

Parents & friends  **YOUR HELP IS NEEDED!**

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?

Where do my donations go?

Every year the PTFA contributes funds specifically for the schools' **SPECIALIST STAFF**, in particular:

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

This enables exceptional level teaching, and specialists that are not the norm in Government-Funded schools.

Your donations have also contributed across the following categories:

PLAYGROUND IMPROVEMENTS

- KS1 construction blocks & sandpit
- EYS 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 and classroom improvements

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



[justgiving.com/
barnesprimary
schoolptfa](https://justgiving.com/barnesprimaryschoolptfa)

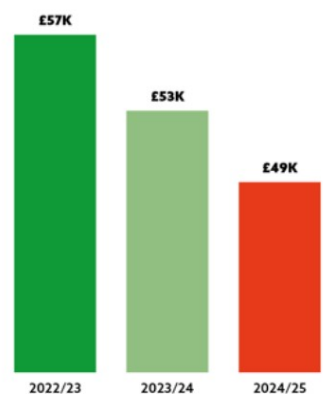
*Thank you
for your
help! ☺*

ANNUAL DONATIONS ARE DECLINING

Please support us by setting up a Direct Debit. This helps to raise the total level of donations, and assist with our Financial Planning.

JUST £20 PER MONTH PER CHILD WILL RAISE £120K FOR THE SCHOOL EACH YEAR!

ANNUAL DONATIONS



This Autumn Term

Your donations are needed to fund:

- Specialist teaching staff and TA's
- New handwashing facilities for pupils
- Further investment in ICT equipment
- LED lighting replacements for failing lights



**[justgiving.com/
barnesprimary
schoolpta](https://justgiving.com/barnesprimaryschoolpta)**

Thank you for your help! 💖

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



Thank you
for your
help! ♥

justgiving.com/barnesprimaryschoolptfa



Department
for Education

Working together to improve school attendance





Department
for Education

**Working together to
improve school
attendance**

Persistent school absence is one of the most significant ongoing impacts of the pandemic.

We know that the highest attendance rates are linked with the best outcomes at all key stages.

Even missing small amounts of education can mean a child misses important sections of the curriculum and may therefore struggle to learn concepts that are built on what they missed.



Department
for Education

**Working together to
improve school
attendance**

Your child's attendance percentage will decrease from one of the following:

- Illness
- Medical appointments
- Term time holidays
- School visits



Department
for Education

Working together to improve school attendance

It is vital that children are in school as much as possible.

Please book medical appointments during holidays or after school where possible.

The Chief Medical Officer set out in his letter to school leaders on mild illness and school attendance:

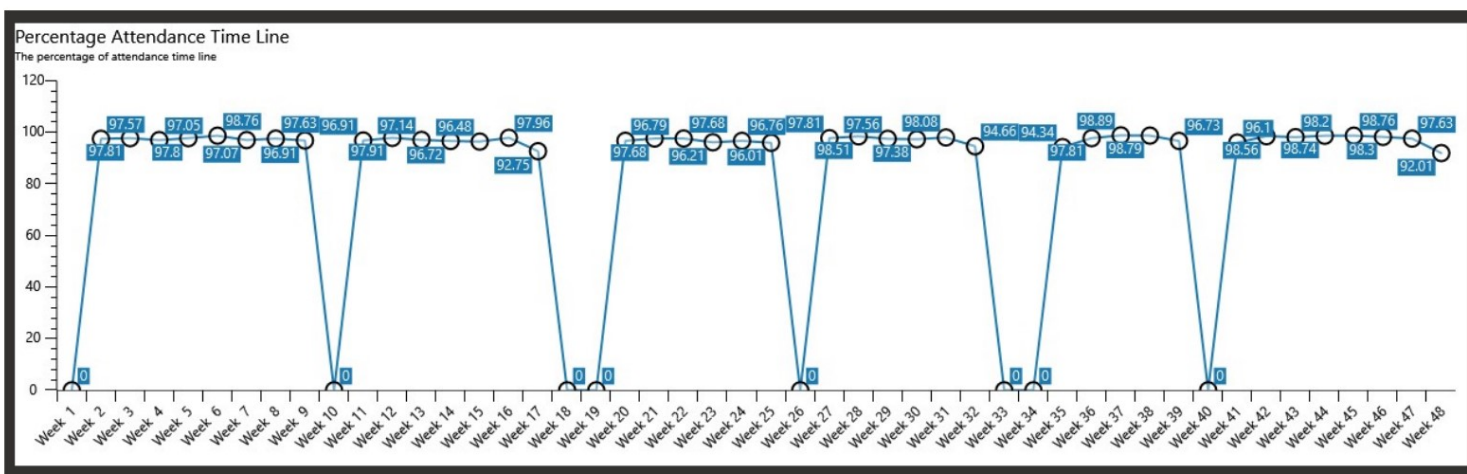
“It will usually be appropriate for parents and carers to send their children to school with mild respiratory illnesses...a minor cough, runny nose or sore throat, [but not] if they have a temperature of 38°C or above.”



Department
for Education

Working together to improve school attendance

Please do not take children out of school for a holiday or return late after a holiday. These days will be unauthorised.





Department
for Education

**Working together to
improve school
attendance**

- Thank you in advance for your support. We want to work in partnership and ensure that your child receive a full and outstanding education.

LEARNING
LOVE
LAUGHTER



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 Dyson



Mr Satterthwaite



Lama



Joolia

Year One Team



Mrs McKenzie



Miss Bailey



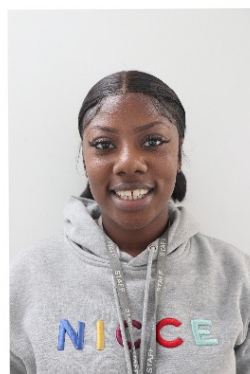
Mr Hubbard



Ms Taboas



Avrika



Ruth

Additional Staff Members



Miss Warner
music teacher



Ms Kwee
PE teacher



Mr Parkin
cover teacher



Mr Woods
cover teacher



Ms Jepson
head teacher



Ms Richards
deputy head



Mrs Huxley
deputy head



Ms Smith
SENDco

Daily timetable

8.35-8.40am: Gates open

8.40-8.45am: Morning activity / register

8.45-9.00: Mastery in Number

9.00 - 10.00am: English / Maths

10.00 - 10.15am: Break

10.15 - 11.15am: Maths / English

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

HS

Routines and systems

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

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

Handwriting - Introducing joined up handwriting

Spelling and home learning book handed in on

Thursdays, come back on Friday.

Reading journals handed in on Monday, come back on
Tuesday.

HS

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



**Rocket
Phonics**

To practise phonics taught so far
for fluency

2 Supplementary books



For variety and challenge -
may need some adult help

HS

Maths and English Teams

- Starts next week in-line with clubs.
- Maths on a Monday after school and English on a Wednesday.
- Review places on a regular basis.
- You will have received an invitation via email prior to the summer holidays.

Reading

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.

Changes in timetable

All children will have indoor PE and computing on a Tuesday 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.

MD

Settling in Year Two

The timetable is very similar in terms of timings

The same building

The same routines and systems

Transition to Y2

Place value

28 = 20 + 8

45 = 40 + 5

51 = 50 + 1

39 = 30 + 9

92 = 90 + 2

64 = 60 + 4

45 = 40 + 5

24 = 20 + 4

31 = 30 + 1

53 = 50 + 3

38 = 30 + 8

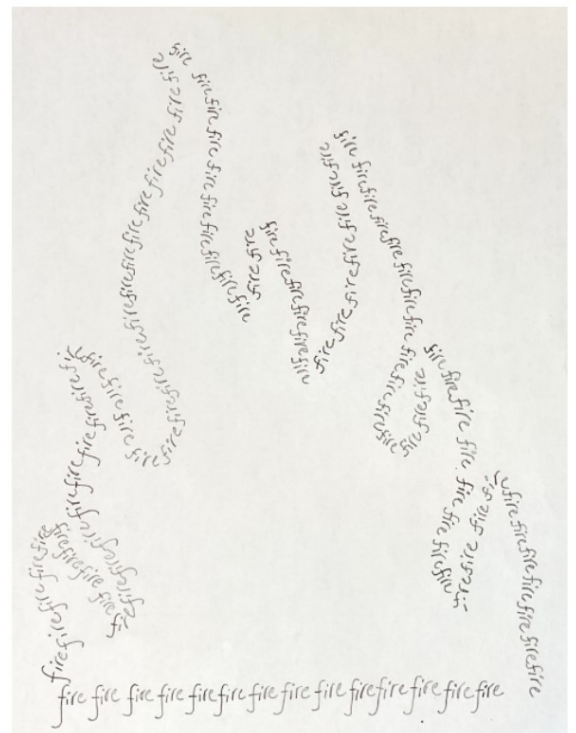
We are learning to solve problems using place value 12.09.25

Using the numbers 3, 6, 8 and 5, how many 2-digit numbers can you make?
What is the greatest number you can make? What is the smallest number you can make?

Tens	Ones
3	5
3	6
3	8
5	3
5	6
5	8
6	3
6	5
6	8
8	3
8	5
8	6

Smallest

Largest



Autumn Highlights

Science day

Baking bread

Art day based around the Great Fire of London

Trip to the Florence Nightingale Museum

Making fire trucks



MD

Playground

- The playground team is a combination of the KSI team and JAG.
- There is a staggered lunch with Year 1 going first.
- A snack is provided at break.
- We also have a friendship bench.
- Football is open to different year groups each break/lunch and to girls only on a Friday.

Our Junior Adventures Team

Junior Adventures group



Mr. Mo



Mr. Dominic



Mr. Mike



Mr. Ricco



Miss Ruth



Miss Jade



Mr. Antonis



Mr. Yousef



Mr. Matthew



Contact: 03335 771533
hello@junioradventuresgroup.co.uk



MD

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



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A PERFECT START FOR YOUR CHILD

Explore

Tweets from @Barnes_Primary

@ · 25m

Y4 practised lining up smartly. Impressed? #BPSLKS2



@ · 30m

A lot of free flow fun

Barnes Parents' Noticeboard



E SAFETY

Keep your child safe online!





CLUBS TIMETABLE - AUTUMN TERM 2023



SCHOOL LUNCH MENU

Summer Term 2023 menu



CEOP

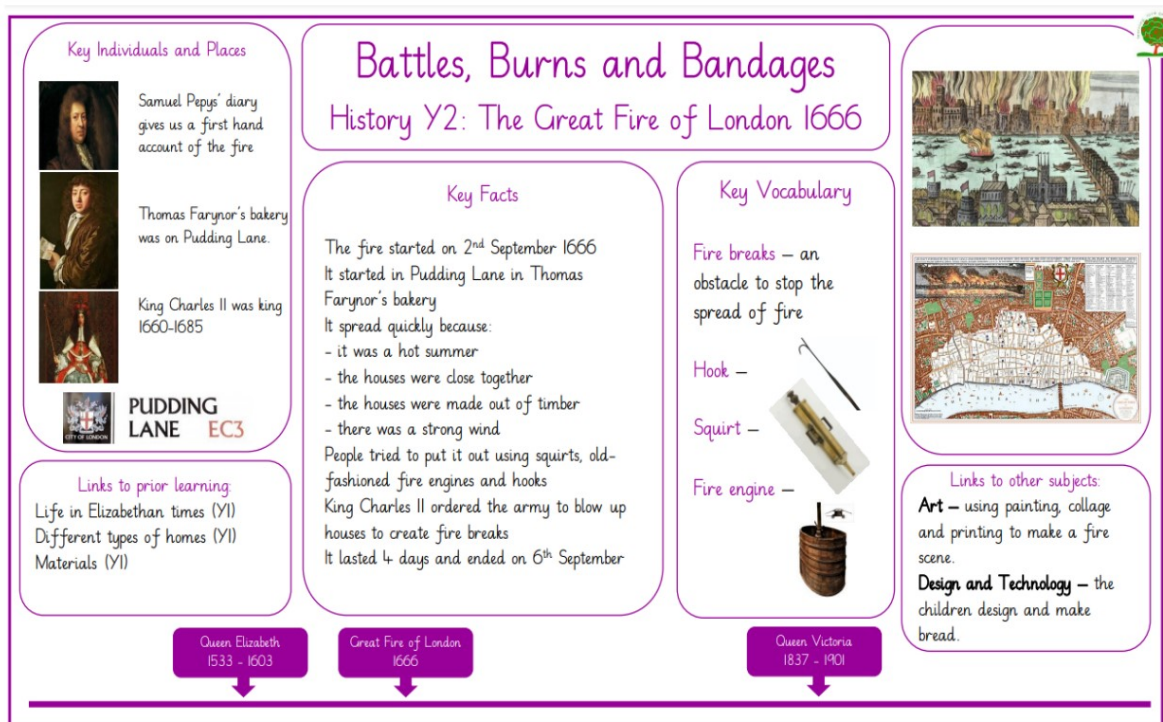
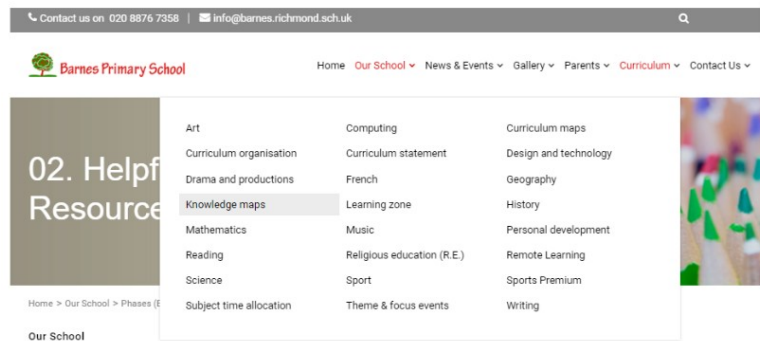
The CEOP command works to protect children.



TERM DATES

HS

Knowledge Maps



HS

Curriculum Maps



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


Year 2

- Curriculum Map – Art and Design
- Curriculum Map – Computing
- Curriculum Map – Design and Technology
- Curriculum Map – Geography
- Curriculum Map – History
- Curriculum Map – Maths
- Curriculum Map – Music
- Curriculum Map – Personal Development
- Curriculum Map – Religious Education
- Curriculum Map – Science

TERM 1	TERM 2	TERM 3
<p>Key knowledge</p> <p>To know the 7 continents on a range of different maps (e.g. Peter's projection maps showing countries' relative sizes, Pacific-centred maps, physical maps, political maps or contour maps). (NB: children do not need to know the names or usage of different types of maps.)</p> <p>To know that a continent is a large area of land.</p> <p>To know that continents have differences between them (e.g. language, climate, borders) and write them.</p> <p>To know and accurately locate on a range of different maps the world's five oceans.</p> <p>To know that the space (area) that the oceans take up is more than double the space (area) of the continents.</p> <p>To know that an ocean is a large area of salt water.</p> <p>To know and name and locate on maps of the UK the four countries of the UK and their capital cities: England/London, Wales/Cardiff, Scotland/Edinburgh, Northern Ireland/Belfast.</p> <p>To know United Kingdom is England, Scotland, Northern Ireland, Wales and Great Britain is England, Scotland and Wales.</p> <p>To know that a capital city is the city where the government is located.</p> <p>To know that Japan is an Asia.</p> <p>To know that Japan is made up of four main islands.</p> <p>To know that Tokyo is the capital of Japan.</p> <p>To know Japan:</p> <ul style="list-style-type: none">Continent: EuropeCountry: EnglandPopulation: 33,000Settlement: Urban village <p>To know Shinkawango:</p> <ul style="list-style-type: none">Continent: AsiaCountry: JapanPopulation: 2,000Settlement: Rural village <p>To know the difference between human and physical features.</p>	<p>Key skills</p> <p>To be able to accurately name and locate oceans, continents and countries of the UK on different types of atlases, maps and a globe.</p> <p>To be able to use maps to describe the position and size of a place and its distance to other places.</p> <p>To be able to understand geographical similarities and differences through studying the human and physical features of a small area of the United Kingdom, and of a small area in a contrasting non-European country (Shinkawa-go, Japan).</p> <p>To be able to ask questions about their environment and their environment.</p> <p>To be able to suggest some ways that we (as geographers) could collect information about a place (e.g. maps, photos, videos and writings).</p> <p>To be able to begin to analyse and interpret information, identifying some similarities and differences and giving reasons for their ideas.</p>	<p>Key knowledge</p> <p>To know and name and locate on maps of the UK the four countries of the UK and their capital cities: England/London, Wales/Cardiff, Scotland/Edinburgh, Northern Ireland/Belfast.</p> <p>To know that a capital city is the city where the government is located.</p> <p>To know the difference between urban and rural.</p> <p>Urban: more people in a space, more roads, transport, schools, shops and hospitals.</p> <p>To know a town or city can be described as urban.</p> <p>Rural: less people in a space, schools, hospitals and shops might be further apart, located in countryside, more people might work in farms.</p> <p>To know the difference between a city, town and village (referring to size, number of people and urban/rural).</p> <p>To know that Barmes includes an urban settlement located in London in the south of England.</p> <p>To know that a key tells us what symbols represent certain landmarks, buildings, and places in an area.</p> <p>To know and follow a route on a map to get from one place to another using simple compass directions and left or right.</p> <p>To know that an aerial view means that we look at something from above – objects look different from an aerial or satellite view.</p> <p>To know that maps can look different but all try to represent a place.</p> <p>To know we can use the environment around us.</p>

Handwriting



 **Barnes Primary School**

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Writing

Home > Curriculum > Writing

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




01. Vision

[Read More](#)



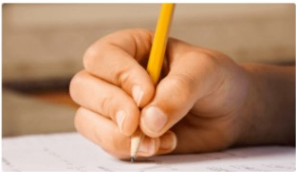
02. Writing model

[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.
The SATS remain non-compulsory.

Regular reading and completing the weekly home learning tasks is important for their progress in Year 2.

HS

The National Assessment system and teacher assessment judgement:

Working towards / Developing

Working at the expected standard / Secure

Working at greater depth / Mastery

Reading expectations

2025 Results:

93% secure

24% mastery

2024

97% secure

33% mastery

National Results 2022

67% secure

National Results 2019

75% secure

25% mastery

Interim teacher assessment framework at the end of key stage 1 - reading
Working towards the expected standard
<p>The pupil can:</p> <ul style="list-style-type: none">• 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*. <p>In a book closely matched to the GPCs as above, the pupil can:</p> <ul style="list-style-type: none">• read aloud many words quickly and accurately without overt sounding and blending• sound out many unfamiliar words accurately. <p>In discussion with the teacher, the pupil can:</p> <ul style="list-style-type: none">• 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
<p>The pupil can:</p> <ul style="list-style-type: none">• read accurately most words of two or more syllables• read most words containing common suffixes*• read most common exception words*. <p>In age-appropriate books, the pupil can:</p> <ul style="list-style-type: none">• 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. <p>In a familiar book that they can already read accurately and fluently, the pupil can:</p> <ul style="list-style-type: none">• 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
<p>The pupil can, in a book they are reading independently:</p> <ul style="list-style-type: none">• 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.

HS

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

2025 Results:

79% secure

33% mastery

2024

75% secure

25% mastery

National Results 2022

58% secure

National Results 2019

69% secure

15% mastery

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:	
<ul style="list-style-type: none"> • 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:	
<ul style="list-style-type: none"> • 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:	
<ul style="list-style-type: none"> • 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 scratching of the pencils,

The swishing of the wigs!

The crunching and the yomung,

The woosh of the train,

The shooshing of the teacher,

The patter of the rain!

Sophie

The children have developed their understanding of the poem The Jumbles, by Edward Lear, by discussing it, reciting aloud and using drama activities. They then adapted the 2nd and 5th 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 woe! 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 Jumbles live;

Grammar, Punctuation and Spelling expectations

2025 Results

88% expected

52% greater depth

2024

87% secure

47% mastery

National 2019:

69% expected

36% greater depth

Interim teacher assessment framework at the end of key stage 1 - writing
Working towards the expected standard
<p>The pupil can write sentences that are sequenced to form a short narrative, after discussion with the teacher:</p> <ul style="list-style-type: none">• 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
<p>The pupil can write a narrative about their own and others' experiences (real and fictional), after discussion with the teacher:</p> <ul style="list-style-type: none">• 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
<p>The pupil can write for different purposes, after discussion with the teacher:</p> <ul style="list-style-type: none">• 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.

HS

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!

HS

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			

HS

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 $\frac{1}{2}$, $\frac{1}{3}$, $\frac{2}{3}$, $\frac{1}{4}$ and knows that all parts must be equal parts of the whole.

Continued on the next page

- 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 18×5 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

2025 Results:

95% secure

48% mastery

2024

97% secure

38% mastery

National Results 2022

68% secure

National Results 2019

75% secure

22% mastery

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



MD

Books coming home

- Maths and English during half-term

Review of my learning in mathematics	
<ul style="list-style-type: none">○ forming numbers correctly in a neat style○ comparing and ordering numbers○ partitioning numbers○ adding a tens number (10,20,30,40)○ subtracting a tens number○ finding the next 10○ adding using a number line○ subtracting using a number line○ adding 2 two digit numbers in columns after partitioning (grid method)○ missing number problems○ my addition and subtraction fluency○ using number facts for addition and subtraction○ worded maths problems <p>Yellow = strength Green = next step</p>	
Parent/carer comment	<div></div> <div></div> <div></div> <div></div> <div></div>
Parent/carer signature:	

HS

Parent reps and volunteers

Thank you to our parent reps!

2S - Rosie, Lizzie, Rhi

2D - Sarah

Thank you to our parent readers!

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

HS

Future parent talks

Phonics

Maths

Writing

HS

Any questions or queries:

2D

mdyson@barnes.richmond.sch.uk

2S

hsatterthwaite@barnes.richmond.sch.uk

HS



Barnes Primary School

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

MD