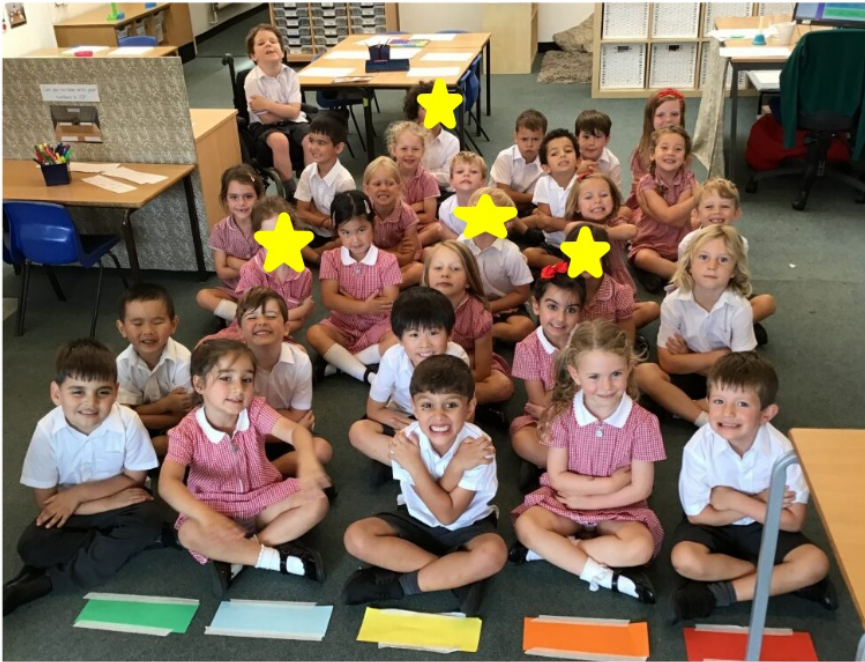




Barnes Primary School

Welcome to Year 1



Meet the Year One Team



Miss Tenglin



Miss Duncombe



Ms Taboas



Avrika

mtenglin@barnes.richmond.sch.uk

kduncombe@barnes.richmond.sch.uk

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

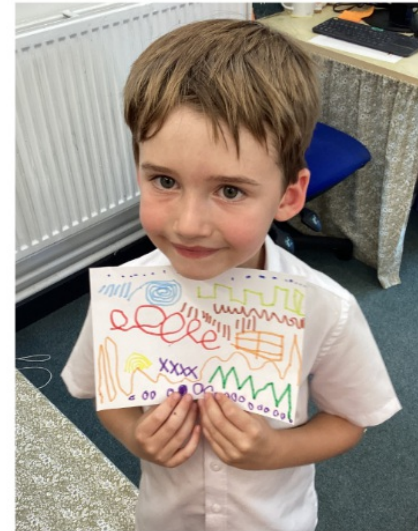
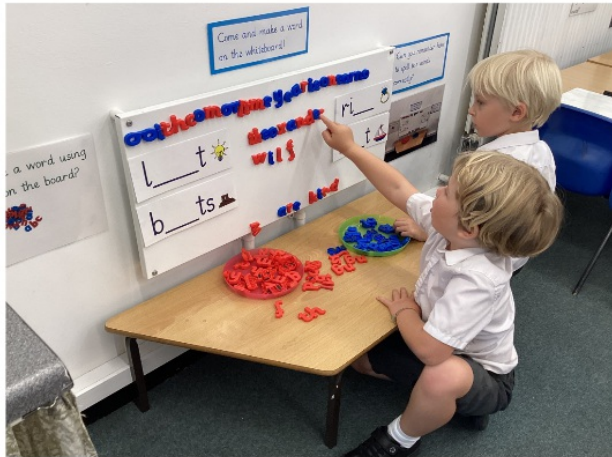
Transition from YR



Transition from YR



Transition from YR



KSI routines

Morning routine

The door opens at 8.45 am. The children should walk into school independently. They are doing brilliantly with this routine.

Any important messages can be emailed to class teachers before school.



KSI routines

Reading journals

Please keep journals in your child's book bag daily.

On a Wednesday we will keep the reading journals.

They are teacher reviewed and returned on a Thursday.

We expect the children to read at least 5 times a week. They will receive a sticker for doing so.

Class teachers read weekly with your child in a small group, and one to one approximately twice a half term. Class teachers will provide regular next steps to help you support your child at home.

KSI routines

Barnes  Books

2 Decodable books



To practise phonics taught so far
for fluency

2 Supplementary books



For variety and challenge -
may need some adult help

1 Library book



To develop a love of reading
through sharing quality texts



The children receive two decodable books, two colour levelled books and one library book weekly.

These are changed on a Friday.

Please keep your child's books and journal in their bag all week.

Reading

Children should be reading books independently that they can comfortably decode and comprehend them. This gives them confidence and achievement, and hopefully this leads to a love of reading.

To move up we check that on a **rocket phonics decodable book**, that they:

- can read comfortably and fluently with an accuracy of about 95% +.
- can understand what they have read - e.g. they can answer comprehension questions and summarise the story
- can sound out unknown words and blend them as a primary strategy to decode
- are not just guessing lots of words nor sounding out words and not blending them accurately

If they are doing all this on the colour level they are on, we try them on the next colour level up to see if they can

- read with 90-95% accuracy
- read with some fluency
- understand most of what they have read



KSI routines

Home learning

Home learning is posted on Teams on a Friday afternoon.

The template is very similar to the Reception one. We communicate key messages through this and discuss current and future learning.

The home learning books should be handed in on a Thursday morning in the boxes outside the classrooms (in the playground).

KSI routines

Spellings

- Common exception word assessment will take place this week.
- You will get a spelling card like this. Words highlighted are words they spelt accurately on this occasion.
- Termly assessments take place going forward
- These are words where the phonics rules taught either don't apply or haven't yet been taught.

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
					little

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

KSI routines

Spellings

Weekly spelling tests will start next half term.

In Y1 the children receive ten spelling words to learn each week, for a test the following **Friday**. These words are based on the phonic sounds that they have learned in class that week.

Please practise each word twice on the sheet below and carry out further practise at home, in whatever way works best for you and your child (rainbow writing, flashcards, typing on a device etc.). Practising little and often daily at home will really help!

Good luck!

home		
smoke		
note		
throne		
alone		
snow		
show		
glow		
window		
shadow		

Y1 Weekly Spelling Test

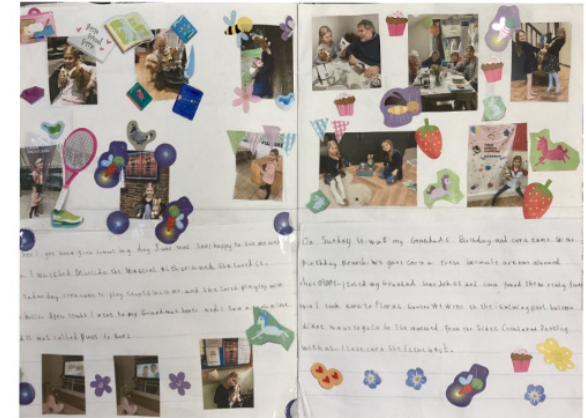
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

Please look at your child's spelling test with them each week and celebrate their efforts! Please also revisit any words that are spelled incorrectly.

Words including the above sounds can now be expected to be spelled correctly during independent writing.

M

KSI routines



Star of the week

Every week we choose a 'Star of the Week' in each class. This child gets to take home the class mascot and the mascot diary.

They can add pictures, photographs and writing to the diary to share with the class the following week.

Please return the mascot and diary on Monday morning.

KSI routines

Volunteer system

Parent support sessions will take place at
1.30 – 3.00pm on Wednesdays and Thursdays.

This system will start in a few weeks, once we have a few more volunteers.

Please email your class teacher if you would like to help. These will be allocated on a first come first served basis.

Small changes

We will shortly be changing the layout of the classroom for the children.

They will have their own desk and chair!



Autumn term timetable

8.45- 9.00am: Morning warm up

9.00 - 10.00am: English lesson

10.00 - 10.15am: Break

10.15 - 11.15am: Maths lesson

11.15 - 11.30am: Assembly

11.30 - 11.50am: Phonics

11.50 - 12.10pm: Guided reading

12.15 - 1.15pm: Lunch

1.15 - 2.15pm: Learning themes or science lesson

2.15 - 2.50pm: Free flow learning

2.50 - 3.05pm: Handwriting

3.05 - 3.15pm: Get ready for home and end of the day session.

Timetable changes

Outdoor PE and music are on a **Thursday** morning. Please can children come in wearing PE kit and have uniform in a bag.

Indoor PE and computing lessons are on a **Tuesday** afternoon. Please can children come in wearing their uniform and have their PE kit in a bag.

Y1 curriculum themes

Autumn term: Homes

Spring term 1: Kings, queens and spies

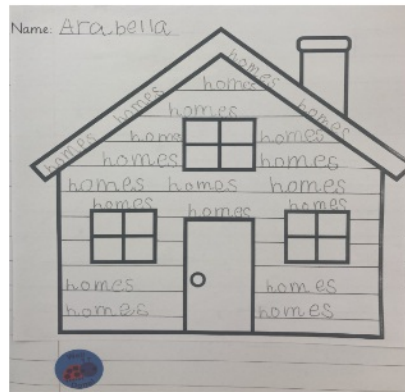
Spring term 2: Pirates, plans and adventures

Summer term: Africa



Year 1 - Homes - Autumn

handwriting



Owen the Owl



making bedrooms



M

historical artefacts



observational drawings

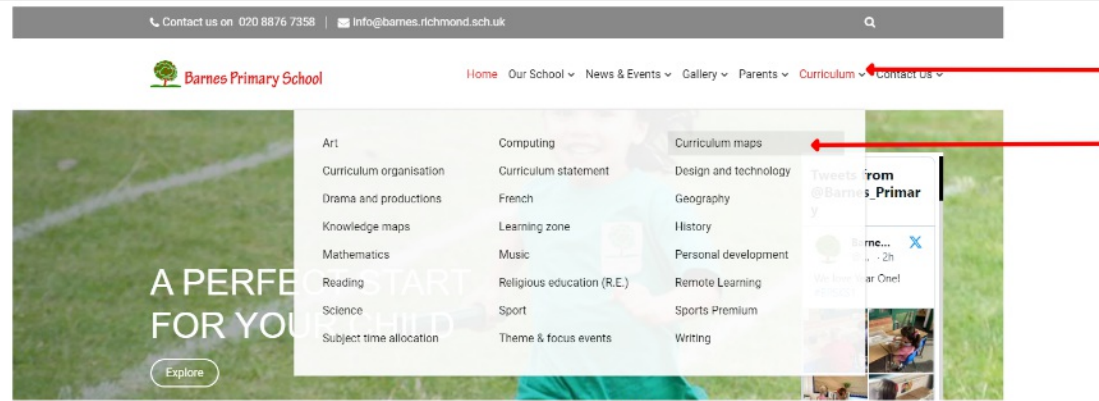
M

Website

Please use it!

Website

Curriculum maps so you can see what will be being taught. (These are being updated as we speak!)



		AUTUMN		SPRING		SUMMER	
THEME		Title of Learning Theme: Homes		Title of Learning Theme: Spring 1 – Kings, Queens and Spies Spring 2 – Pirates, Plans and Adventures		Title of Learning Theme: Africa	
CORE CURRICULUM	ENGLISH	<p>Texts studied:</p> <p>The Three Little Pigs</p> <p>Otherwise – visual literacy unit of work</p> <p>Writing outcomes:</p> <p>Making a wanted poster for the Big Bad Wolf, focusing on using capital letters, finger spaces, full stops and adjectives.</p> <p>Writing their own 'Otherwise' book, focusing on using full stops, capital letters, adjectives and prepositions.</p>	<p>Texts studied:</p> <p>The Gruffalo by Julia Donaldson</p> <p>Stuck by Oliver Jeffers</p> <p>Writing outcomes:</p> <p>Writing a character description about the Gruffalo, focusing on using adjectives and connectives.</p> <p>Writing outcomes:</p> <p>Writing a different version of Stuck, focusing on using different sentence starters and adjectives.</p>	<p>Texts studied:</p> <p>Farmer Duck by Martin Waddell</p> <p>Queen Elizabeth 1 (non-fiction)</p> <p>Writing outcomes:</p> <p>Rewriting the story of Farmer Duck, focusing on using better words than 'said', fronted adverbials and repetition.</p> <p>Writing an information book about Queen Elizabeth 1 (QE1).</p>	<p>Texts studied:</p> <p>The Night Pirates by Peter Harris</p> <p>Writing outcomes:</p> <p>Letter writing- Writing a letter to the main characters (Tom and Captain Patch), focusing on using questions.</p>	<p>Texts studied:</p> <p>Too Much Talk by Angela Shelf Medearis</p> <p>Writing outcomes:</p> <p>Making a book about the story Too Much Talk, focusing on using speech marks and exclamation marks.</p>	<p>Texts studied:</p> <p>The Jumblies by Edward Lear</p> <p>Writing outcomes:</p> <p>Writing 2 new stanza's based on the form and style of Edward Lear's classic poem.</p>
		<p>/igh/ as in child and time</p> <p>/igh/ as in pie and spy</p> <p>/oa/ as in rope and snow</p> <p>/oa/ as in toe and piano</p> <p>/ee/ as in happy and key consolidation</p> <p>Common exception words: some, one, said, come, do, so, were, when, have, there, out, like, little, what</p>	<p>/y+oo/ as in unicorn</p> <p>short /oo/ as in push</p> <p>/y+oo/ as in cube</p> <p>long /oo/ as in flute</p> <p>/y+oo/ as in statue</p> <p>long /oo/ as in blue</p> <p>/y+oo/ as in news</p> <p>long /oo/ as in screw</p> <p>/ur/ as in herbs</p> <p>/ur/ as in bird</p> <p>/ou/ as in cloud</p> <p>/oi/ as in toy</p> <p>Common exception words: oh, their, people, Mr, Mrs, looked, called, asked, could, water, where</p>	<p>/or/ as in astronaut and strawberry</p> <p>/oa/ as in shoulder</p> <p>Long /oo/ as in soup</p> <p>short /oo/ as in should</p> <p>/ar/ as in father</p> <p>/ur/ as in pearl and world</p> <p>/eer/ as in deer and here</p> <p>/air/ as in square, bear and there</p> <p>/or/ as in ball, four, core, door and daughter</p> <p>Common exception words: who, again, thought, through, many, laughed, because, any, eyes, friends, once, please</p>	<p>/s/ as in celery</p> <p>/j/ as in giraffe</p> <p>/e/ as in bread</p> <p>/s/ as in house and fence</p> <p>/k/ as in school</p> <p>/sh/ as in chef</p> <p>/i/ as in bridge and package</p> <p>/uh/ as in mother consolidation</p> <p>Common exception words: some, one, said, come, do, so, were, when, have, there, out, like, little, what</p>	<p>/ul/ as in bottle</p> <p>/l/ as in mixed</p> <p>/d/ as in drill</p> <p>/m/ as in comb</p> <p>/n/ as in knot</p> <p>/n/ as in sign</p> <p>/r/ as in writing</p> <p>/ch/ as in hatching</p> <p>/h/ as in treasure, television and collage consolidation</p> <p>Common exception words: oh, their, people, Mr, Mrs, looked, called, asked, could, water, where</p>	<p>/ch+u/ as in picture</p> <p>/i/ as in pyramid</p> <p>/s/ as in scissors and whistle</p> <p>/o/ as in watch</p> <p>/sh/ as in station, musician and percussion Consolidation</p> <p>Common exception words: who, again, thought, through, many, laughed, because, any, eyes, friends, once, please</p>

Website

The screenshot displays the Barnes Primary School website. At the top, there is a navigation menu with links for Home, Our School, News & Events, Gallery, Parents, Curriculum, and Contact Us. Below the menu is a search bar and contact information: "Contact us on 020 8876 7358" and "info@barnes.richmond.sch.uk".

The main content area features a large banner with the text "Phases (EYFS, Key Stage 1, Key Stage 2)" over a background of colorful pencils. Below this banner, there are three columns of content, each with a representative image and a "Read More" button:

- Early Years Foundation Stage**: Accompanied by an image of children sitting in a circle on the grass.
- Key Stage 1**: Accompanied by an image of children playing on a playground.
- Lower Key Stage 2**: Accompanied by an image of children in red uniforms performing a dance or activity on a green field.

Below this section, there is another navigation menu and a search bar. The next section is a dark banner with the text "01. Year 1" over a background of colorful pencils. Below this banner, there is a breadcrumb trail: "Home > Our School > Phases (EYFS, Key Stage 1, Key Stage 2) > Key Stage 1 > 01. Year 1".

The final section contains three columns of content, each with a representative image and a "Read More" button:

- 01. Useful Information**: Accompanied by an image of children playing on a playground.
- 02. Helpful Support & Resources**: Accompanied by an image of hands working on a craft project.
- 03. Parent Workshops**: Accompanied by a portrait of a woman in a red school uniform.

K

Year 1 welcome booklets



Welcome to Year One.
Transition booklet

Induction evening presentation 2022

Y1 welcome booklet 2022

A day in the life of Year 1

A typical Year 1 timetable

Typical Year 1 trips

Year 1 Curriculum Map

Learning theme overview

Example knowledge map

Key Stage 1 learning environment

Kings, Queens and Spies

History Y1: A comparison of Queen Elizabeth I and Queen Victoria

Links to prior learning:
Homes in the past (Y1)
Talking about the past and building up everyday vocabulary related to time (YR)

Spanish Armada, 1558

Elizabethan Empire

Links to other subjects:
English – Writing a non-fiction text about Queen Elizabeth I; Year 1 debate comparing the two Queens

Elizabeth I

Born 7 September 1533

Died 24 March 1603

Family Not married; no children

Queen of England, Wales and Ireland, 1558-1603

Key facts
Daughter of King Henry VIII, she was the last of the Tudor family to rule England. Defeat of the Spanish Armada in 1558.

Victoria, Albert and children

Victorian Empire

Key Vocabulary
empire countries or lands ruled from another country
monarch a King or Queen
reign length of time that someone is king or Queen

Queen Victoria

Born 24 May 1819

Died 22 January 1901

Family Married Prince Albert Saxe-Coburg-Gotha in 1840; nine children

Queen of Great Britain, 1837-1901

Key facts
She was 18 years old when she became Queen.
Prince Albert died in 1861.
Victoria was the first **monarch** to travel by train in 1842.

Elizabeth I 1533-1603 Great Fire of London 1666 Victoria 1819-1901

Teaching of phonics



The children will learn weekly sounds and how to use this sound knowledge when reading and spelling.

They will be given words of the week to learn.

Help at home by recapping the focus sounds/words.

Phonics help at home

There will be a phonics workshop for parents during Autumn Term 2.

This will provide you with ideas of how to support at home.

You have already received a baseline assessment to help support your child's reading and writing at home.

Teaching of maths

Helping at home this
half term

Number recognition

Counting











One more and one less

Number bonds to all numbers within 10

Doubling to 10



Teaching of writing

-  Strength
-  Target
-  Capital letter
-  Missing punctuation
-  Handwriting
-  Spelling
-  Finger space
-  Write on the line
-  Check your work makes sense
-  Independent

- Writing units (3/4 weeks long)
- Carefully scaffolded process
- Teaching the children to edit
- Simple sentences with capital letters and full stops

Teaching of handwriting

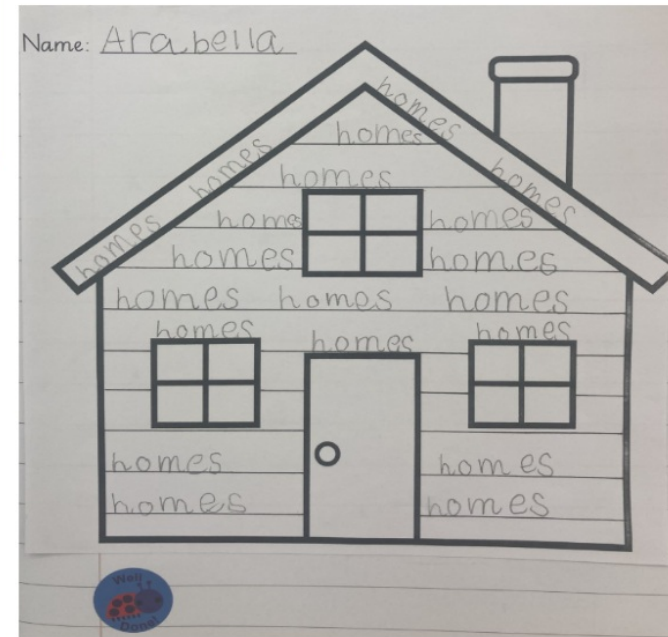
Forming each letter correctly

Sitting letters on the line with clear ascenders and descenders

Keeping letters consistently sized

Forming digits correctly

Please go on the website for a presentation and 'how to' videos.



Teaching of handwriting

Please go on the website for a presentation and 'how to' videos and helpful resources.

<u>s</u>	Back over the hill, curl around the snake.	<u>ä</u>	Back over the hill, curl up, down and flick.	<u>t</u>	Down and flick. Cross from left to right.
<u>i</u>	Down and flick. Dot.	<u>p</u>	Down through the line, up and all the way round.	<u>n</u>	Down, bridge and flick.
<u>m</u>	Down, bridge, bridge, flick.	<u>d</u>	Back over the hill, curl up, all the way to the top, down and flick.	<u>g</u>	Back over the hill, curl up, down through the line and hook.
<u>o</u>	Back over the hill and all the way round.	<u>c</u>	Back over the hill and curl.	<u>k</u>	Down from the top, a little bit up, make a bow and flick.
<u>e</u>	Diagonally up, back over the hill and curl.	<u>u</u>	Down, bowl, down and flick.	<u>r</u>	Down, over half a bridge and flick.

Forming the letters

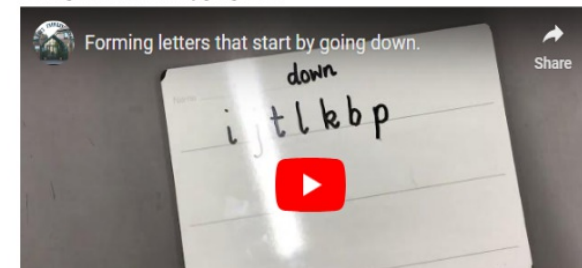
To ensure the children have consistency when learning to form the letters, we teach how we form the letters in a certain way.

To see how we teach the letters, you can either watch the videos below or [click here](#) to see a document with the wording we use.

Forming curved letters



Forming letters that start by going down



School uniform

Smart presentation

Clearly named



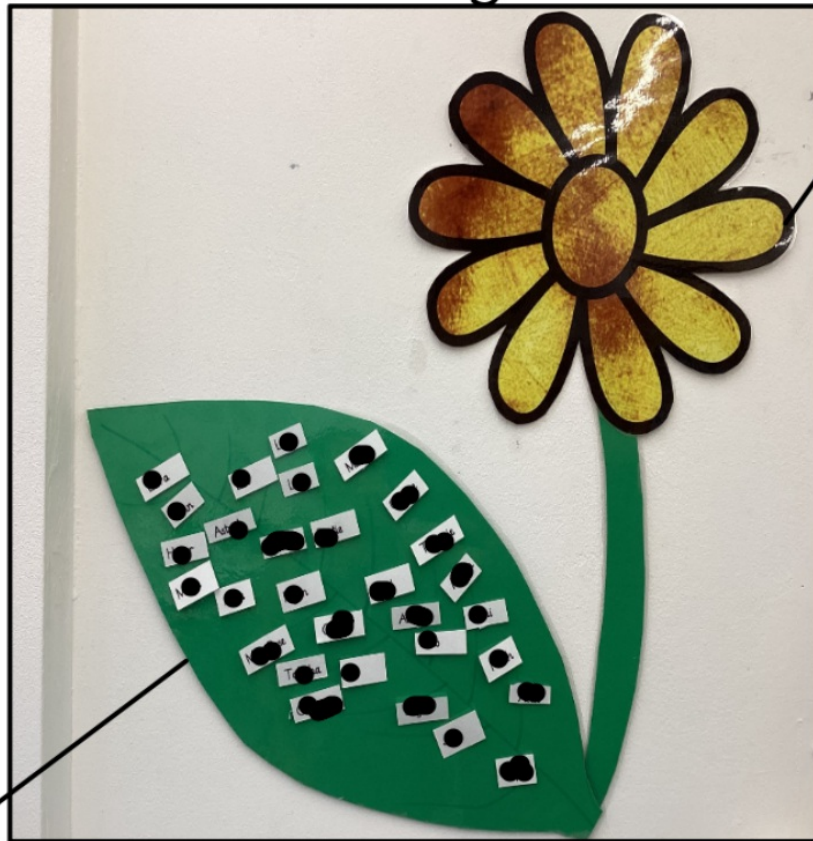
The ZONES of Regulation

			
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

Good website with lots of resources!

You have really impressed
your teacher!



The Golden Flower

The Green Leaf

You are ready to learn!

ID thinks a friend is:

- A friend is who you play with.
- A friend is who you like and sometimes you have playdates with them.
- A friend is who you play with in your house.
- A friend is who you play with every single day.
- A friend is who you like playing with and sometimes chat to them.
- Friends mean you are really kind to them and you can make new friends.
- A friend is someone that if they are sad you can help them and cheer them up maybe playing with them.
- A friend is when you play with them.
- A friend is someone who keeps you company and sometimes plays ball games with you on the nets or the sandpit.
- A friend is when you play with someone you really want to play with.
- A friend maybe keeps you happy.
- A friend is someone who you play with.
- A friend is someone you play with but if you're mean to them they might go away.
- A friend is someone that you really like.

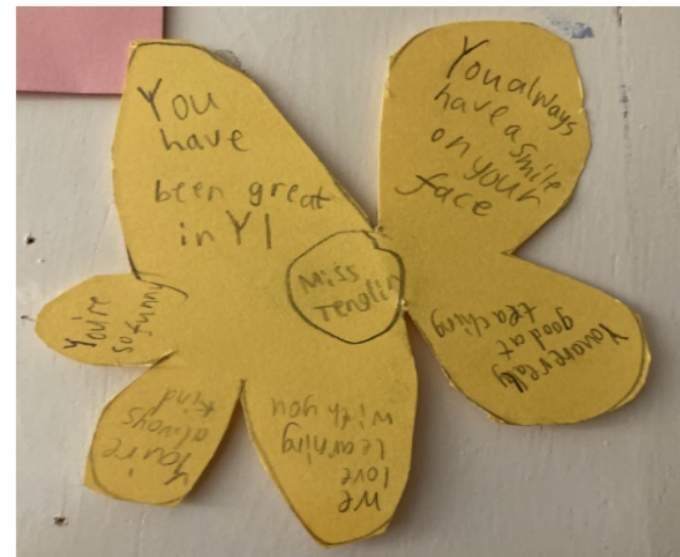
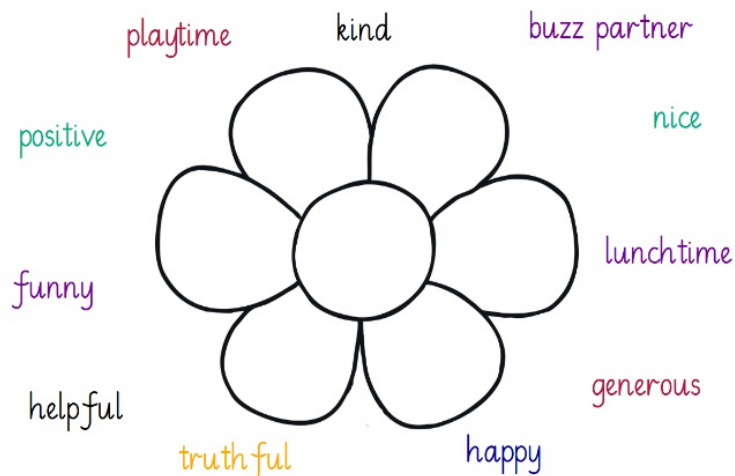
How do your friends make you feel?

happy cheerful jolly proud
calm excited thrilled overjoyed



My friends make me feel _____ when they _____.

Friendship flower



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**

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?

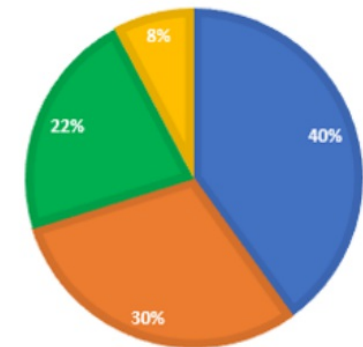
Last year the PTFA contributed **£116,000** to the school, across the following four areas:

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





Barnes Primary School

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



Any questions or queries:

 mtenglin@barnes.richmond.sch.uk

 kduncombe@barnes.richmond.sch.uk

