

# Barnfields Primary School

## Year 1



### SCHOOL VISION:

At Barnfields, **academic excellence** runs alongside **sporting and artistic excellence**. The whole child is nurtured as **positive wellbeing** is encouraged and supported, enabling them to make **outstanding progress** across the curriculum.

This learning is underpinned by **strong values** that encourage and guide the children through the rest of their academic journey and as **citizens of the future**.



# Meet the Teachers



Mr Murday  
Class Teacher and  
KS1 Phase Leader



Miss Dando  
Class Teacher



Miss Turner  
Class Assistant



Mr Lowe  
Class Assistant

# The School Day

- Gates will open at **8:40am** and close at **8:50am** for all children.
- Registers will be completed between **8:50am** and **9am**.
- Reception and Yr1 will enter during the side gate next to the school office.
- Learning will begin promptly when registration closes.
- Children are encouraged to be increasingly independent. They will be dropped off at the school gates in the morning, with the exception of Reception and Yr1.
- Children will be dismissed at the end of the day (same as the morning gate) at the following times:
  - **Reception: 3:10pm**
  - **Yr1 – Yr3: 3:15pm**
  - **Yr4, Yr5, Yr6: 3:20pm**



# The Importance of Attendance

Regular school attendance is the key to enabling children and young people to maximise the educational opportunities available to them and become emotionally resilient, confident and competent adults who are able to realise their full potential and make a positive contribution to their community. Promoting excellent attendance is the responsibility of the whole school community.

Attendance during the school year	Number of days absent	Number of weeks absent	Number of lessons missed
70%	19 days	4 weeks	95
80%	38 days	8 weeks	190
90%	57 days	11.5 weeks	285

96% - 100%  
WELL DONE - THIS IS  
EXCELLENT!

YELLOW GROUP  
90% - 95.9%  
LOW ATTENDANCE

RED GROUP  
Less than 90% PERSISTENT  
ABSENCE PUPIL



# Expectations at Barnfields

- Barnfields' Values of *Respect*, *Reflection*, *Resilience*, *Responsibility* and *Positivity* are at the heart of all of the children's actions.
- Every child looks smart in the correct school uniform and is proud to respect the Barnfields Badge.
- Excellent behaviour at all times will be the responsibility of the child; they will be asked to reflect on their choices and consequences may be incurred.
- There will be mutual respect from all members of our school community at all times.



# School Uniform

**All pupils are expected to wear the uniform in full to school every day.**

At Barnfields, children wear white collared shirts (long or short-sleeved), together with our **school tie**. A **red school cardigan** or V-necked jumper with the **school logo** must also be worn. This is accompanied by a **grey/red tartan skirt/pinafore dress** or black trousers (no leggings, jeans or combat style). **Black tights and black, white or grey socks** with sensible **black shoes or plain black boots** (no trainers or pumps) for the winter months must also be worn.

We encourage everyone to wear our main school uniform all year round. However, in the summer, children are able to wear black or grey shorts, or a red and white checked summer dress with white socks.

Please note that our PTFA, for a small donation, sell good quality second hand uniform.



# PE Kit

PE kits are an essential part of physical education. They ensure children remain safe whilst being active and are key for personal hygiene. Children will be expected to wear a **red t-shirt with logo, black shorts or skirt and black or white socks**. A Barnfields hoody is optional. We encourage children to wear **inexpensive trainers; we do not stipulate a colour**. Additional warm clothing e.g. tracksuit can also be worn when necessary.

**‘Let’s Dance’ is not part of the Barnfields PE Kit and should only be worn for after school clubs only.**





# Barnfields' Behaviour Policy: Principles

 <b>READY</b>	 <b>RESPECTFUL</b>	 <b>SAFE</b>
<b>Learning Behaviour</b>	<b>Attitude to Others</b>	<b>Behaviour</b>
<b>READY TO LISTEN, READY TO LEARN</b>	<b>RESPECTFUL ATTITUDE, RESPECTFUL WORDS</b>	<b>SAFE CHOICES, SAFE ACTIONS</b>
<p>Listen to others when they talk to us</p> <p>Stop when the whistle is blown</p> <p>Line up quietly and sensibly when asked</p> <p>Wait for an adult instruction</p>   	<p>Demonstrate our <b>STEPS</b> to good manners</p> <p>Smile, be positive and have a go!</p> <p>Look after the equipment on the playground</p> <p>Treat others as we would want to be treated</p> <p>Be tolerant to others and their opinions</p>   	<p>Use kind hands, feet and words</p> <p>Act in a calm and considerate manner</p> <p>Make good choices</p> <p>Use equipment correctly</p> <p>Play games that are appropriate for the school playground</p>   



# Barnfields' Behaviour Policy: Rewards



**Daily:** Verbal praise, celebration of work in class, stickers, sent to partner year group teacher/Phase Leader, raffle ticket reward (drawn at end of week)

**Weekly:** Phase Leader sticker, email to parents, Hot Chocolate Friday with Phase Leader, raffle ticket draw, Celebration Assembly (Well Done)

**Half-termly:** Postcards home from Headteacher, Reward Afternoon, a golden band to wear, Acorn Award Assembly

**Termly:** Squirrel Award Assembly, Reward Day




# Barnfields' Behaviour Policy: STEPS to Good Manners

We believe it is important that children learn through example so we actively teach the STEPS to good manners:

- Smile
- Thank you
- Excuse me
- Please
- Sorry



# Lunch at Barnfields

Menu available Wc 25/04 - 09/05 - 23/05 13/06 - 27/06 - 11/07		Barnfields Primary				
Week 1 Menu starts Monday 25th April	Monday	Tuesday	Wednesday	Thursday	Friday	Coming Soon Foodie Theme Days
Main Course	Assorted Pizza Slices (V)	NEW Piri Piri Chicken	Spaghetti Beef Bolognese with Garlic Bread	Roast Turkey with Stuffing & Gravy	Battered Fish Fillet	
Veggie Main	Veggie Nuggets (V)	NEW Piri Piri Quorn Fillets (V)	Veggie Spaghetti Bolognese with Garlic Bread (V)	Roasted Quorn Fillet with Stuffing & Gravy (V)	Omelette (V)	Daily Mixed Salad Fresh Bread Deli Sandwiches Yoghurts Fresh Fruit Cheese & Biscuits
Vegetables	Peas Sweetcorn Spicy Wedges	Potato Bravas Sweetcorn	Mixed Vegetables	Roasted Potatoes Seasonal Vegetables	Chipped Potatoes Garden Peas Baked Beans	
Lighter Bites	Italian Herb Pasta Pots with Garlic Bread	Selection of Deli Sandwiches & Wraps	Jacket Potatoes with Various Fillings	Tomato Pasta with Garlic Bread	Selection of Deli Sandwiches & Wraps	Speak to our AMAZING staff about our fantastic NEW dishes.
Desserts	Selection of Chef's Desserts	Selection of Chef's Desserts	Selection of Chef's Desserts	Selection of Chef's Desserts	Selection of Chef's Desserts	
Mid-Morning Break 10:20am until 11:00am	Toast Waffles Cheese on Toast Milkshakes Juice	Toast Waffles Cheese on Toast Milkshakes Juice	Toast Waffles Cheese on Toast Milkshakes Juice	Toast Waffles Cheese on Toast Milkshakes Juice	Toast Waffles Cheese on Toast Milkshakes Juice	Dietary & Allergies Please speak to a member of the catering staff if you have any special dietary or allergy requirements.
Here at Barnfields Primary, where possible, our menu items are homemade from locally sourced, sustainable ingredients.						
						



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Universal infant free school meals (UIFSM) provides funding for all government funded schools to offer free school meals to pupils in reception, year 1, and year 2.



# Curriculum Intention

- Our curriculum is underpinned by six key drivers: *ambition, values, retrieval, knowledge, relevance* and *enquiry*. These determine the direction and development in the work that we do.
- We deliver a **knowledge-engaged curriculum** (we recognise that knowledge and skills are the two core components to learning).
- Our curriculum encompasses the statutory requirements of the National Curriculum.
- We offer a **broad and balanced curriculum** that values the discipline and importance of each subject (e.g. *true to discipline*).
- **Coherently planned and ambitious lesson sequences** ensure progression of knowledge and skills within the year and throughout the years.
- We understand that children learn and progress at different rates. We ensure that the curriculum is taught at the appropriate level and challenge for the stage of the child's development.

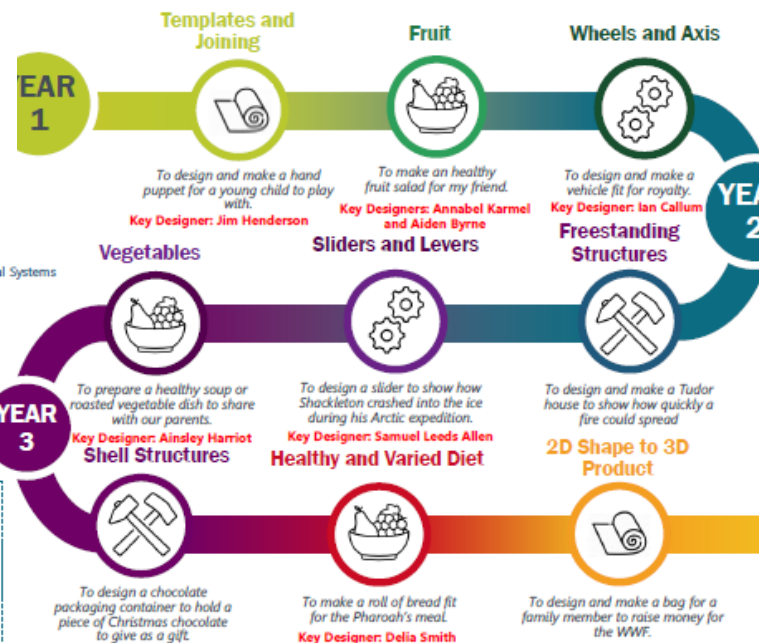
# Curriculum Overviews

ACADEMIC YEAR	AUTUMN		SPRING		SUMMER	
School Value	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
	Resilience	Respect	Positivity	Responsibility	Reflection	All 5 Values
Topic	The Great Dino Dig!	Toy Stories	A Time to Grow		A Knight's Tale	
Visits/Visions	Dino Man	Museum of Cannock Chase – Toy Museum	Local Farm and Shops		Stafford Castle	
Learning Celebrations	Sharing of Dinosaur Facts – Dr Jones	Family Toy Questionnaire	Home Grown Food Tasting Event		A day in the life of someone within the castle walls...	
Local Links		Wildwood Estate			Stafford Castle	
Texts Used D: Fiction P: Poetry NF: Non-Fiction V: Video	Dinosaur Stomp! By Jeanne Willis (F)	Pinocchio by Carlo Collodi (F)	Oliver's Vegetables by Vivian French (F)		A selection of Traditional Tales with Castles (F)	
			Jim and the Beanstalk by Raymond Briggs (F)		Castles (NF)	
	Dinosaur Fact Files (NF)	Lost in the Toy Museum by David Lucas (F)	Henda's Surprise by Eileen Browne(F)		George and the Dragon by Chris Wormell (F)	
			The Enormous Potato by Aubrey Davis (F)			
Radio: Traditional Tale	Dear Dinosaur by Chae Strathie (F)	The Toy Maker (F)			The Kiss that Missed by David Melling (F)	
Bold: Classic texts		The Velveteen Rabbit by Margery Williams (F)			The Queen's Hat by Steve Arnold (F)	
		Noddy Goes to Toyland by Enid Blyton (F)				
Reading	The class text will be used to support the development of reading comprehension, along with the use of other supporting texts. <u>Word Reading</u> Pupils should be taught to:					
	<ul style="list-style-type: none"><li>• apply phonic knowledge and skills as the route to decode words</li><li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li><li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li><li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li><li>• read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</li></ul>					

**Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Creativity, Community.**



- Skills:**
- Developing, planning and communicating ideas.
  - Working with tools, equipment, materials and components to make quality products.
  - Evaluating processes and products.
  - Food and nutrition.
  - Technical knowledge



# English Expectations: Reading

We expect children to read for **at least 15 minutes** every night.

This is a book of their choice but should be **suited to their reading** ability (90% accuracy when reading). The book can be one **borrowed from school or one from home**. From September children will have this book matched more consistently to their phonetic ability to help with this.

Ideally, they will **read aloud** to an adult to allow for opportunities to check their fluency and also discuss the content and meaning of what they have read.

In Year 1 we will have three reading sessions a week. One will focus on fluency, one will focus on prosody and one will be on comprehension.





# English Expectations: Writing

In Year 1, we deliver our writing lessons through our Bespoke Writing Curriculum.

At the start of the writing process, pupils are exposed to many **samples of the writing genre** being studied.

As the writing process continues, we **model writing and undertake shared and guided writing** to develop the children's knowledge and skills in readiness for the **independent writing** they then complete.

We also teach **phonics** daily. By the end of Year 1 we want all our children to be able to use Phase 5 sounds to read and spell. Any child who needs extra support will be provided with catch up sessions the same day.

## Working at the Expected Standard:

Pupil(s) are confidently and independently able to apply their knowledge, after discussion with their teacher:		
To write sentences in order to create short narratives and non-fiction texts.		
To use some features of different text types (although these may not be consistent).		
To reread their writing to check that it makes sense and make suggested changes.		
To use adjectives to describe.		
To use simple sentence structures.		
To use the joining word (conjunction) 'and' to link ideas and sentences.		
Has an awareness of and is beginning to use:	capital letters for names, places, the days of the week and the personal pronoun 'I'.	
	finger spaces.	
	full stops to end sentences.	
	question marks.	
	exclamation marks.	
To spell most words containing previously taught phonemes and GPCs accurately.		
To spell most Y1 common exception words and days of the week accurately (from English Appendix 1).		
To use -s and -es to form regular plurals correctly.		
To use the prefix 'un'.		
To add the suffixes -ing, -ed, -er and -est to root words (with no change to the root word).		
To write lower case and capital letters in the correct direction, starting and finishing in the right place.		
To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.		

# English Expectations: Mathematics

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn term	<div>Number</div> <div>Place value</div> <div>(within 10)</div> <div>VIEW</div>				<div>Number</div> <div>Addition &amp; subtraction</div> <div>(within 10)</div> <div>VIEW</div>				<div>Geometry</div> <div>Shape</div> <div>VIEW</div>	<div>Number</div> <div>Place value</div> <div>(within 20)</div> <div>VIEW</div>		
Spring term	<div>Consolidation</div>	<div>Number</div> <div>Addition &amp; subtraction</div> <div>(within 20)</div> <div>VIEW</div>			<div>Number</div> <div>Place value</div> <div>(within 50)</div> <div>VIEW</div>			<div>Measurement</div> <div>Length &amp; height</div> <div>VIEW</div>	<div>Measurement</div> <div>Weight &amp; volume</div> <div>VIEW</div>		<div>Consolidation</div>	
Summer term	<div>Consolidation</div>	<div>Number</div> <div>Multiplication &amp; division</div> <div>VIEW</div>			<div>Number</div> <div>Fractions</div> <div>VIEW</div>		<div>Geometry</div> <div>Position &amp; direction</div> <div>VIEW</div>	<div>Number</div> <div>Place value</div> <div>(within 100)</div> <div>VIEW</div>		<div>Measurement</div> <div>Money</div> <div>VIEW</div>	<div>Measurement</div> <div>Time</div> <div>VIEW</div>	

# Reporting to Parents

As in previous years, a report will be sent out to parents at the end of each term, enabling you to track your child's attainment and progress throughout the year.



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Expected	40-60+	1B	1B+	1W	1W+	1S
Exceeding						

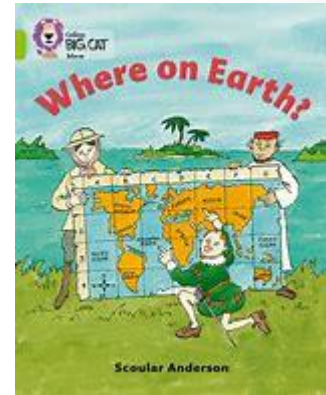
Progress	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer2
Expected	1 step	2 steps	3 steps	4 steps	5 steps	6 steps

# Parental Support

At home, you can help your child by:

## Reading

Reading with your child for 15 minutes a day is the most important way you can impact your child's education.



## Practising Number Facts

We will provide the children with NumBots log in, which is a brilliant site for learning and consolidating their number facts! We also have the White Rose APP as well as other great web-sites like Hit the Button!



## Practising the Statutory Year 1 spellings

Please refer to the handout to see the Year 1 spelling list. Alongside this, working on handwriting is also really beneficial.

We will also set weekly homework. This is optional and will be an add on to any in class work. We don't need to have this handed back into school.

### Year 1 and 2 Common Exception Words

#### Year 1

the  
a  
do  
to  
today  
of  
said  
says  
are  
were  
was  
is  
his  
has  
I  
you  
your

they  
be  
he  
me  
she  
we  
no  
go  
so  
by  
my  
here  
there  
where  
love  
come  
some

one  
once  
ask  
friend  
school  
put  
push  
pull  
full  
house  
our

#### Year 2

door  
floor  
hold  
told  
because  
find  
kind  
mind  
behind  
child  
children  
wild  
climb  
most  
only  
both  
old  
cold

gold  
hold  
told  
every  
great  
break  
steak  
pretty  
beautiful  
after  
fast  
last  
past  
father  
class  
grass  
pass

plant  
path  
bath  
hour  
move  
prove  
improve  
sure  
sugar  
eye  
could  
should  
would  
who  
whole  
any  
many

clothes  
busy  
people  
water  
again  
half  
money  
Mr  
Mrs  
parents  
Christmas  
everybody  
even





## Phonics Screening

In Year 1 children complete a phonics screening test to check their phoneme knowledge. This will be the week commencing 10 June 2024. Last year, our pass rate was 96%.

# Keeping in Touch

Email: [office@barnfields.staffs.sch.uk](mailto:office@barnfields.staffs.sch.uk)

Mr Ball: [headteacher@barnfields.staffs.sch.uk](mailto:headteacher@barnfields.staffs.sch.uk)

Mrs Darlington: [deputy@barnfields.staffs.sch.uk](mailto:deputy@barnfields.staffs.sch.uk)

Mrs Davies (SENCO): [senco\\_BP@barnfields.staffs.sch.uk](mailto:senco_BP@barnfields.staffs.sch.uk)



We also publish Barnfields' Bulletin every two weeks which contains important information, such as any upcoming events.

We also have a very active Twitter account.

Follow us [@BarnfieldsPS](https://twitter.com/BarnfieldsPS)

