

# 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?

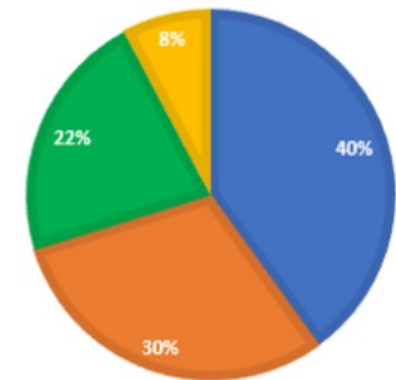
Last year the PTFA contributed **£116,000** to the school, across the following four areas:

**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

## Donations



### Building maintenance

- We have been assured that there is no RAAC
- All asbestos was removed in 2019
- Government funding to maintain buildings last year: £9,188
- Actual cost of maintaining buildings last year: £46,605
- **Shortfall – to be found from school funds £37,417**



# Barnes Primary School

## Welcome to Year Two





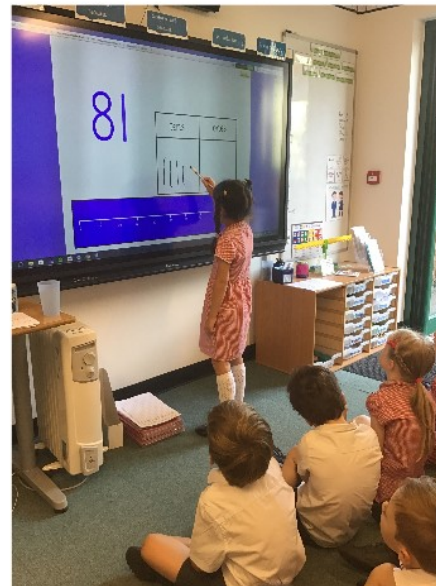
# Aims

Meet the team

The timetable and a recap of systems/routines

How your child has settled

The curriculum and how to support at home





# Meet the Year Two Team



Miss Strawson



Mr Satterthwaite



Lama

# Year One Team



Miss Tenglin



Miss Duncombe



Ms Taboas



Avrika

# Addition Staff Members



Miss Warner  
music teacher



Ms Kwee  
PE teacher



Mr Parkin  
Cover teacher -  
Computing for Y2



Mrs Moss  
playground supervisor



Ms Richards  
deputy head



Ms Jepson  
head teacher



Ms Smith  
SENDco



# Daily timetable

8.45-8.58am: Morning activity

9.00 - 10.00am: English

10.00 - 10.15am: Break

10.15 - 11.15am: Maths

11.15 - 11.30am: Assembly

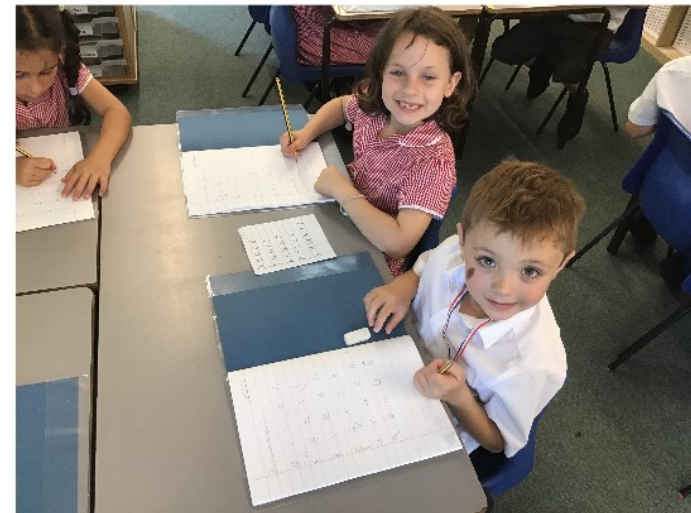
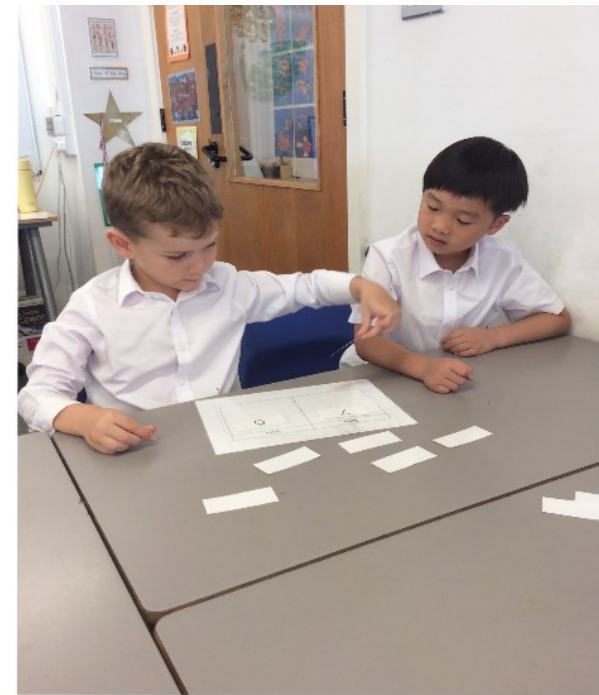
11.30 - 12.15pm: Phonics and guided reading

12.15 - 1.15pm: Lunch

1.15 - 2.40pm: Science or Theme

2.40-3.00pm: Handwriting

3.00-3.15pm: Activity and dismissal



# Routines and systems

Home learning - The same routine (stronger focus on maths and English). We assign this on Teams every Friday.

Spelling - Children will be set new spelling words on a Friday based on their weekly phonics rules. Spelling tests are each Friday.

Spelling and home learning book in on Thursdays.

Handwriting - Introducing joined up handwriting

# Routines and systems

Reading - Every child will have the option of choosing 2 books a night from their book band - one fiction and one non-fiction.

---

If your child is on the orange book band colour or below (pink, red, yellow, green, blue) they will come home with an additional book that is decodable.

1 Decodable books



To practise phonics taught so far  
for fluency

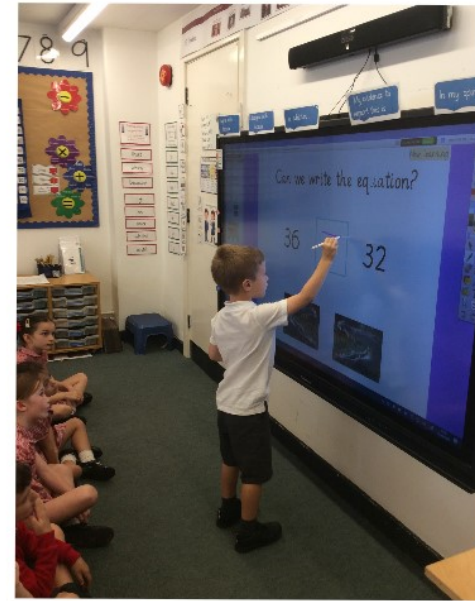
2 Supplementary books



For variety and challenge -  
may need some adult help



Please ensure that your child has their reading book and journal in school everyday. Each day, children will be given the opportunity to change their books once they have finished it.



We expect the children to read at least 5 times a week. Children who read often make the most progress.

Class teachers will check reading journals each day. This is a good way to communicate with us.

# Changes in timetable

All children will have indoor PE and computing on a Wednesday afternoon.

They will have outdoor PE and Music on a Thursday afternoon.

Please can children come in wearing their school uniform.  
Please can you check everything is named.

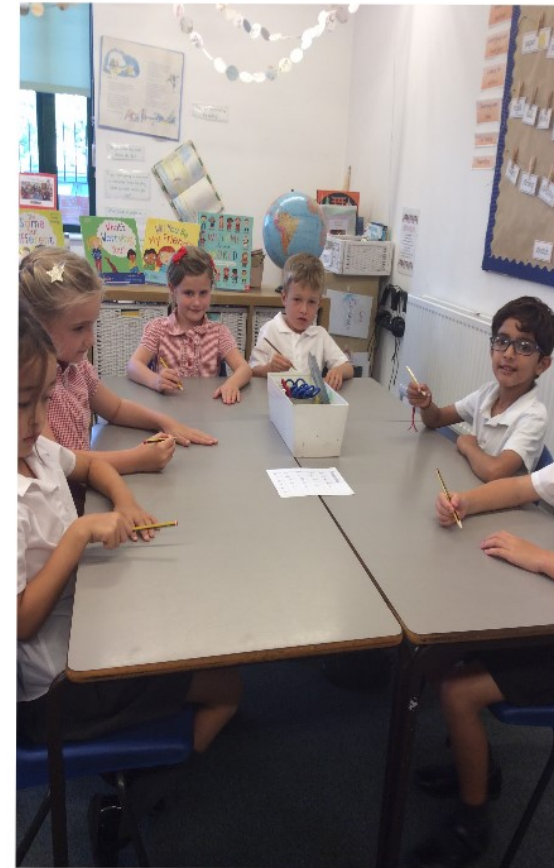
# Settling in Year Two

The timetable is very similar in terms of timings

The same building

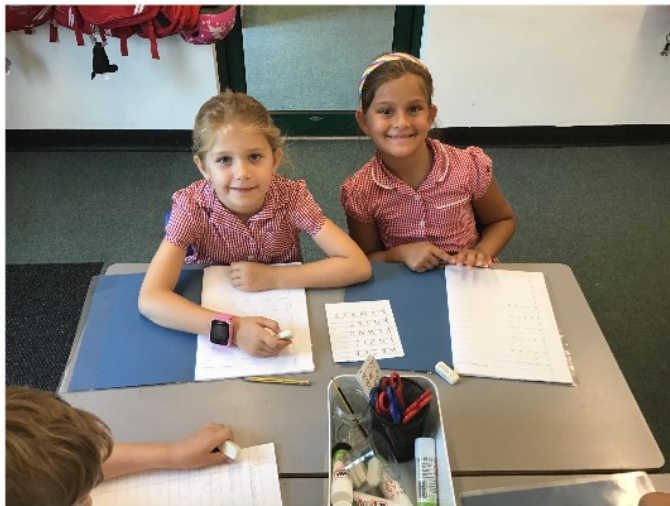
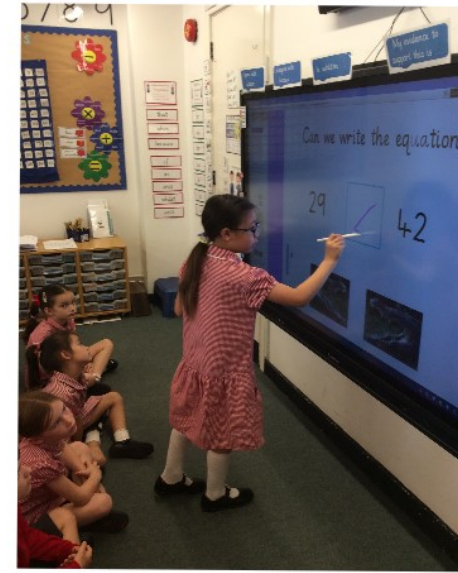
The same routines and systems

Subtle changes are introduced carefully



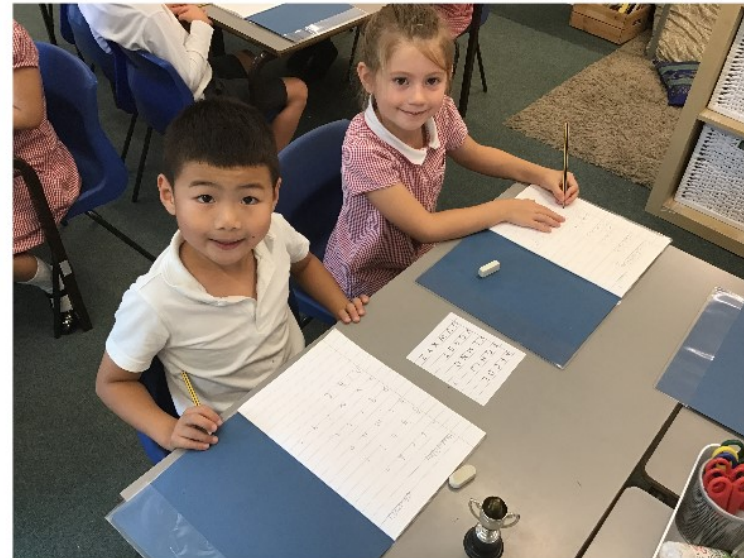
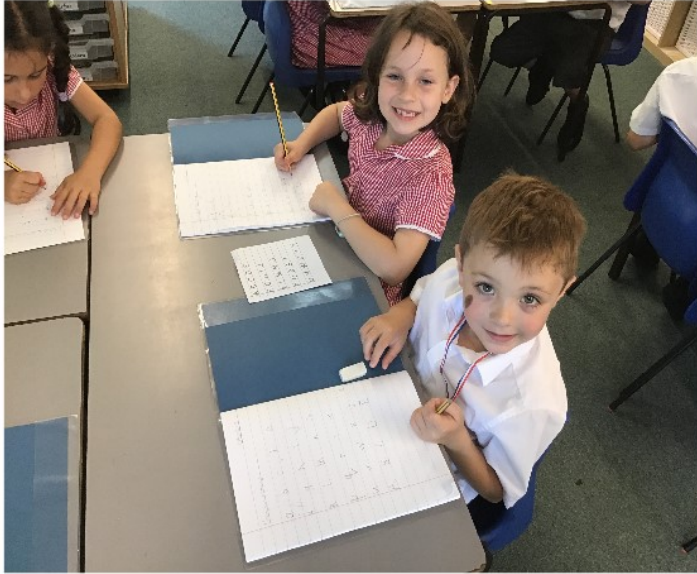


# Transition to Y2





paired play



CS

# Transition to Y2

05.09.17

Place Value

$78 = 70 + 8$  ✓

$45 = 40 + 5$  ✓

$51 = 50 + 1$  ✓


$92 = 90 + 2$  ✓

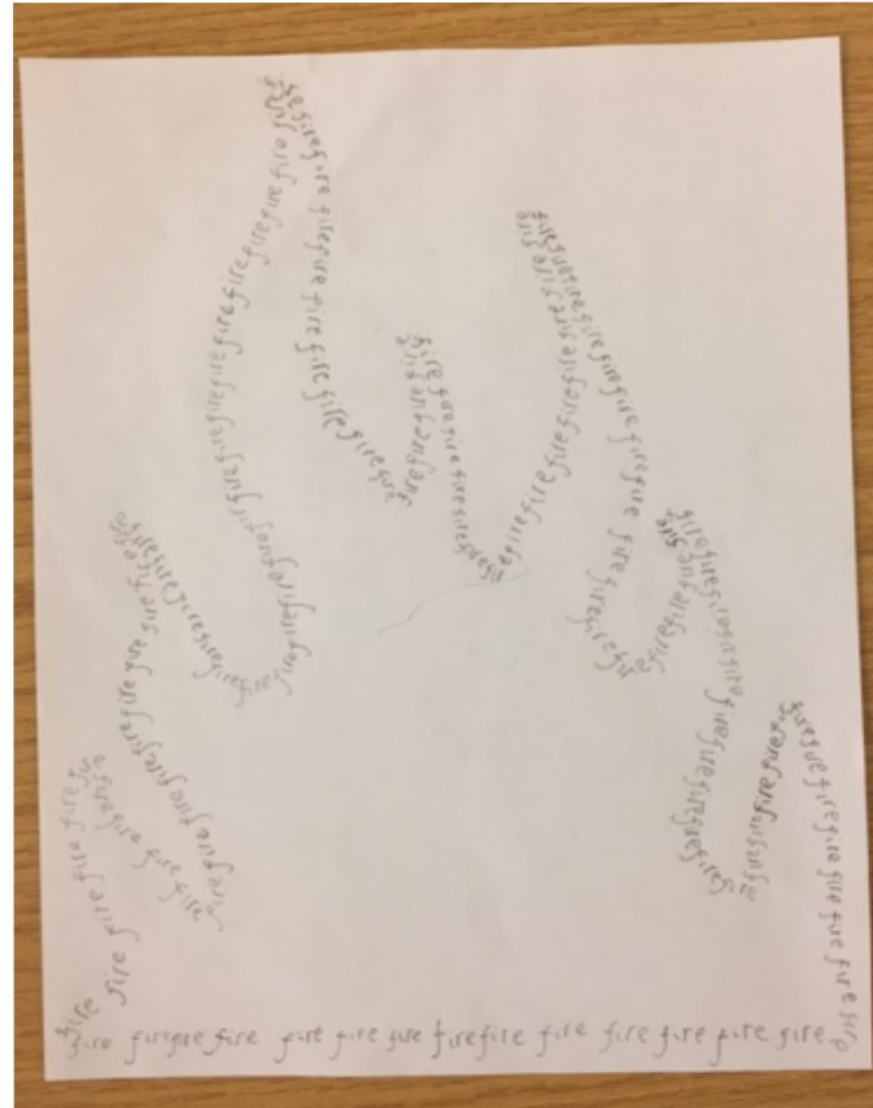
$64 = 60 + 4$  ✓

$39 = 30 + 9$  ✓

$72 = 70 + 2$  ✓

$87 = 80 + 7$  ✓

 ✓ Great work on place value  
✓ Very neat presentation





# Autumn Highlights

Science day

Baking bread

Art day based around the Great Fire of London

Trip to the Florence Nightingale Museum

Making fire trucks



# School Website

- A warm welcome
- Academic results
- Admissions (Nursery, Reception & In-year)
- Aims and values
- Eco-school
- Financial information
- Gold Club
- Governing body
- House system
- Phases (EYFS, Key Stage 1, Key Stage 2)
- Pupil voice
- Staff
- Statutory information
- School dog
- Special Educational Needs and Disabilities (SEND)
- Wellbeing

Contact us on 020 8876 7358 | info@barnes.richmond.sch.uk



- Home
- Our School
- News & Events
- Gallery
- Parents
- Curriculum
- Contact Us



## Barnes Parents' Noticeboard

- E SAFETY**  
Keep your child safe online!
- CLUBS TIMETABLE – AUTUMN TERM 2023**
- SCHOOL LUNCH MENU**  
Summer Term 2023 menu
- CEOP**  
The CEOP command works to protect children.
- TERM DATES**





# Knowledge Maps



Contact us on 020 8876 7358 | info@barnes.richmond.sch.uk

**Barnes Primary School** Home Our School News & Events Gallery Parents Curriculum Contact Us

02. Helpful Resource

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

Home > Our School > Phases (E...)

Our School

### Key Individuals and Places

Samuel Pepys' diary gives us a first hand account of the fire

Thomas Farynor's bakery was on Pudding Lane.

King Charles II was king 1660-1685

## Battles, Burns and Bandages

### History Y2: The Great Fire of London 1666

#### Key Facts

The fire started on 2<sup>nd</sup> September 1666  
 It started in Pudding Lane in Thomas Farynor's bakery  
 It spread quickly because:

- it was a hot summer
- the houses were close together
- the houses were made out of timber
- there was a strong wind

People tried to put it out using squirts, old-fashioned fire engines and hooks  
 King Charles II ordered the army to blow up houses to create fire breaks  
 It lasted 4 days and ended on 6<sup>th</sup> September

#### Key Vocabulary

**Fire breaks** – an obstacle to stop the spread of fire

**Hook** –

**Squirt** –

**Fire engine** –

#### Links to prior learning:

Life in Elizabethan times (Y1)  
 Different types of homes (Y1)  
 Materials (Y1)

#### Links to other subjects:

**Art** – using painting, collage and printing to make a fire scene.  
**Design and Technology** – the children design and make bread.

Queen Elizabeth  
1533 - 1603  
↓

Great Fire of London  
1666  
↓

Queen Victoria  
1837 - 1901  
↓



# Handwriting



## Writing

- Art
- Computing
- Curriculum maps
- Curriculum organisation
- Curriculum statement
- Design and technology
- Drama and productions
- French
- Geography
- Knowledge maps
- Learning zone
- History
- Mathematics
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- Personal development
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- Sport
- Sports Premium
- Subject time allocation
- Theme & focus events
- Writing

[Home](#) > [Curriculum](#) > [Writing](#)



01. Vision

[Read More](#)

02. Writing model

[Read More](#)

03. Books we use

[Read More](#)



04. Handwriting

[Read More](#)



05. Spelling

[Read More](#)



06. Knowledge centre

[Read More](#)

We often get lots of questions about the SATS.  
As of this year, the SATS are non-compulsory.

Regular reading and completing the weekly home learning tasks is important for their progress in this.

# The National Assessment system and teacher assessment judgement

Working towards

Working at the expected standard

Working at greater depth



# Reading expectations

## 2023 Results:

88% expected

42% greater depth

## National Results 2022

67% expected

## National Results 2019

75% expected

25% greater depth

### Interim teacher assessment framework at the end of key stage 1 - reading

#### Working towards the expected standard

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes\*
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)\*
- read many common exception words\*.

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In discussion with the teacher, the pupil can:

- answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them.

#### Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes\*
- read most common exception words\*.

In age-appropriate books, the pupil can:

- read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute
- sound out most unfamiliar words accurately, without undue hesitation.

In a familiar book that they can already read accurately and fluently, the pupil can:

- check it makes sense to them
- answer questions and make some inferences on the basis of what is being said and done.

#### Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences on the basis of what is said and done
- predict what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.

## English - reading

Reading little and often at home.

Work on fluency and pace.

Focus on comprehension by asking your child to make predictions, to discuss how characters are feeling, and to develop inference skills.

# Writing expectations

## 2023 Results:

80% expected

53% greater depth

## National Results 2022

58% expected

## National Results 2019

69% expected

15% greater depth

### Interim teacher assessment framework at the end of key stage 1 - writing

#### Working towards the expected standard

The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:

- demarcating some sentences with capital letters and full stops
- segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly
- spelling some common exception words\*
- forming lower-case letters in the correct direction, starting and finishing in the right place
- forming lower-case letters of the correct size relative to one another in some of the writing
- using spacing between words.

#### Working at the expected standard

The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

- demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
- using sentences with different forms in their writing (statements, questions, exclamations and commands)
- using some expanded noun phrases to describe and specify
- using present and past tense mostly correctly and consistently
- using co-ordination (or / and / but) and some subordination (when / if / that / because)
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- spelling many common exception words\*
- spelling some words with contracted forms\*
- adding suffixes to spell some words correctly in their writing  
e.g. *-ment, -ness, -ful, -less, -ly*\*
- using the diagonal and horizontal strokes needed to join letters in some of their writing
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- using spacing between words that reflects the size of the letters.

#### Working at greater depth within the expected standard

The pupil can write for different purposes, after discussion with the teacher:

- using the full range of punctuation taught at key stage 1 mostly correctly
- spelling most common exception words\*
- spelling most words with contracted forms\*
- adding suffixes to spell most words correctly in their writing,  
e.g. *-ment, -ness, -ful, -less, -ly*\*
- using the diagonal and horizontal strokes needed to join letters in most of their writing.



## English – writing


Children to write in pencil for all school tasks.

Focusing on perfecting the joins and writing at a consistent size.

Read the weekly home learning letter to obtain weekly guidance for handwriting

02.07.19

## The sound Collector

Remember to...	Teacher
choose a theme and use only sounds from there	
use rhyming words on lines 2 and 4 (e.g. grey and away)	
use stanzas of four lines	
use capital letters to start each line	
	

The swaying of the trees,  
The shouting of the kids,  
The screeching of the pencils,  
The swishing of the wigs!

The crunching and the yomping,  
The woosh of the train,  
The shooshing of the teacher,  
The patter of the rain!

Sophie 4

The children have developed their understanding of the poem *The Jumblies*, by Edward Lear, by discussing it, reciting aloud and using drama activities. They then adapted the 2<sup>nd</sup> and 5<sup>th</sup> Stanza, inspired by Edward Lear's nonsense poetry, by changing the content, but keeping the pattern the same.

They sailed away in a **cupcase**, they did,  
In a cupcase they sailed so fast.  
With only a **beautiful wedding veil**  
Tied with a **shoelace** by way of a sail  
To a **clean toothbrush** mast:  
And everyone said, who saw them go,  
"O won't they soon be **seasick**, you know!  
For the sky is **black**, and the voyage is  
And happen what may, it's extremely **silly**  
In a cupcase to sail so fast!"

Far and few far and few,  
Are the lands where the **Jumblies**  
Live;

# Grammar, Punctuation and Spelling expectations

## 2023 Results

83% expected

43% greater depth

## National 2019:

69% expected

36% greater depth

### Interim teacher assessment framework at the end of key stage 1 - writing

#### Working towards the expected standard

The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:

- demarcating some sentences with capital letters and full stops
- segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly
- spelling some common exception words\*
- forming lower-case letters in the correct direction, starting and finishing in the right place
- forming lower-case letters of the correct size relative to one another in some of the writing
- using spacing between words.

#### Working at the expected standard

The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:

- demarcating most sentences with capital letters and full stops and with some use of question marks and exclamation marks
- using sentences with different forms in their writing (statements, questions, exclamations and commands)
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- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- spelling many common exception words\*
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- using the diagonal and horizontal strokes needed to join letters in some of their writing
- writing capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- using spacing between words that reflects the size of the letters.

#### Working at greater depth within the expected standard

The pupil can write for different purposes, after discussion with the teacher:

- using the full range of punctuation taught at key stage 1 mostly correctly
- spelling most common exception words\*
- spelling most words with contracted forms\*
- adding suffixes to spell most words correctly in their writing,  
e.g. *-ment, -ness, -ful, -less, -ly*\*
- using the diagonal and horizontal strokes needed to join letters in most of their writing.



# Grammar, punctuation and spelling

- Children have to learn a lot of spelling rules in Y2. Regular practise makes a huge difference.
- Point out punctuation when reading with your child.
- Positively reminding the children of key punctuation at home!

## Y1 Rocket Phonics Common Exception Words

go	I	into	no	the	to
all	are	be	he	her	me
my	she	they	was	we	you
come	do	have	like	one	out
said	so	some	there	were	what
when	again	any	asked	because	called
could	eyes	friends	laughed	looked	many
Mr	Mrs	oh	once	people	please
their	thought	though	water	where	who

## Additional Y1 National Curriculum Common Exception Words

a	today	of	says	is	his
has	your	by	here	love	school
put	push	pull	full	house	our

The words that are highlighted indicate the words that your child can spell from memory. Please practise the words that are not highlighted weekly at home. Your child will be tested on these words again at the end of the term to check progress. These words will appear regularly when reading and writing. It is important that your child learns to spell these words from memory.

## Additional Y2 National Curriculum Common Exception Words

door	most	money	after	path
floor	only	every	fast	bath
poor	both	everybody	last	hour
find	old	even	past	move
kind	cold	great	father	prove
mind	gold	break	class	improve
behind	hold	steak	grass	sure
child	told	pretty	pass	sugar
children	should	beautiful	plant	eye
wild	would	who	clothes	Christmas
climb	busy	whole	half	parents
Monday	Tuesday	Wednesday	Thursday	Friday
Saturday	Sunday			



# Maths expectations

## Working at the expected standard

- The pupil can partition two-digit numbers into different combinations of tens and ones. This may include using apparatus (e.g. 23 is the same as 2 tens and 3 ones which is the same as 1 ten and 13 ones).
- The pupil can add 2 two-digit numbers within 100 (e.g.  $48 + 35$ ) and can demonstrate their method using concrete apparatus or pictorial representations.
- The pupil can use estimation to check that their answers to a calculation are reasonable (e.g. knowing that  $48 + 35$  will be less than 100).
- The pupil can subtract mentally a two-digit number from another two-digit number when there is no regrouping required (e.g.  $74 - 33$ ).
- The pupil can recognise the inverse relationships between addition and subtraction and use this to check calculations and work out missing number problems (e.g.  $\Delta - 14 = 28$ ).
- The pupil can recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables to solve simple problems, demonstrating an understanding of commutativity as necessary (e.g. knowing they can make 7 groups of 5 from 35 blocks and writing  $35 \div 5 = 7$ ; sharing 40 cherries between 10 people and writing  $40 \div 10 = 4$ ; stating the total value of six 5p coins).
- The pupil can identify  $\frac{1}{3}, \frac{1}{4}, \frac{1}{2}, \frac{2}{3}, \frac{3}{4}$  and knows that all parts must be equal parts of the whole.

Continued on the next page

## 2023 Results:

98% expected

53% greater depth

## National Results 2022

68% expected

## National Results 2019

75% expected

22% greater depth

- The pupil can use different coins to make the same amount (e.g. pupil uses coins to make 50p in different ways; pupil can work out how many £2 coins are needed to exchange for a £20 note).
- The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where all numbers on the scale are given (e.g. pupil reads the temperature on a thermometer or measures capacities using a measuring jug).
- The pupil can read the time on the clock to the nearest 15 minutes.
- The pupil can describe properties of 2-D and 3-D shapes (e.g. the pupil describes a triangle: it has 3 sides, 3 vertices and 1 line of symmetry; the pupil describes a pyramid: it has 8 edges, 5 faces, 4 of which are triangles and one is a square).

## Working at greater depth within the expected standard

- The pupil can reason about addition (e.g. pupil can reason that the sum of 3 odd numbers will always be odd).
- The pupil can use multiplication facts to make deductions outside known multiplication facts (e.g. a pupil knows that multiples of 5 have one digit of 0 or 5 and uses this to reason that  $18 \times 5$  cannot be 92 as it is not a multiple of 5).
- The pupil can work out mental calculations where regrouping is required (e.g.  $52 - 27$ ;  $91 - 73$ ).
- The pupil can solve more complex missing number problems (e.g.  $14 + \square - 3 = 17$ ;  $14 + \Delta = 15 + 27$ ).
- The pupil can determine remainders given known facts (e.g. given  $15 \div 5 = 3$  and has a remainder of 0, pupil recognises that  $16 \div 5$  will have a remainder of 1; knowing that  $2 \times 7 = 14$  and  $2 \times 8 = 16$ , pupil explains that making pairs of socks from 15 identical socks will give 7 pairs and one sock will be left).
- The pupil can solve word problems that involve more than one step (e.g. which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?).
- The pupil can recognise the relationships between addition and subtraction and can rewrite addition statements as simplified multiplication statements (e.g.  $10 + 10 + 10 + 5 + 5 = 3 \times 10 + 2 \times 5 = 4 \times 10$ ).
- The pupil can find and compare fractions of amounts (e.g.  $\frac{1}{2}$  of £20 = £10 and  $\frac{1}{3}$  of £8 = £2.67 so  $\frac{1}{2}$  of £20 is greater than  $\frac{1}{3}$  of £8).
- The pupil can read the time on the clock to the nearest 5 minutes.
- The pupil can read scales in divisions of ones, twos, fives and tens in a practical situation where not all numbers on the scale are given.
- The pupil can describe similarities and differences of shape properties (e.g. finds 2 different 2-D shapes that only have one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices but can describe what is different about them).

HS

Teaching Assessment Frameworks



# Maths

The number bonds to all numbers up to and including 20.

Weekly home learning will guide you on the weekly focus.

0-0	1-0	2-0	3-0	4-0	5-0	6-0	7-0	8-0	9-0	10-0
1-1	2-1	3-1	4-1	5-1	6-1	7-1	8-1	9-1	10-1	11-1
2-2	3-2	4-2	5-2	6-2	7-2	8-2	9-2	10-2	11-2	12-2
3-3	4-3	5-3	6-3	7-3	8-3	9-3	10-3	11-3	12-3	13-3
4-4	5-4	6-4	7-4	8-4	9-4	10-4	11-4	12-4	13-4	14-4
5-5	6-5	7-5	8-5	9-5	10-5	11-5	12-5	13-5	14-5	15-5
6-6	7-6	8-6	9-6	10-6	11-6	12-6	13-6	14-6	15-6	16-6
7-7	8-7	9-7	10-7	11-7	12-7	13-7	14-7	15-7	16-7	17-7
8-8	9-8	10-8	11-8	12-8	13-8	14-8	15-8	16-8	17-8	18-8
9-9	10-9	11-9	12-9	13-9	14-9	15-9	16-9	17-9	18-9	19-9
10-10	11-10	12-10	13-10	14-10	15-10	16-10	17-10	18-10	19-10	20-10

# The ZONES of Regulation

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





# Parental volunteers

2C - Rosie and Tanya

2S - Louisa and Gemma

Thank you parent readers Abira, Toi, Mckenzie, Nicky, Louise and Christiana

For upcoming trips, visits and support in school, please read the weekly Home Learning letter for information on signing up.

Any questions or queries:

2C

cstrawson@barnes.richmond.sch.uk

2S

hsatterthwaite@barnes.richmond.sch.uk



# Barnes Primary School

Thank you for attending.  
We look forward to a great year ahead!