



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.

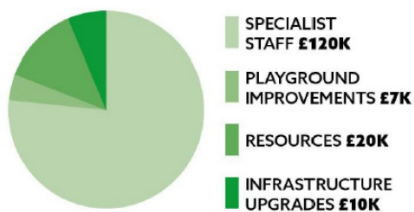


PTFA



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

PTFA CONTRIBUTION SINCE SEPTEMBER 2022



HOW MUCH DOES THE PTFA NEED TO RAISE?

**£20 PER CHILD PER MONTH
WOULD GENERATE £120K
FOR THE SCHOOL EACH YEAR**

Where do my donations go?

Last year the PTFA contributed funds to the school across the following categories:

SPECIALIST STAFF

- Art, language, music and PE teachers
- Teaching Assistants

PLAYGROUND IMPROVEMENTS

- KS1 construction blocks
- KS1 sandpit • EYFS playground games, toys and roleplay sets

RESOURCES

- ICT equipment • Musical instruments and lessons • Books and Kindles
- Creative resources and crafts • Netball posts and equipment • Storage facilities

INFRASTRUCTURE UPGRADES

- LED lighting
- Classroom improvements



*Thank you
for your
help! ☺*

justgiving.com/barnesprimaryschoolptfa

PTFA

SOME EXAMPLES OF WHAT YOUR GENEROUS DONATIONS TO THE PTFA CAN MAKE HAPPEN:



Thank you
for your
help! ☺

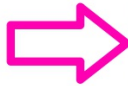
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Location of classrooms

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

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

Gates open at 8.35am-8.45am



Drop off

Pick up at 3.15pm.



IB pick up

IM pick up

Meet the Year One Teachers



Ms Bailey



Mrs McKenzie

Meet the Key Stage 1 Team



Lama



Ms Taboas



Avrika



Miss Dyson



Mr Satterthwaite

Addition Staff Members



Miss Warner
music teacher



Ms Kwee
PE teacher



Mr Parkin
cover teacher



Ms Jepson
head teacher



Ms Richards
deputy head



Mrs Huxley
deputy head



Ms Smith
SEND CO

How we are helping the transition process this term

Circle time discussions about moving up to Year 1

Class teachers spending time in Reception

Handover meeting with YR teachers

Transition lessons

Dismissing from new classroom



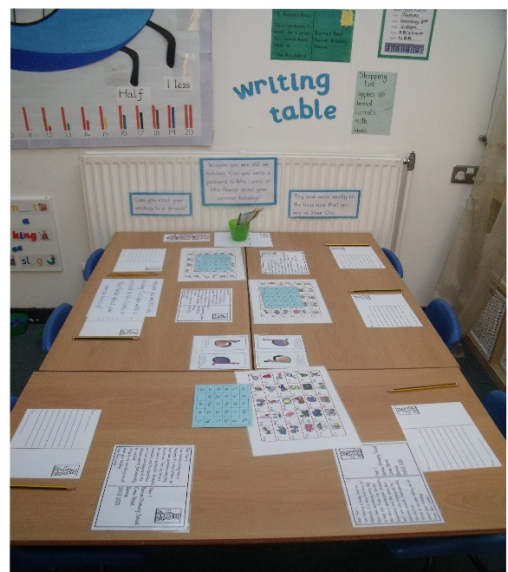
How we will ensure that your children settle beautifully in Year One

Following the reception timetable for the first few weeks.

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: Wednesday pm

Music and outdoor PE: Thursday am



Wednesday: 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



8.45 - 9.00 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 - 2.15pm: Science or themes

2.15 - 2.50pm: Free flow learning

2.50 - 3.10pm: Handwriting



Expectations

Reading

Please read 5 times a week at home with your child. It does not need to be the whole book every time!

It will make a substantial difference to their confidence, enjoyment and attainment in reading.

We collect the journals every Wednesday.

Researchers in the United States who had looked at the impact of parents reading with their children quoted the following figures in a news release about their findings:

Here's how many words kids would have heard by the time they were 5 years old: Never read to, 4,662 words; 1–2 times per week, 63,570 words; 3–5 times per week, 169,520 words; daily, 296,660 words; and five books a day, 1,483,300 words.¹⁶

The only effective route to closing this gap is for children to be taught systematically to read as soon as they start school. In this way, they do not have to rely on adults. Children who become engaged in reading can make huge progress in their literacy development simply through their independent reading, whatever the nature of their early experiences.

★ Summer Term 1 ★ Reading Champions!

We read 5 times every week!



We read 5 times every week, except for one!



Parent readers

We are looking for parent
readers in Year 1

Mondays and Thursdays 1.30-3.00pm

3 parents for each day

Please contact your class teacher if you can
commit on a regular basis.

Expectations

- All uniform to be **labelled**.
- Water bottles to be **named** – basic water clear bottles please.
- Home learning letter to be read and activities completed.
This is sent via **School Comms**.
- Practise weekly spelling quizzes to support with spelling and confidence (this happens after the October half term break).
- Home learning and spelling folders to be handed in on a **Thursday**.

The Year One curriculum

Autumn term: Homes

Spring term 1: Kings, queens and spies

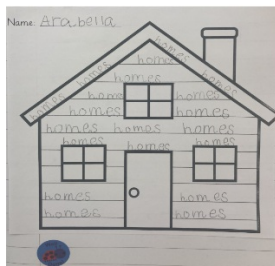
Spring term 2: Pirates, plans and adventures

Summer term: Africa



Year 1 - Homes - Autumn

handwriting



Owen the Owl



making bedrooms



historical artefacts



observational
drawings

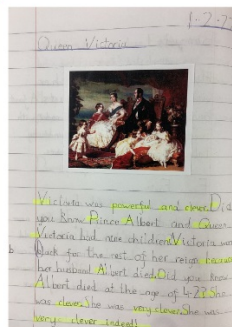


Year 1 - Kings, Queens and Spies - Spring 1

Using historical artefacts to
work out who we're studying



Non-fiction writing



The debate
Who was a better queen?



Year 1 - Pirates - Spring 2

map making



pirate dancing



pirate ships



Year 1 - Africa - Summer

African book cover making



African patterned houses

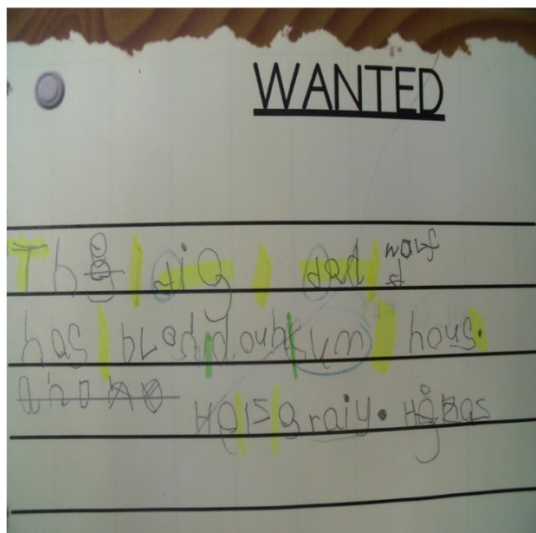


Fact sheet about African countries

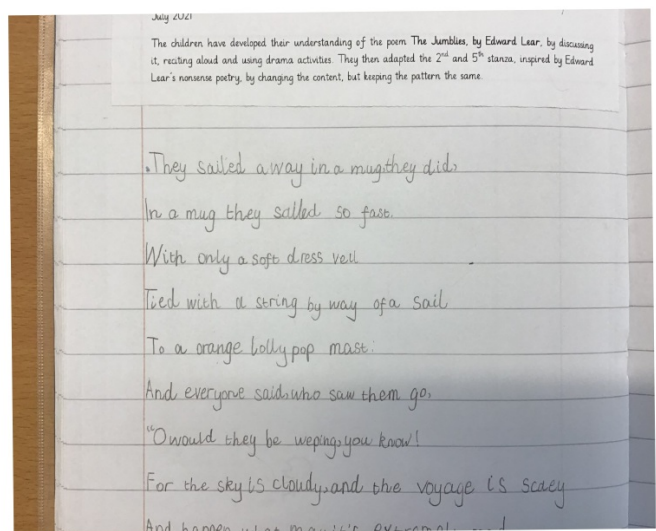


Leaps in learning!

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

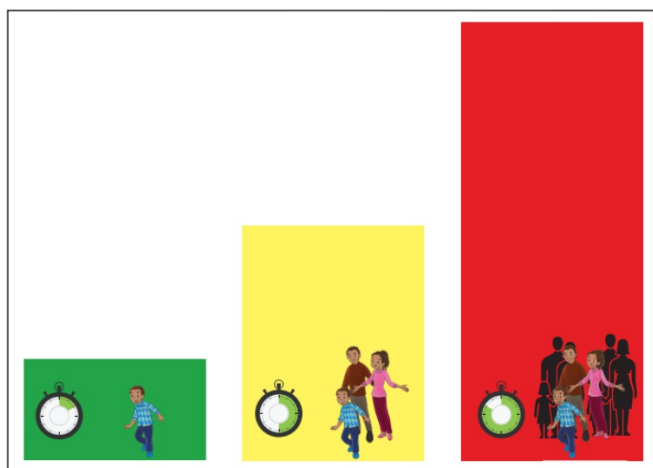
The ZONES of Regulation

			
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

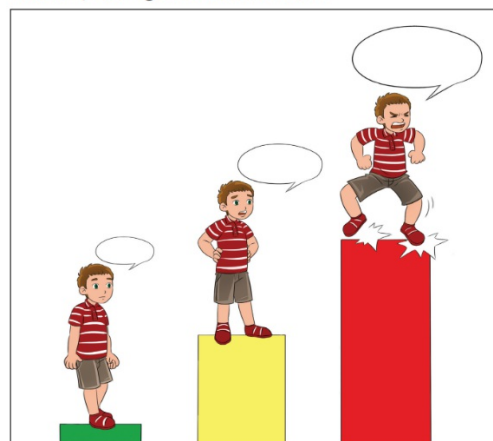


Small problems can be taken care of quickly and with just a little help or no help from others.

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! Use Rocket Phonics online.

Focus on comprehension and understanding of what is happening

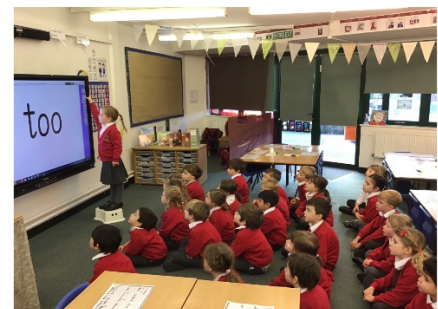
Read in character's voices to them.

Read things in the world around them.

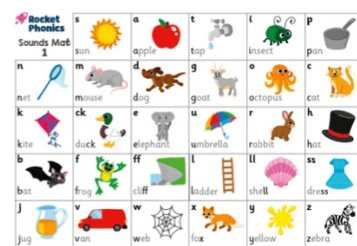


Phonics

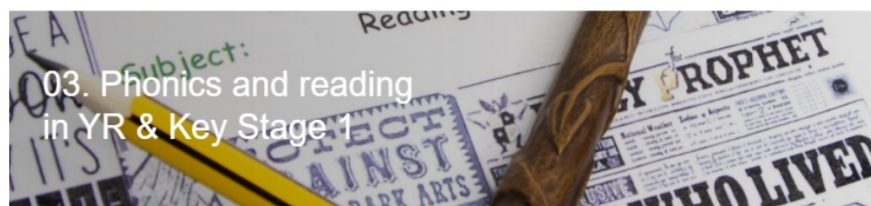
- Practise the sounds they've been taught
- Practise the words from the handout
- Use the school website for more information
- If there are sounds they find hard, make a game of it or label objects around the house.



Reception Rocket Phonics Common Exception Words			
Words Taught in the Autumn Term			
I	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		



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	
Sublime time allocation	

Phonics at Barnes

How is phonics taught at Barnes?

Comprehension and reading for pleasure

Sound mats

Support for parents

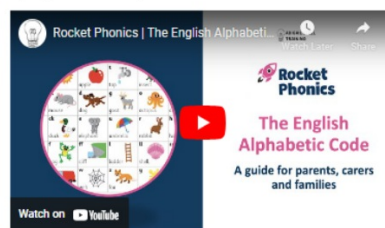
Reading with your child is such a wonderful thing to experience. Here is some very helpful advice as to how you can make this time not only extremely special, but highly effective.

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

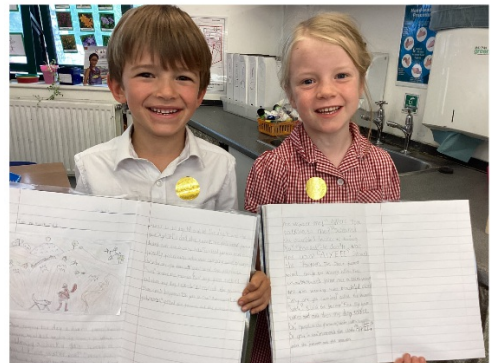


In order to achieve consistency between school and home, here is a guide about how to pronounce each sound. By following this guide, you will be using – at home – the same sounds they are taught at school.

[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

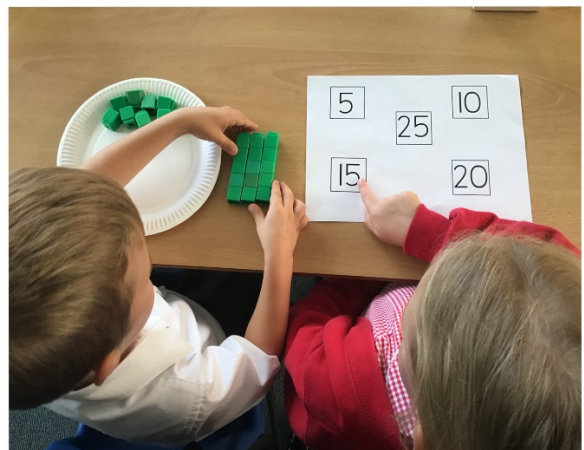
Praise all the good things and hard work!!

c	Back over the hill and curl.	a	Back over the hill, curl up, down and flick.
o	Back over the hill and all the way round.	d	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.

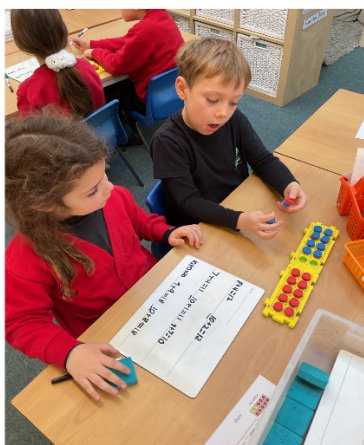


Mathematics

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 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.

Key information



Barnes Primary School

Welcome to Year One.

Transition booklet

- First day
- Key information
- September curriculum evening

Email addresses:

Miss Bailey
abailey@barnes.richmond.sch.uk

Mrs McKenzie
mmckenzie@barnes.richmond.sch.uk

What your child needs each day

Monday: reading journal and water bottle.

Tuesday: reading journal and water bottle.

Wednesday: reading journal, water bottle and named PE kit in bag.

Thursday: wear PE kit and bring in named school uniform in a bag,
hand in home learning book, hand in spelling folder (from
Autumn term 2) and water bottle.

Friday: reading journal, reading books and water bottle.

Attendance

Our whole school target is 97.5%

Your child's attendance percentages will decrease due to:

- * Authorised illness
- * Medical appointments
- * Term time holidays
- * School visits

All children are now statutory school age.

Punctuality

The gate opens at 8.35am and the KSI cloakroom is opened by Paul Moss to support Y1 arriving.

Please arrive at 8.35am.

The doors close at 8.45am prompt. We want all staff in class and this time and all support staff starting interventions.

Thank you for your support.

Thank you for listening!



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