

Welcome to Meet The Teacher 2025-26

Class: Kahlo





Welcome to Kahlo class

- Class Teacher: Miss Harris (Tues – Fri) Mrs Millbank (Mon)
- Teaching Assistant: Miss Evans and Mr Copley
- Forest School day: Tuesday – 1 week on/ one week off



The Power of ME Curriculum Goals

OPINION
ME

To form own opinions whilst respecting others.

ADVENTURE
ME

To challenge themselves and achieve something they didn't think was possible by facing fears.

SAFE
ME

Take steps to keep themselves safe both in the real and digital world

PERFORMER
ME

To develop presence, confidence and the ability to use voice to speak to audience

MONEY
ME

To develop an appreciation for the value of money and the ability to work within a budget

CARING
ME

To show empathy and kindness to everyone and all living things.

DIGITAL
ME

To use technology with expertise and creativity to demonstrate ideas.

GIVING BACK
ME

To be part of the community and value the importance of giving back and connection.

DIFFERENT
ME

To celebrate and value difference

INSPIRED
ME

To have high aspirations for themselves for the future and value the journey of success.

RESPONSIBLE
ME

To be responsible for themselves and their actions

Who can help?

Always contact class teacher as first point of contact



EYFS Lead / Class Teacher–
Miss Harris
Class Teacher/ Deputy SENCo –
Mrs Millbank



Phase Leaders, Mrs Leach (Upper KS2, Miss Eyles
(Lower KS2) and Mrs Rowell (KS1)



Headteacher – Mrs Shields, Deputy Head – Mrs Hunter and
Assistant Head/ SENCo – Mrs McQuaid



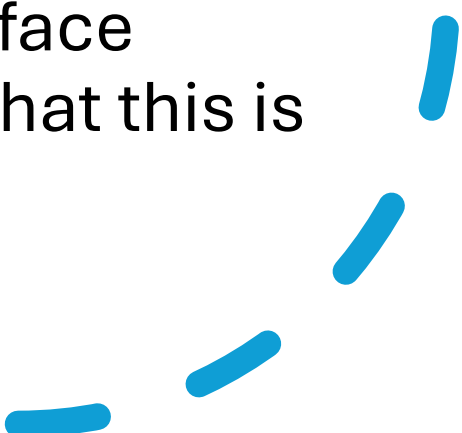
Mrs Evans –
Family
Engagement and
Wellbeing Lead



Communication

We believe that a genuine partnership between parents and the school is central to pupils achieving their best. We encourage dialogue with parents to ensure we collaborate effectively for the benefit of the children

We believe, in the first instance communication is better face to face wherever possible but we know that this is not always possible.



Year group emails

- Emails from parents to the class teacher should be primarily used for information sharing – parent emails to school work best when they are brief and informative.
- Emails should not be used to replace meetings or telephone calls where these are the more appropriate
- Please keep your e-mails short and to the point: less than 8 lines is appreciated. Please do not send long, highly detailed e-mails relating to a concern - simply send an e-mail requesting a face-to-face meeting outlining the reason for the meeting.
- If you are making a complaint, please do so through the admin@barnehurstfederation.co.uk not through year group emails
- Teachers are not expected to read parent emails between 8:40 and 15:45 when they are teaching or at weekends and holidays
- If parents need to convey urgent information, they should always email or telephone the school office in the first instance (copying the year group)
- If parents do raise a concern, an initial response or acknowledgment should usually be provided to parents within 48 hours (Monday to Friday).
- Emails should always be respectful and constructive as the tone and intent of email can easily be misunderstood
- Teachers will forward parent emails to a member of the leadership team for support where the email does not meet the guidelines set out or where the issues raised are complicated and require leadership involvement.



Attendance Matters

- Regular attendance helps children learn new skills, build confidence, and stay connected with friends.
- Excellent attendance and punctuality have a positive impact on academic achievement.
- Missing school means missing vital learning opportunities and can lead to underachievement and isolation.



- Children should be in school at all times.
- We do understand that 100% is not always possible due to a child being unwell.
- If you are not sure if your child is well enough for school, speak to us or check this website [Is my child too ill for school? - NHS](#)
- Please call before 9am if your child will not be at school because of illness



Did you know:

- 90% Attendance equates to half a day week missed from school
- This equates to 4 weeks of school missed over a year

Attendance during one school year	Equals days absent	Which is approximately weeks absent	Which means this number of lessons missed
95%	9 days	2 weeks	50 lessons
90%	19 days	4 weeks	100 lessons
85%	29 days	6 weeks	150 lessons
80%	38 days	8 weeks	200 lessons
75%	48 days	10 weeks	250 lessons
70%	57 days	11.5 weeks	290 lessons

Ways to encourage good attendance

Phone

- Phone school as soon as possible to tell us why your child is absent.

Grant

- Only grant days at home for genuine illness - if you give in to pleading now you will have bigger problems in the future!

Arrange

- Arrange for a friend/family member to take your child to school if you are unable to do it yourself (or use The Base wraparound care)

Avoid

- Avoid taking holidays in term time. They will not be authorised.

Establish

- Establish a good bedtime routine. If your child gets a good nights sleep it will make mornings less of a struggle!

Make

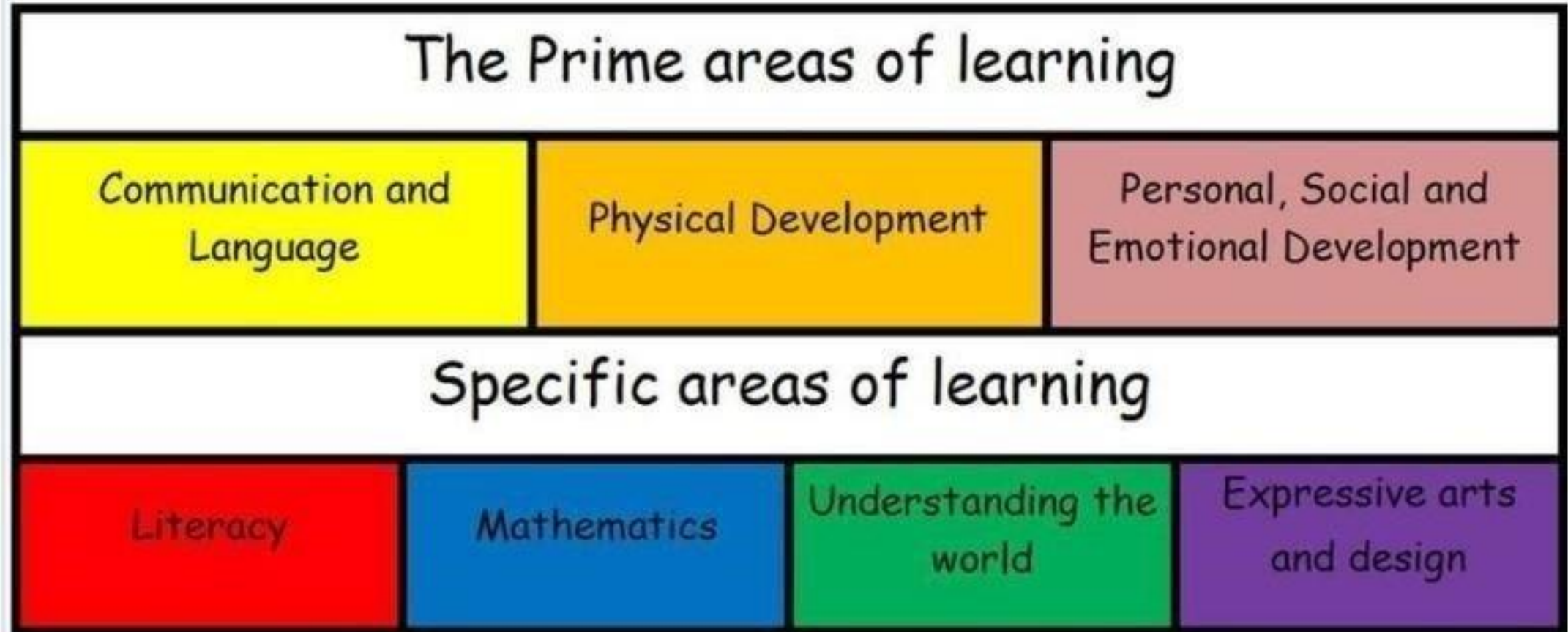
- Make sure your child gets up in plenty of time to get ready for school. Rushing around makes children anxious



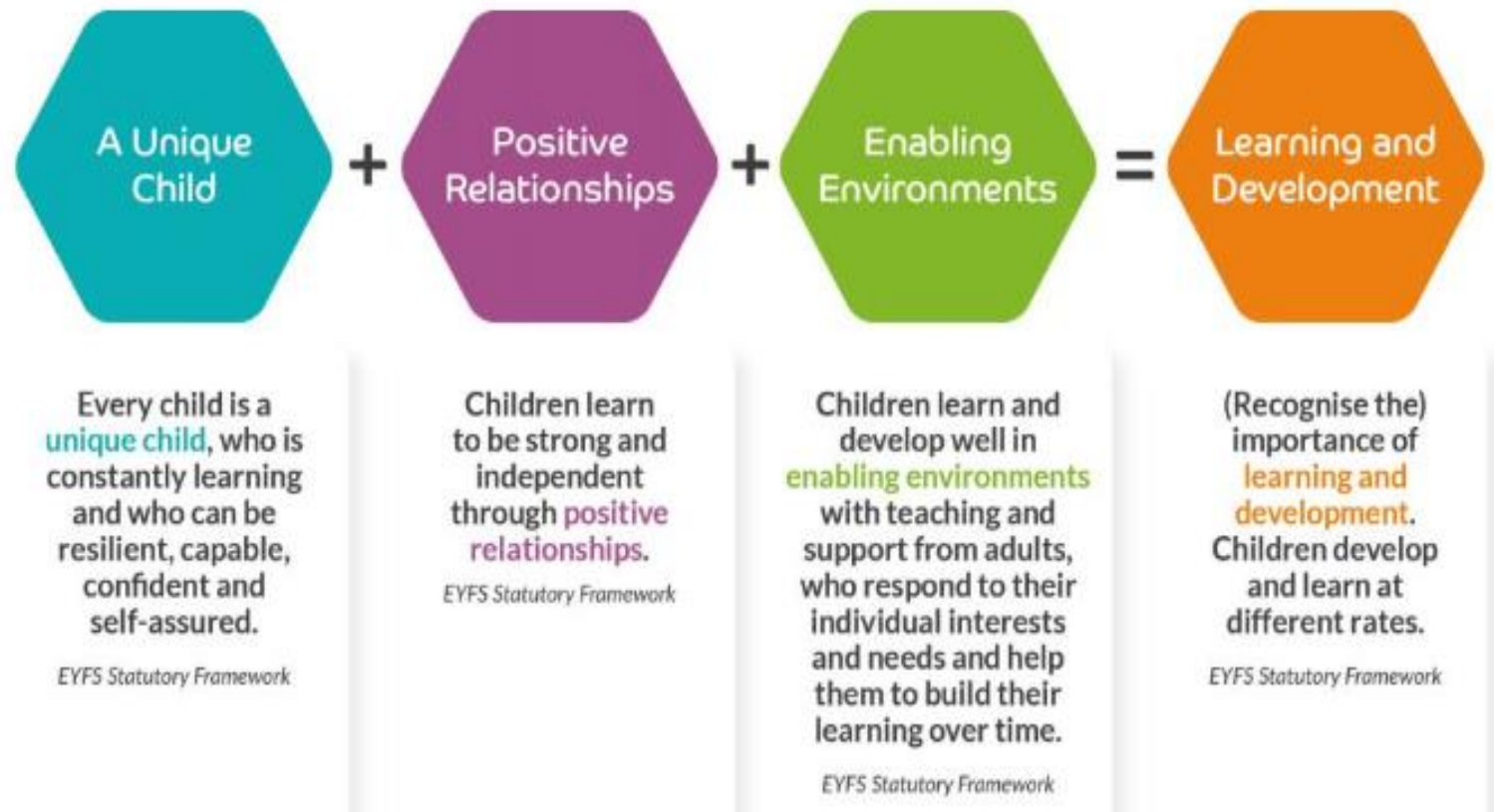
**Taking your child out of school
for medical appointments
disrupts their learning.**

Try to book appointments for after
school or during school holidays.

EYFS Areas






























The Unique Child



All children develop in different ways and development is not a linear or automatic process. It depends on each unique child having opportunities to interact in positive relationships and enabling environments that encourage their engagement and recognise their strengths. All children have a curiosity to learn and will interact with other people and the world around them in different ways.
























Understanding these different ways of knowing about the world is central to understanding who children are and how best to support their development.

My Phase 3 Sound Mat

				j	v	w	x
							
y	z	zz	qu	ch	sh	th	ng
							
ai	ee	igh	oa	oo	oo	ar	or
							
ur	ow	oi	ear	air	ure	er	
							

twinkl

My Phase 2 Sound Mat

s	a	t	p	i	n	m	d
							
g	o	c	k	ck	e	u	r
							
h	b	f	ff	l	ll	ss	
							

twinkl

Phonics



































Phonics Phase 4:

- ST SK SL SP SM SC SK SN SCR SHR STR ND
NT NK NCH LT LP LF LK FT FR FL TR PR BL TW
THR







What are we learning in Literacy?

- Guided Reading: Benchmark children 3 times a year, first will be just before Christmas

Age 4 – 5

Bear Shaped Dawn Coulter-Cruttenden 	The Invisible Tom Percival 	The Squirrels Who Squabbled Rachel Bright  	Each Peach Pear Plum Allan and Janet Ahlberg 	What Makes me a Me? Matt Goodfellow 
Shu Lin's Grandpa Ben Faulks  	Pumpkin Soup Helen Cooper 	Mrs Noah's Garden Jackie Morris 	Winnie-the-Pooh Helps the Bees! Catherine Shoolbred  	The Dark Lemony Snicket 
Luna Loves Art Joseph Coelho  	It's a No-Money Day Kate Milner 	I'm (almost) Always Kind Anna Milbourne 	The Story Orchestra Katy Flint 	Standing Up to Racism Dr Pragya Agarwal  
The Gingerbread Man Mara Alperin 	Anansi and the Golden Pot Taiye Selasi  	Celebrations Around The World Katy Halford 	William Bee's Things That Go! William Bee 	Tad Benji Davies  
Clean Up! Nathan Bryon   	Mr Wolf's Pancakes Jan Fearnley 	Martha Maps It Out Leigh Hodgkinson  	The Wonder Faye Hanson 	Chicken Clicking Jeanne Willis and Tony Ross 
Favourite Nursery Rhymes (Ladybird) - woven in throughout the core spine units <i>Ten Green Bottles; Hot Cross Buns; 1 Potato ...; Old Mother Hubbard; Jack and Jill</i>				

Key themes

-  Revisiting authors
-  Heritage texts / traditional tales / classics
-  Diversity of representation – author or protagonist
-  Strong female role model
-  Specific social, ethical, moral issues / PSED
-  Curriculum links

Reading records

Title / Author:

Title	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
Pages read						

Reading strategies / support

At home reading comments for the week

Page numbers
DAILY

Teachers add a
weekly reading
prompt

EYFS/KS1: parents complete
once a week
KS2: children complete once
a week, parents sign

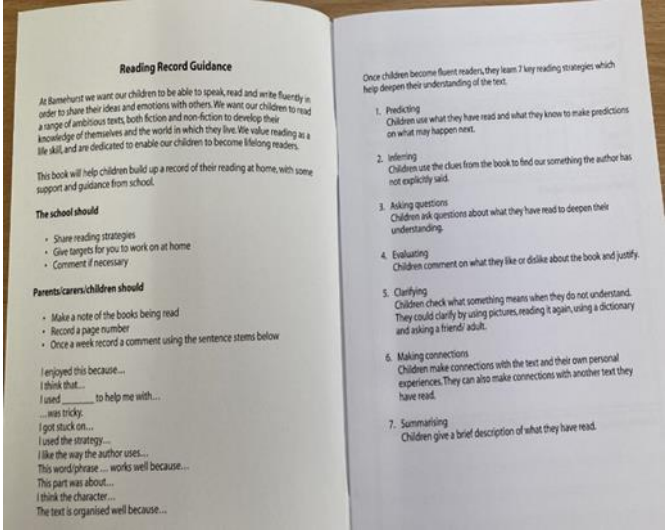
Please use one page a week. New reading records are available on Arbor.

Progress Tracker

Reading colour bands	Date
Lilac	
Pink	
Red	
Yellow	
Blue	
Green	
Orange	
Turquoise	
Purple	
Gold	
White/Silver	
Lime	
Brown/Ruby	
Grey	
Dark Blue	
Dark Red	



Front: Reading info
Back: logins and
passwords



Teachers will acknowledge once a week.

What are we learning in Maths?

Matching images
and shapes –
sorting according
to rules

Finding patterns –
and identifying
rules

Subitising

Counting to 20
and beyond and
using ordinal
numbers

Estimating

Adding and
subtracting

Sharing (linking to
division)

Statutory Assessments



RECEPTION
BASELINE



YEAR 1 PHONICS



YEAR 2 PHONICS
RE-TAKE



YEAR 4
MULTIPLICATION
CHECK



YEAR 6 SATS

Trips and visits

Before Christmas we will visit St Paul's Church for an RE (UTW) lesson (by Mrs Turtle), and Heathfield Court Care Home (TBC) to sing Christmas songs to the residents.

In Spring, we will visit the Unicorn Theatre, and in Summer we will go to the zoo.

Volunteers on trips

- Email Year group email by deadline
- Historical Involvement review
- Random Selection
- Final Selection and must attend
Briefing