

Barnfields Primary School

Year 1



Barnfields Primary School

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**.

Responsibility Reflection Positivity Resilience Respect

Meet the Teachers



Mrs Turton
Year 1 teacher
KS1 Phase Leader



Miss Taylor
Year 1 teacher

Year 1 Timings of the Day

Start of the day - Gate opens at **8:40am** and closes at **8:50am**. **Year 1 will enter through the side school gate as they did in Reception.** *Please help us start promptly by ensuring your child arrives at school on time. Learning begins promptly at 8:50am.*

Break time - **10:20am** - **10:35am**

Lunch time - **12:00pm** - **12:55pm**

Afternoon break - **2:15pm** - **2:25pm**

End of the day - Children will be dismissed from the main school gate at **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
90%	19 days	4 weeks	95
80%	38 days	8 weeks	190
70%	57 days	11.5 weeks	285

<p>96% - 100% WELL DONE - THIS IS EXCELLENT!</p>	<p>YELLOW GROUP 90% - 95.9% LOW ATTENDANCE</p>	<p>RED GROUP Less than 90% PERSISTENT ABSENCE PUPIL</p>
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Provisional Dates

Tuesday 2nd September – Autumn Term 1 begins

December 19th and January 5th: Inset Day

Wednesday 22nd and Thursday 23rd October – Parents Evening

Year 1 Phonics Screening W/C 8th June

School Trips – TBC in September

Information regarding key dates can be found on the school calendar on website which is updated regularly (under Parent News).

Contact with School Staff

If you need to contact us, email the school office at office@barnfields.staffs.sch.uk. Your email will be acknowledged and actioned, with a response back within 48 hours.

For urgent messages, please contact the school office, who will inform the necessary staff immediately.

Alternatively, you may speak with us at the end of the school day during pick up.

The Senior Leadership Team open the gates each morning and are available should you require assistance at the start of the day.

For safeguarding purposes, if your child is going home with another child or family, please ensure that a message is communicated to the school in advance.

Home-School Partnership



Stay Connected with the Arbor App!

We are encouraging all parents to download and start using the new Arbor app, which offers a range of useful features, including:

Communications from school (via push notifications)

Reporting absences quickly and easily.

Paying for school trips and other items

We'll continue to expand its use and features from September onwards.


Parent Code of Conduct

At Barnfields, we strongly believe that a positive and honest relationship between home and school is essential to your child's education.

This year, we have created a Parent Code of Conduct, which clearly outlines what we will strive to provide for you and what we expect in return.

Kindly note that this agreement only needs to be signed once during your child's time at Barnfields.

This will be sent out in September by the school office.



South East Stafford Academy Trust
Parent Code of Conduct

At SESAT we value and understand the importance of building a strong and positive relationship with parents. This helps us to create a stimulating learning environment that will form a bridge of positive communication between school and home, therefore providing the children with the best opportunity to reach their full potential.

When working with parents, all staff are expected to follow SESAT policies and procedures, including the vision and values applicable to each given school. In addition to this, all teachers must abide by the Teachers' Standards, as set out by the Department for Education. Part two of this refers to Professional Conduct and included within this, teachers must 'treat people with dignity, building a relationship of mutual respect' and 'show tolerance and respect of others'. For positive relationships to build, we truly believe that this approach must work both ways.

<p>What the School will offer you:</p> <ul style="list-style-type: none"> • A vision and values that enable your children to flourish. • A caring and safe environment. • A professional and welcoming environment. • Clear, prompt and appropriate communication between school and home. • A point of contact appropriate to the concern. • Staff who will empathise with a given situation. • Staff who will listen to your concerns, take them seriously and approach them with integrity. • Opportunities to interact with your child and their education within and outside of school. • Strict confidentiality, including through social media. 	<p>What we expect of you:</p> <ul style="list-style-type: none"> • Ensure that your child attends school every day possible. • Ensure that your child is in school on time and that they are picked up at the right time at the end of day. • That you treat and talk to the staff in the manner in which you would expect to be treated. • Seek to clarify a child's version of events which includes the school's point of view. • Support the school to enable the children to live by the school values and charter. • Use any social media linked to school, including WhatsApp, in an appropriate and respectful manner. • Never use defamatory or offensive language when discussing the staff of the school; online or offline. • Understand that decisions made are for the good of all children.
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Please note that there will be times when we get things wrong; we are, after all, human beings. Additionally, so are the children, who are learning their social norms every day. We will all make mistakes along the way, which we endeavour to learn from and put right wherever possible.

I understand the importance of adhering to the SESAT Parent Code of Conduct at all times and will endeavour to do so throughout my child's time at the school.

Name of my Child/ Children:	Signed (parents):	Date:
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Promoting Excellent Attitudes and Behaviours at Barnfields



READY

Learning Behaviour

READY TO LISTEN,
READY TO LEARN

Listen to others when they talk to us

Stop when the whistle is blown

Line up quietly and sensibly when asked

Wait for an adult instruction




RESPECTFUL

Attitude to Others

RESPECTFUL ATTITUDE,
RESPECTFUL WORDS

Demonstrate our STEPS to good manners

Smile, be positive and have a go!

Look after the equipment on the playground

Treat others as we would want to be treated

Be tolerant to others and their opinions




SAFE

Behaviour

SAFE CHOICES,
SAFE ACTIONS

Use kind hands, feet and words

Act in a calm and considerate manner

Make good choices

Use equipment correctly

Play games that are appropriate for the school playground




STEPS
to good manners:

Smile
Thank-you
Excuse Me
Please
Sorry

The school's core values shine out in pupils' responsible attitudes and thoughtful behaviour',

OFSTED 2024

Rewards and Celebrations

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

Termly: Award Assembly, Reward Day

Books, Images and Videos Parental Consent

Working together is central to our teaching and learning approach.

We proudly share images of children engaged in group activities and learning experiences. At the end of the year, we would love to celebrate your child's progress by sending some books home. Please note, permission is required for this.

Other photo and video permissions (such as for social media or the school website) are optional.

We are always careful about what we share, why, and how we share images. We also need permission before taking group photographs.

If you wish to update your child's permission settings, please contact the school office staff.

Year Group Timetable

Typical Mornings:

Core subjects: Reading, Phonics, Writing and Mathematics

Typical Afternoons:

Science (Core Subject) + Geography, History, Art, Design & Technology, Computing, PSHE, PE and RE, Music and other wider curriculum related activities.

All children will begin the afternoon with a 15 minute session of Mastering Number designed to improve mathematical fluency.

PE days: TBC

PE: **Children must be able to remove earrings by themselves. Plasters are not permitted. Flatback earrings do not have to be removed.**

Curriculum Intention

Our curriculum is underpinned by six key drivers: *ambition, values, knowledge, retrieval, 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 Outlines



Barnfields Primary School

Year 1

**Curriculum Outline
2025-2026**

Curriculum Drivers: Values, Ambition, Relevance, Enquiry, Knowledge, Retrieval.



Science	<p>Animals, including Humans</p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivore.</p>	<p>Everyday materials</p> <p>Distinguish between an object and the material from which it is made.</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their simple physical properties.</p> <p>Seasonal Changes</p> <p>Observe changes across the four seasons.</p> <p>Observe and describe weather associated with the seasons and how day length varies.</p>	<p>Plants</p> <p>Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p>Identify and describe the basic structure of a variety of common flowering plants, including trees.</p>
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Mathematics White Rose	Place Value within 10 Addition and Subtraction within 10 Shape	Place Value within 20 Addition and Subtraction within 20 Place Value within 50 Length and Height Mass and Volume	Multiplication and Division Fractions Position and Direction Place Value within 100 Money Time
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English Expectations: Reading

Word Reading

- Building on the foundations laid in Reception, children will apply phonic knowledge and skills as the route to decode words and begin reading accurately by blending sounds in unfamiliar words. They will read common exception words, read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). They will re-read these books to build up their fluency and confidence in word reading.

Comprehension

Children should develop a love for reading including vocabulary, and comprehension by engaging with a wide range of texts beyond their independent reading level. This includes listening to and discussing poems, stories, and non-fiction, connecting texts to their own experiences, becoming familiar with key stories and their features, joining in with repeated phrases, enjoying rhymes and poems, and learning new vocabulary in context.

They should also understand texts by using prior knowledge, checking for meaning, discussing key elements like titles and events, making inferences, and predicting outcomes. During Year 1 they will participate in discussions, turn-taking, listening to others, and clearly explaining their understanding.

Reading at Home

Reading is vital and **proficient reading ability** is strongly linked to success in later life. Just a few minutes each day adds up! On average...

20 minutes a day =	5 minutes a day =	1 minute a day =
1.8 million words per year	282,000 words per year	8,000 words per year

Role model reading for pleasure at home – children see, children do.

Reading supports children's learning through fostering better attention, brain development and cognitive ability.

Readers have better speech and language development and literacy skills. It also develops imagination, empathy and creativity.

Selecting Appropriate Books: Book Trust



Search here...



Recommended children's booklists sorted by age or topic

[New Books](#) ▾ [Booklists by Topic](#) ▾ [Booklists by Age](#) ▾ [Reading for Pleasure](#) ▾ [Seasonal Booklists](#) [Resources](#) ▾ [Blog](#)

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Booklists by Age

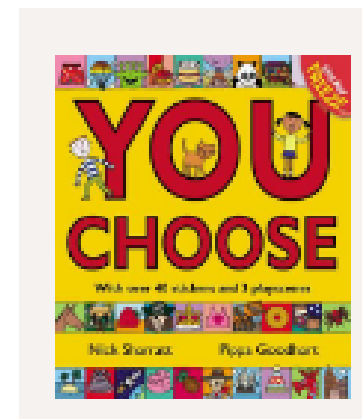
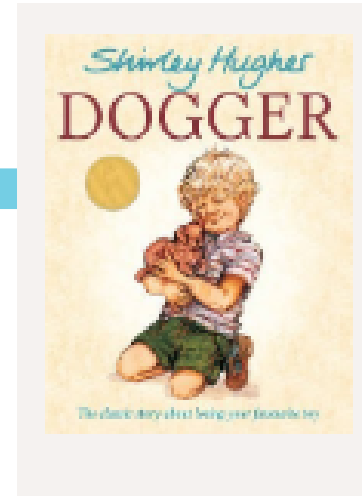
Booklists Sorted by Age or Year Group

Our age-related booklists are here to help you to find the best books recommended for each age and stage of development, sorted by primary school key stage. Whether you are looking for the **best picturebooks for EYFS**, first **independent chapter books for KS1** or top recommended **novels for Year 6**, this is the place to find children's book recommendations by age.

Browse our lists to explore reading for pleasure recommendations and **curriculum topic booklists** handpicked for each age group.

Most of our lists are organised by school key stage:

- **Books for EYFS** (ages 2-5)
- **Books for KS1** (ages 5-7)
- **Books for KS2** (ages 7-11)
- **Books for KS3** (ages 11-14)

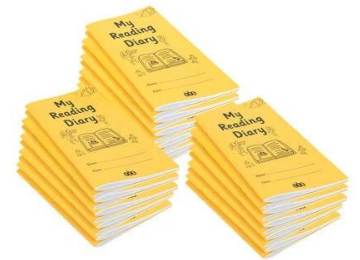


Parental Support: Reading

Reading Diaries will be used to support children with securing early fluency.

Reading regularly with your child at home (15 minutes a day) is the most important way you can impact your child's education. To check children's understanding, discuss what they have read by asking simple questions such as *"What do you think will happen next?"* or *"Why do you think the character did that?"*

Most importantly, encouraging a love of reading will help build confidence and fluency.



English Expectations: Writing

By the end of Year 1, children should be writing in clear sentences with spaces between words, using capital letters and full stops, and starting to use question and exclamation marks.

They will also begin to organise their thoughts, with sentences planned aloud and written in order, often using ideas from their own experiences.

Their writing should be becoming more varied, with the inclusion of lists, captions, or instructions, and they're starting to check their work for clarity.

In terms of spelling and handwriting, they should be spelling familiar words correctly, using prefixes and suffixes, and practicing the proper formation of letters and numbers. They are also refining their pencil grip and letter orientation.

Parental Support: Writing

Encouraging fun written activities at home (stories, lists, lyrics, etc) is a great way to get your child writing at home. Praise effort and creativity as confidence is just as important as accuracy at this stage.

100 High Frequency Words

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

Year 1 Common Exception Words

the	is	no	one
a	his	go	once
do	has	so	ask
to	I	by	friend
today	you	my	school
of	your	here	put
said	they	there	push
says	be	where	pull
are	he	love	full
were	me	come	house
was	she	some	our
	we		

Mathematics Expectations

By the end of Year 1, children are expected to develop a strong understanding of numbers and basic arithmetic. They will learn to count forwards and backwards up to 100, recognise numbers up to 20, and write them in both numerals and words.

Children will practice simple addition and subtraction, using concrete objects, pictures, and number lines to help solve problems. They will explore number bonds (pairs of numbers that add up to a specific total) and begin to understand the concepts of "more than," "less than," and "equal to."

In addition, they will work with basic multiplication and division concepts, learn about shape, measure length, weight, and capacity, and solve simple problems involving time and money.

Parental Support: Mathematics

Counting Together: Encourage your child to count forwards and backwards, starting from any number. You can do this while walking, in the car, or during everyday activities. Try counting in 2s, 5s, and 10s for added challenge.

Use Everyday Objects: Use items around the house, like toys, food, or buttons, to teach addition and subtraction. For example, "You have 3 apples, and I give you 2 more. How many do you have now?"

Practice Number Bonds: Help your child practice number bonds to 10 and 20 (e.g., $5 + 5 = 10$, $7 + 3 = 10$, etc.). You can make it fun by turning it into a game with cards or dice.

Work on Simple Problems: Ask your child simple one-step addition or subtraction questions like, "If you have 7 apples and I take away 3, how many are left?" You can use objects to help them visualise the problem.

Use Games and Apps: There are lots of fun, educational maths apps and games that can help your child practice their skills in an interactive way.



Homework

Homework will be sent out weekly every Friday. This will be a piece of work to consolidate the learning taking place in school and will cover a range of subjects over the weeks.

This should not be onerous and should take no longer than 20 minutes.

Keeping in Touch

Email: office@barnfields.staffs.sch.uk

Mr Ball: headteacher@barnfields.staffs.sch.uk

Mrs. Darlington: deputy@barnfields.staffs.sch.uk

Miss Chesworth [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.