

Welcome to Years 1 and 2

Y1 Rabbit: Mrs Sarah Woods (Year Group Leader)

Y1 Squirrel: Mrs Gill De Marco

Y1 Otter: Mrs Sam Wallder

Y2 Woodpecker: Mr Pearce (Year Group Leader)

Y2 Kingfisher: Miss Watkins

Y2 Robin: Mr Shaw and Mrs Nutley

Teaching Assistants:

Mrs Mole, Mrs Beresford-Ward and Mrs Kotsis



School Senior Leadership Team



Mrs Louise Wood
Headteacher



Mrs Kate Duncan
Deputy Headteacher
Assessment Leader

Mrs Janine Covey
Assistant Headteacher
& Trust EYFS Leader



Mrs Michelle Rondeau
Assistant Headteacher
& Inclusion Leader



Miss Rebecca Cheetham
Assistant Headteacher
& Trust Maths Leader



Mrs Marianne Wilson
Assistant Headteacher,
Trust English Leader



Other Adults

Mrs Cutts-Munro - Art

Mrs Pericleous - Music

Mr Dan Decruz - PE



Year 1 Curriculum

| Term | Theme | Trip/Engage |
|-----------------|-------------------------|----------------------------|
| Autumn 1 | Memory Box | Visit from Miss Doble |
| Autumn 2 | Bright Lights, Big City | Barney's trip to London! |
| Spring 1 | Moon Zoom! | Space Crash/Science Museum |
| Spring 2 | Dinosaur Planet | Fossil Workshop |
| Summer 1 | The Enchanted Woodland | Tilgate Park |
| Summer 2 | Superheroes | Superhero dress up day |



Year 2 Curriculum

| Term | Theme | Trip/Engage |
|----------|-----------------------------|-----------------------------|
| Autumn 1 | Street Detectives | Oaks Park Trip |
| Autumn 2 | Towers, Tunnels and Turrets | Tower of London |
| Spring 1 | Land Ahoy! | Nautical Day (Dress up day) |
| Spring 2 | Muck, Mess and Mixtures | Messy Day (Old clothes) |
| Summer 1 | Wriggle and Crawl | Bug Workshop |
| Summer 2 | The Scented Garden | Kew Gardens |



Knowledge Organisers

Knowledge Organisers have been devised as a multi-purpose tool to assist **teachers** in their planning and assessments, **Subject Leaders** in their evaluations of standards in their subjects and **parents** to have a fuller understanding of knowledge their child will cover each term and how they can support them to remember this.



Year 1 - Spring Term 2

Dinosaur Planet

History: What is a palaeontologist?



| Key Facts | |
|--|---|
| Where in the world has evidence of dinosaurs been found? | Evidence has been found on every single continent on earth. |
| How do we know dinosaurs existed in the past? | Evidence such as fossils has been found which shows us what dinosaurs existed in the past. This might be a fossilised body, foot-prints or even pool |
| Who was Mary Anning? | Mary is one of the greatest fossil hunters to have ever lived. She made important discoveries about fossils in Lyme Regis. She was alive millions of years after the dinosaurs whose fossils she found. |

| Key periods of time | | |
|--|---|---|
| Triassic Period You might see a Coelophysis. | Jurassic Period You might see a stegosaurus. | Cretaceous Period You might see a Tyrannosaurus Rex. |
|  |  |  |

Where does it fit in to the big story?



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Your learning is represented by this section of our Year One timeline. Can you see any of the other themes you have already looked at? Did the Dinosaurs live before or after people travelled to the moon?



| Key Vocabulary | |
|------------------------|--|
| dinosaurs | Dinosaurs were animals that lived on our planet for more than 150 million years. The word dinosaur means "terrible lizard", and, like lizards and snakes, dinosaurs were reptiles. |
| evidence | Something that proves an idea to be true. Evidence for dinosaurs might include fossil of their bodies, foot-prints or even pool! |
| extinct | Something that no longer exist or are no longer alive. |
| fossils | Fossils are the remains or traces of plants and animals that lived long ago. Fossils give scientists clues about the past. |
| palaeontologist | A palaeontologist is a scientist who studies the history of life on Earth through the fossil record. |
| prehistoric | Belonging to a period in a time before written history. |



We will now show you where to find these on our school website.

<https://www.barrowhedges.com/>



English Assessment

To help inform our teacher assessment of whether your child is on track to meet the expected standard for the end of year we carry out ongoing assessments of the children's reading and writing throughout the year.

Primarily, your child's books form a portfolio of writing which showcases their ability to meet the Year Group expectations, both independently and with help from their teacher. This is the main body of evidence used to assess children's attainment and progress in writing throughout the year.

Children have Guided Reading sessions every day and their responses to class discussions and independent work during these sessions inform the teachers assessments. In addition to this teachers will listen to children read on a 1:1 basis to assess their fluency. Children also carry out more formal reading assessments throughout the year.



Year 1 English Checklist



- 

1. Full stops, and capital letters for names and 'I'
- 

2. Joining words
Use 'and'
- 

3. Finger spaces
- 

4. Describing words
- 

5. Punctuation
- 

6. Sounding out words
- 

7. Say your sentence out loud

Year 2 English Checklist

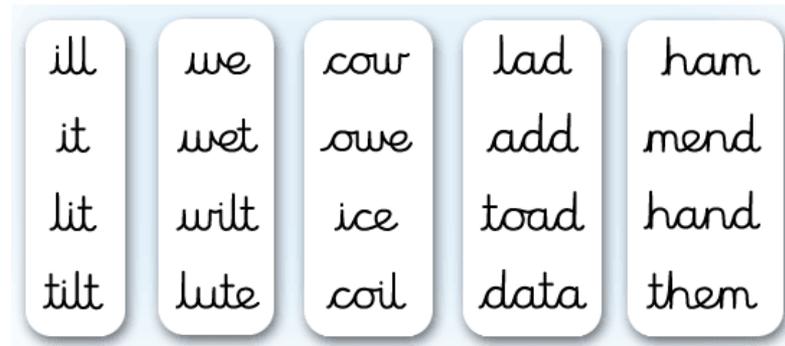
- 1. CL and FS ! ?
- 2. Commas for lists
- 3. Apostrophes for contractions
- 4. Apostrophes for possession (singular) [e.g the girl's book]
- 5. Write statements, questions, exclamations and commands
- 6. Expanded noun phrases [e.g the blue butterfly]
- 7. Present and past tense used correctly
- 8. Co-ordinating conjunctions [and, or, but]
- 9. Subordinating conjunctions [when, if, that, because]
- 10. Use suffixes to turn adjectives into adverbs
- 11. Spell common exception words



Handwriting

The school has a cursive handwriting policy.

If you would like to see what these letters look like, please check our website for further information.



NumBots



- If your child is in Year 1, in order to boost their addition and subtraction skills, please encourage them to use NumBots at home.
- The children have been shown how to login and have brought home a username label in their reading records. They might need some help navigating to the website and entering the details but once they're in, they just need some quiet space to get on with the games for 5 minutes. Please ask your child's teacher if they are struggling to login.
- In order to get the best out of NumBots, children should regularly play for short bursts.
- For more information on how to support your child with NumBots at home, please refer to the letter that Miss Cheetham sent via Parent Mail previously.



Websites you can use to support your child at home:

Bug Club



Bug Club is a **whole-school reading programme that helps transform children into lifelong readers**. Now with added Grammar and Spelling, and Plays by Julia Donaldson, the Bug Club family has everything you need to help children catch the reading bug.



Times Tables Rock Stars

- All children in Years 2-6 have a Times Tables Rock Stars login in their reading records.
- Children should be practising for short amount of times on most days.
- Throughout the year, we will be giving out certificates to individual children, e.g. 'most improved' or rewards to the class for the highest combined score.



Why is it so important for children to know their times tables?

- Times tables are one of the foundations/building blocks of maths. You need them to be able to access all the even more interesting maths that sits on top.
- The multiplicative relationship between amounts is usually more interesting and helpful than the additive relationship as they allow you to describe patterns and make predictions.



Homework - set on Microsoft Teams

1. Daily reading.
Book change twice a week (Monday and Thursday).
2. Weekly Spelling Tests.
Children will be tested on Fridays.
3. Weekly Maths homework set on MyMaths
4. English homework set on Teams (this will start for Year 1 in Autumn 2).

Homework is set on a Friday with a deadline of the following Friday.

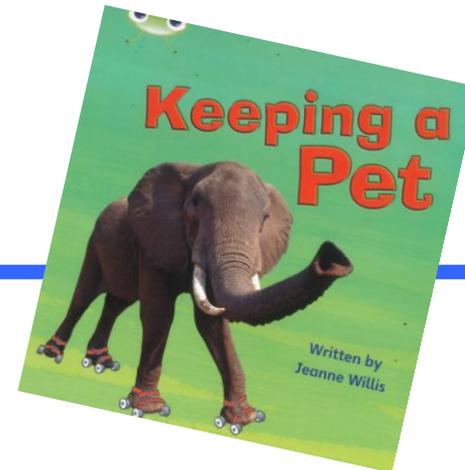
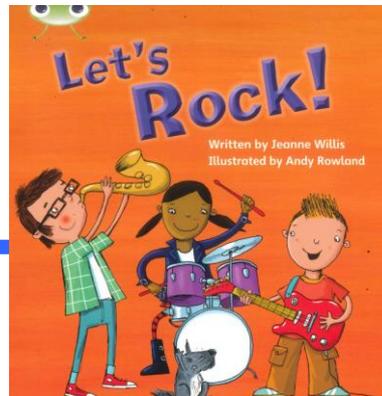
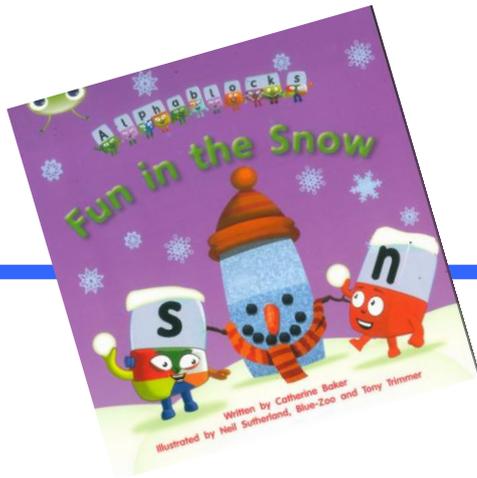


Decodable Book Scheme for Early Readers

As a school we have followed the Oxford Reading Tree book banded scheme for many years. This scheme has been successful in many ways; however, we are constantly reflecting on our practice and striving for change for the better; so, we have made the decision to modify our book scheme for children in the early stages of reading.

The National Curriculum states that pupils should be taught to: *'read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.'* For this reason, we have invested in exciting new books that have been carefully structured in cumulative steps for children learning to read, so that they can decode every word as their knowledge of the alphabetic code increases.

After extensive research into which book schemes would work best in our school, we chose the Phonics Bug decodable book scheme. These books are fully decodable, with fiction and non-fiction titles from Phases 2 to 5 including stories from the hugely popular CBeebies Alphablock characters ensure children read from books with the sounds they know as they are learning to read. Each phase is broken down into individual sets of phonemes and graphemes that exactly match the order that we teach phonics in school. For this reason, teachers will be able to match the books to the phonics being taught so that reading at home consolidates the excellent teaching in school. The books will still be set by teachers, using their assessments and in accordance with your child's learning and so not every child within a class will be given the same book.



This book is for children working within Phase 5 and, as you can see, the text will include words containing the 'oa' phoneme (sound) spelt in a variety of ways, for example 'ow' (snow), 'o-e' (frozen), 'oe' (toe), 'o' (so) and 'oa' (toast). It will also contain the 'tricky words' (words that cannot be sounded out easily) 'who' and 'again'. You can support your child at home by looking at this before you begin reading and asking them how many words they can remember containing these phonemes. You can then collect the words that you find whilst reading. This discussion will consolidate learning in school and will greatly improve your child's reading and spelling.

PHONICS
Phase 5
Set 17

Fun in the Snow

The Alphablocks have fun in the snow!

m

| | |
|------------------------------------|-----------------------------------|
| Phonemes oa | Tricky Words who, again |
| Graphemes ow, o-e, o, oe | |

This book links to Unit 17 of Phonics Bug Teaching Software

www.bugclub.co.uk

Phonics Bug
from
PEARSON
www.pearsonschools.co.uk

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9 781408 279755



Before and during reading

- 1 Say the sounds and look at the new spellings



- 2 Blend the sounds

For longer words, blend one syllable at a time, e.g. toast/y

t-**oa**-s-t-y, toasty

s-**o**, so

s-n-**ow**, snow

n-**o**-s-e, nose

t-**oe**-s, toes

- 3 Read the tricky words

who again

Point out the tricky bit of the word (e.g. the 'ai' in 'again' sounds /e/) and then blend the rest.



Meet the Alphablocks

We are the Alphablocks. We each have our own special sound. When we get together, word magic happens! When we make a word, we say our sounds in turn and then blend them together.



Talk together

Ask the children to read the title. Do they like playing in the snow? What do they like best about snow? Are there any problems with snow?

Vocabulary check

On page 16, check that the children know what a stove is, and that some people use stoves like the one in the picture for keeping warm.

While you read

- Listen to the children reading the book. Ask them to say the sounds and blend them in order to read words they do not recognise immediately.
- On pages 2-3, what do the children think the Alphablocks will do to make it cooler?
- Encourage the children to read the speech bubbles on pages 2-3 with lots of expression.
- On pages 6-7, what do the children think the Alphablocks could do to keep warm? Turn the page to see if they were right!
- On page 16, can the children see any possible problems with the snowman being near the stove?

As the books are matched to the phonics that your child has been taught and their developing phonetic knowledge, in every book cover there is guidance to support you with this at home. Always spend time looking through this page as it will refresh their memories give them the tools to be successful when reading. It will also allow you to be confident in what your child knows, or should know, and less likely to over scaffold or intervene when reading. Instead, you can ask questions such as “Can you remember the sound we’re thinking about in this book?”, “What sound do these letters make when they come together?” or “Let’s use our sounds to break up this word.”



As the books are revision for the children, this should mean there are less unfamiliar words. Therefore, you should have more time to enjoy the books and develop your child's fluency and comprehension skills. It is always beneficial to read the book more than once. During the first reading, your child can concentrate on decoding the words within the text; whilst during second or even third reading, you can encourage your child to think about the way they are reading aloud and model this to them. You can also discuss expression and the way that you read punctuation within a sentence, e.g., pausing after full stops and commas or changing your voice when you see an exclamation or question mark. At the back of every book, there are comprehension questions and extension activities for you to work through that will extend you child even further.

Once your child is secure in all areas of phonics, including alternative spellings and phoneme families, your child's teacher will move them onto books that will extend them further with both their fluency of reading and their comprehension.

After reading

Story comprehension

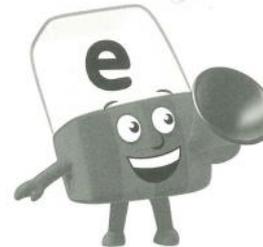
- Ask the children to retell the story in their own words, taking turns to tell their partner the main points of the story.
- What things do the Alphablocks do when they are having fun in the snow?
- Do the children think it was a good idea to make the stove?
- Can the children think of any other ways the Alphablocks could have kept warm in the snow?

Picture detective

Ask the children to find objects in the pictures that contain the:

/aʊ/ sound (snow, snowman, nose, toes, snowballs, stove, etc.)

Don't necessarily do all of these activities – just those that your children need.



Follow up

Speedy reading

Return to the words on the front inside cover (section 2) and check children can sound out and blend these words confidently. Ask them to practise reading them until they can read them quickly. Do the same for the tricky words (section 3).

Segmenting for spelling

Practise this spelling routine using the words in section 2.

- Say the word in a sentence, then on its own and ask the children to repeat it.
- Children say the sounds all through the word (segment) and either write a dash or hold up a finger for each sound.
- Children select magnetic letters or write down the grapheme for each sound, saying the sound quietly as they do so.
- Model the spelling by saying each sound as you write the word for the children to see.
- Children give themselves a tick for each grapheme in the correct place.

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Core Values

Kindness

Honesty

Ambition

Respect

Inclusion

Our School Motto

Roots to grow, wings to fly



Barney Award – Friday’s Celebration Assembly



Usually led by Mrs Wood, Miss Cheetham or Mrs Rondeau

This assembly is held on a Friday.
This is a chance to hear about which children have demonstrated our ‘Building Learning Power’ traits amongst other things.



Ron Resilience



Connie Collaboration



Rosie Reflectiveness



Ravi Resourcefulness

Roots to grow, wings to fly



As your child may have already told you, we have implemented a revised Behaviour Policy this academic year. The policy will be shared with you in the coming weeks.

Please do join the Senior Leadership Team to find out more at our **Behaviour Policy Information Evening on Wednesday 8th November at 6.30pm.**



Reminder, Warning, Consequence



PE Kits

As a school, we ask children to come to school in their PE kits on PE days.

Parents must ensure that children adhere to our school PE uniform policy on these days and ensure that full school uniform is worn during the other days of the week.

We will notify parents where children do not wear the correct uniform.

| PE Days – Autumn Term 2023 | |
|----------------------------|---------------------------|
| Otter – Tues & Thurs | Woodpecker – Weds & Thurs |
| Squirrel – Weds & Thurs | Robin - Weds & Thurs |
| Rabbit – Tues & Fri | Kingfisher - Mon & Thurs |

Roots to grow, wings to fly



Reminders of Whole School Policies

- Please ensure that children adhere to our uniform guidelines and are well presented and should not wear earrings on PE days.
- Water - not squash or flavoured water.
- A piece of fruit/vegetable for break time (not cereal bars)
- Remember we are a nut-free school; we encourage healthy choices for packed lunches.
- Only foam balls are allowed on the playground at lunchtime only.
- No birthday sweets.
- Staff do not hand out party invitations – please do this yourselves. Thank you.

Roots to grow, wings to fly



Communication

If you have any questions or concerns during the year please do come and speak to us – we will be on the playground at the end of the school day.

If you need to contact us by e-mail, please use the Barrow Hedges e-mail address: office@barrowhedges.com . Please write the Class Teacher's name as the subject header. Please note you won't get an immediate response; during the day the focus is on teaching and sometimes teachers won't look at their emails until the end of the school day.

PLEASE READ OUR START AND END OF DAY PROCEDURES - FOUND ON OUR WEBSITE.

Roots to grow, wings to fly



We look forward to working with you this year.

Roots to grow, wings to fly

