

# Welcome to Meet The Teacher 2025- 26

Class: Earhart



# Welcome to Earhart class

- Class Teacher: Mrs England
- Teaching Assistant: Mrs Hutchings, Mrs Heath, Miss Thompson
- PE day: Friday
- Forest School day: Alternate Wednesday's



## 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



Mrs Evans – Family  
Engagement and  
Wellbeing Leaders



Mrs Rowell – Phase  
Leader



Mrs Millbank  
Deputy SENCO

Mrs McQuaid  
Assistant  
Headteacher/  
SENCO



Mrs Shields  
Head teacher



Mrs Hunter  
Deputy  
Headteacher



# 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

[year1@barnehurstfederation.co.uk](mailto:year1@barnehurstfederation.co.uk)

- 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 succinct 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](mailto: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.

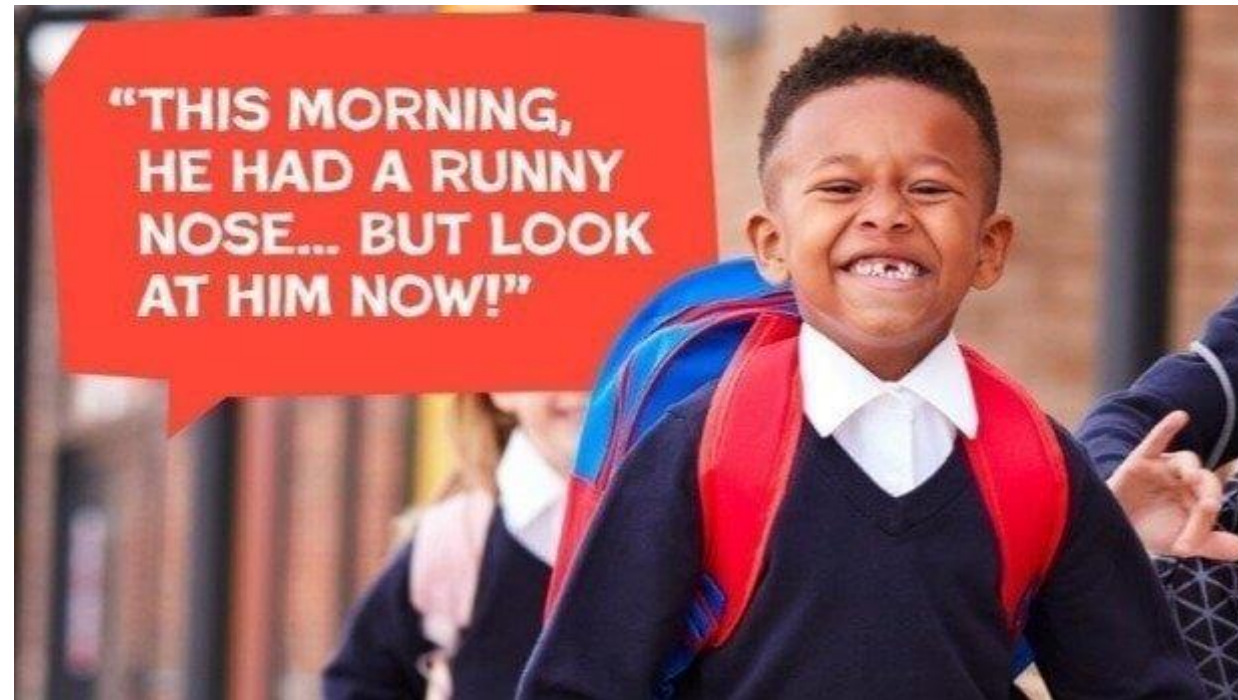


# Attendance Matters



- 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

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

# Ways to encourage good attendance

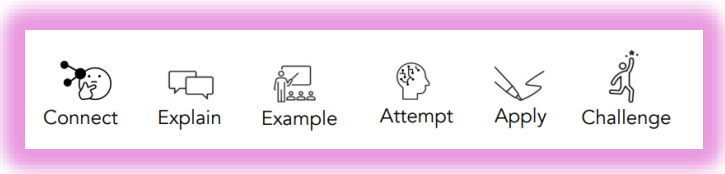
- Phone school as soon as possible to tell us why your child is absent.
- Only grant days at home for genuine illness - if you give in to pleading now you will have bigger problems in the future!
- Arrange for a friend/family member to take your child to school if you are unable to do it yourself (or use The Base wraparound care)
- Avoid taking holidays in term time. They will not be authorised.
- Establish a good bedtime routine. If your child gets a good nights sleep it will make mornings less of a struggle!
- 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.

# What are we learning in English?



- The children are going to be creating some amazing English outcomes this year, and as a result they will have to learn specific concepts, grammar rules and also focus on features of different texts types.
- Their outcomes are a newspaper article, adventure story, poetry, a first person narrative, a letter and instructions.
- Some of the skills that they will be learning and developing throughout the year are:
- Nouns, verbs, adverbs, adjectives
- Conjunctions
- Time adverbs
- Writing in the first and third person
- And many more...

	Transcription	VGPS	Composition
1	<ul style="list-style-type: none"> <li>○ Application of phonics</li> <li>○ Letter/number formation secure</li> <li>○ Orientation on the page secure (e.g. spacing, sizing etc)</li> </ul>	<ul style="list-style-type: none"> <li>○ Basic co-ordination (and)</li> <li>○ CL</li> <li>○ FS</li> <li>○ ?</li> <li>○ !</li> <li>○ Basic affixes (e.g. un/ing/s/es)</li> </ul>	<ul style="list-style-type: none"> <li>○ Write simple dictated sentences</li> <li>○ Orally compose and record a sentence</li> <li>○ Sequence sentences to form a short narrative</li> </ul>

# What are we learning in maths?

Key stage one means that children will be learning a variety of new concepts based on the ideas that they would have gained from Reception and the EYFS.

This is an idea of what your child will be learning through out the year:

Place value within 100 (by the end of the year)

Addition, subtraction, multiplication and division

Children in year 1 are expected to be confident

in the 2, 5, and 10 times tables.

Shapes both 2D and 3D properties as well as geometry

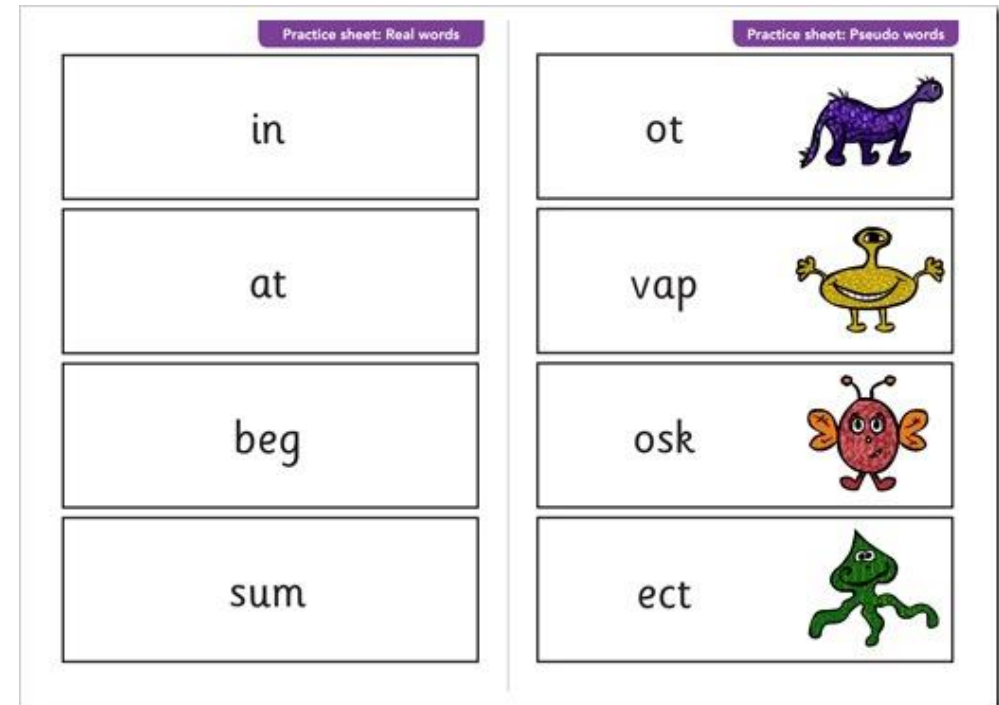
(position and direction)

Measurement- this includes time, height, length, weight, capacity and money.



# Statutory Assessments

This takes place in the Summer term and is a combination of alien words and real words that the children will have to decode and read. It is out of 40 and the pass mark has been around 32. It is not to be confused with a test, it is not done in test like conditions. It is carried out on a 1 to 1 basis and there is no fixed time that it has to be completed.



# What other stuff are we learning?

## Science

Children begin by looking at everyday materials then move onto plant and finish the year with animals including humans. They have the opportunity to carry out experiments and look at things with a very scientific approach



## Art

The children look at portraits and then move onto landscapes and finish looking at flowers. Their outcomes are just sensational!

# What other stuff are we learning?



## History

This great subject covers Amelia Earhart and Neil Armstrong and then the children get to look at the history of Barnehurst school and finally they look at Charles Darwin and his impact on science.

## Geography

Starting at Barnehurst the children will create maps and engage in plenty of mapping skills in a real life context. They then compare the UK to Spain and have a Spanish day to consolidate their learning. Finally, they look at the Galapagos Islands and how its location has such an impact.



# What other stuff are we learning?

## Design & Technology

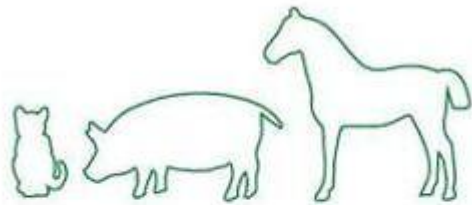
The children have a fantastic opportunity to explore this diverse subject. They begin with structures and create their own bug hotel at forest school. They move onto textiles and create a fabric tree and then in the Summer term they participate in the Great Barnehurst Bake off!



# Timetable

KS1	MONDAY	TUESDAY	WEDNESDAY		THURSDAY	FRIDAY	
8.45- 9.00	Registration Early Morning work	Registration Early Morning work	Registration Early Morning work		Registration Early Morning work	Registration Early Morning work	
9.00- 9:20	DSR	DSR	English	English	DSR	DSR	
9:20-9:50	English	English	Forest school	Independent learning	English	PE (9:30-10:30) Coach	PE (9:30-10:30) Teacher
9:50 -10.45	Independent learning	Independent learning			Independent learning		
10.45- 11.00	<b>B R E A K</b>						
11:00-11:30	Handwriting/ Fluency Bee	Handwriting/ Fluency Bee	Forest school	RE	Handwriting/ Fluency Bee	Handwriting/ Fluency Bee	
11.30-12.00	Phonics	Phonics	Phonics		Phonics	English	
12.00-1.00	<b>L U N C H</b>						
1-1:30	Maths	Maths	Maths		Maths	RSHE	Music (1:15- 2:15)
1:30-2:20	Independent learning	Independent learning	Independent learning		Independent learning	Independent learning	
2:20-2:45	Wider Curriculum	Wider Curriculum	Wider Curriculum		Wider Curriculum	Art	Independent Learning
2.45- 3.00	<b>Assembly</b>	<b>Global Assembly (Newsround)</b>	<b>Assembly Festival/ Theme</b>		<b>Singing Assembly</b>	<b>Celebration Assembly</b>	
3.00- 3.15	Storytime	Storytime	Storytime		Storytime		

# Trips and visits



*Second Chance Animal Rescue*

[www.scar-crockenhill.org](http://www.scar-crockenhill.org)



**pdsa**  
THE VET CHARITY FOR PETS IN NEED

# Volunteers on trips

1. Email Year group email by deadline
2. Historical Involvement review
3. Random Selection
4. Final Selection and Briefing

**Adaptations to trips**



# Reading records

Title / Author:

Title	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
Pages read						

Reading strategies / support

At home reading comments for the week

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Page numbers  
DAILY

Teachers add a  
weekly reading  
prompt

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

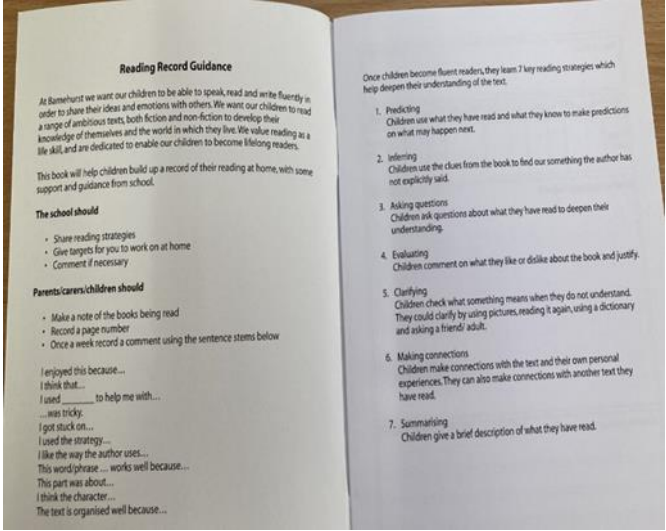
Please use one page a week. New reading records are available on horizon.

## 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	

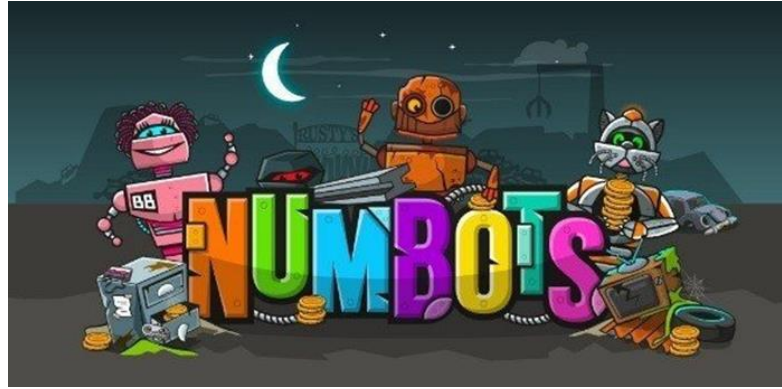


Front: Reading info  
Back: logins and passwords



Teachers will acknowledge once a week.

# EYFS and Year 1 Maths Learning at home



## EYFS and Year 1

It focuses on number sense leading to mental addition and subtraction. It also supports in mastering children's number bonds. These are vital skills, which we need our children to be confident in, fluent with, so time spent on these activities will be invaluable, and your child will enjoy them. In order to get the best out of NumBots children should regularly play for short intervals and the recommended time is 5 minutes a day 4-5 times a week.

# Library

Each class to visit the library twice a half term with their teacher. Once the new librarians are appointed it will be open before school / lunchtime.



# How Can I Help my Child at Home?

- Reading everyday (approximately 15 minutes)
- Reader's Reef photos
- Parents to sign reading record
- Numbots
- Mymaths (in Spring term)



