely special, but highly effective.

Here is a short document to help support your child. It has the phonics sounds they are learning on the first few pages and then some helpful tips to support your child in the early stages of reading.

Rocket Phonics Parent Guide

Here is a presentation given to Key Stage 1 parents about how phonics is taught at Barnes Primary School and how our reading system works. There is also a guide to some of the phonics terminology.

Key Stage 1 Phonics Workshop

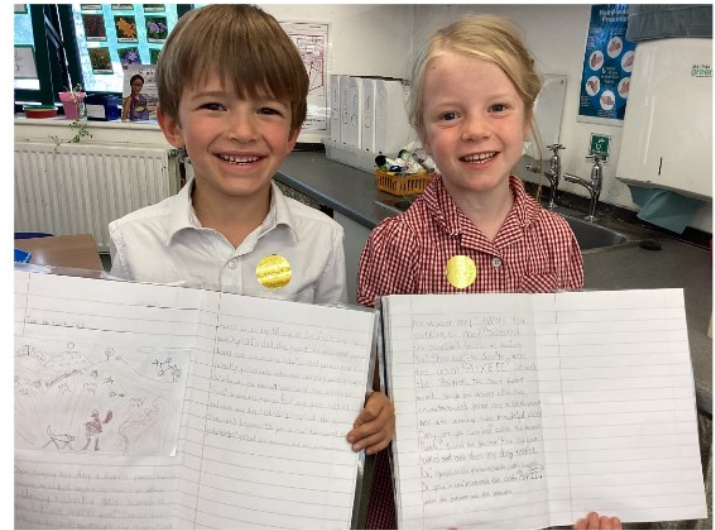


In order to achieve consistency between school and home, here is a guide about how to pronounce each sound. By following this guide, you will be using – at home – the same sounds they are taught at school.

[Please click here to go to the playlist](#)

Writing

Write regularly throughout the long break



Handwriting and letter formation are crucial

Meaningful writing – a diary, a postcard, a certificate, a reminder etc.



c a o d g q

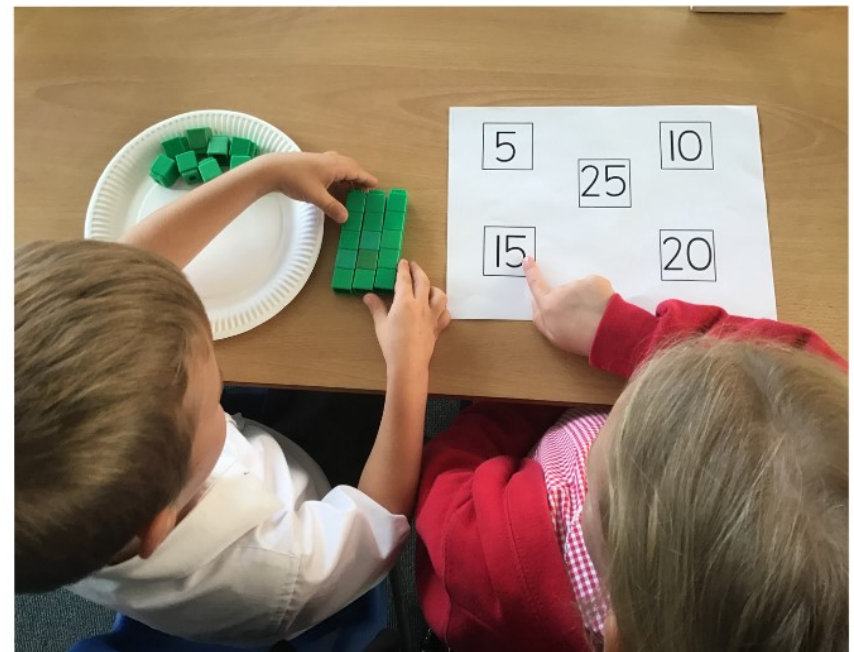
Praise all the good things!

c	Back over the hill and curl.	ä	Back over the hill, curl up, down and flick.
ö	Back over the hill and all the way round.	ä	Back over the hill, curl up, all the way to the top, down and flick.
g	Back over the hill, curl up, down through the line and hook.	q	Back over the hill, curl up, down through the line and flick.

Mathematics

Number bonds to numbers up to 10.

Spotting odd and even numbers
in real life.



Mathematics

Recognition of number at least to 20.

Find one more and one less of a number.

Use addition and subtraction in daily life.



Summer holiday home learning



We set a lovely piece of home learning throughout the summer whereby each child makes a page about themselves to create a class book.

The book is created during the first couple of weeks and will be found in the reading corner in the classroom.

The Reception teachers will set this as the final piece of home learning.

Key information



Barnes Primary School

Welcome to Year One.

Transition booklet

- First day
- Key information
- September curriculum evening
(Tuesday 12th September)

Email addresses:

Miss Tenglin

mtenglin@barnes.richmond.sch.uk

Miss Duncombe

kduncombe@barnes.richmond.sch.uk



Twitter and Permissions

Evidence Me is only used in Early Years.

Twitter is how you can view what your child is doing in school. It can spark discussions, and we use it to show off 'wow' work and special days.

If you have previously said no to social media permissions for your child, but would like to reconsider, please email your class teacher or the office.

Twitter is the only social media we use.



Thank you for listening!



What your child needs each day

Monday: reading journal, reading books and water bottle

Tuesday: **named PE kit**, reading journal, reading books and water bottle

Wednesday: **hand in reading journal**, reading books and water bottle

Thursday: **hand in spelling folder and home learning book with work completed**, **school uniform in bag and wear PE kit**, reading books and water bottle

Friday: reading journal, reading books, water bottle

