

# Expectations for Year 1

What to expect this year....

***Learning together, achieving forever.***

# Meet the staff team.

## Teachers



Miss Matcham- Yew



Mrs Davis- Cedar



Miss Khan  
(Mon- Cedar)

## LSAs



Mrs Sweetman



Mrs Crook

The team very much work as a cohort unit so your child will work with a range of adults. We pride ourselves on being an approachable and friendly staff team, so please speak to us at the end of the day when you collect your child – at pick up, our door is always open!

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# Continuous Provision in Year 1

Continuous Provision (CP) is a less formal style of teaching, providing opportunities to 'learn through play' and encouraging children to become active, independent learners who can therefore make their own choices whilst feeding their curiosity and exploration skills.

The aim of this style of teaching is to "build" confident, resilient, positive and reflective children who love to learn, embedding essential skills for lifelong learning.

Similar to the Year R setting, your child will have outdoor learning opportunities available to them as much as possible and freedom across both classrooms. We ask that all children have wellies kept in school to allow them to get outside and explore whatever the weather. Please ensure your children have waterproof coats on rainy days, and sun hats on sunny days! Just like in Year R- learning can be a messy business, prepare for your children to have very active and sometimes messy days of learning.

## How is Continuous Provision different in Year 1 to Early years?

- Rainbow Challenges
- Implementation of the National Curriculum.
- Some whole class teaching for certain subjects.



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# RAINBOW challenge

Rainbow challenges run throughout the week and are linked to the areas of the curriculum. The challenges are sometimes so that we can assess for learning before teaching, so that we can see what the children may know already. Mostly it will be an opportunity for the children to 'show what they know'. Activities are a chance to embed and practice their learning from the previous week.

WB 4.11.24 Rainbow Challenge- 6ED Phonics  
Write the correct ee word to match the picture.

**Green Froggy - ee**  
Read the ee words, then label the images below.

feet jeep meet deep weep

© Hester Photos 2014

1 Name .....

WB: 18.11.24 Name: \_\_\_\_\_  
**Maths** Rainbow Challenge






Shade in  $\frac{1}{2}$  of each shape

Week beginning: 02.12.24 Name: \_\_\_\_\_  
Geography Rainbow challenge

Match the photos of these UK landmarks with the photo that shows the same landmark from above. This is called a 'Bird's Eye' view.  
Draw a line between the two photos.

Week beginning: 27.01.25 Name: \_\_\_\_\_  
**Outdoor Rainbow Challenge:**  
What can you do in a minute?

Use the 1 minute sand timer to count how many times you complete each action.  
Record your answer in the table below.

Action	Number of times
Star jumps	
Build a tower of ten cubes	
Stretch high and touch your toes	
Writing your name on a whiteboard	
Write the numbers 1-20	

Name: \_\_\_\_\_  
LO: To identify and recognise the primary and secondary colours.

**Primary Colours**  
What primary colours do you know?

Red Yellow Blue

R\_\_ Y\_\_\_W \_\_\_U

**Secondary Colours**  
Let's mix primary colours to get secondary colours.

Red + Yellow = Orange





Blue + Yellow = Green

Red + Blue = Purple

WB 02.12.24  
4Y1-PURPLE

**Rainbow Challenge Science**  
WB: 20.01.25 Task: Find the odd one out

IQ Distinguish between an object and the material of which it is made

fabric	metal	plastic	glass
			

Red- English and Phonics  
Orange- Science  
Yellow- Maths  
Green- History/ Geography  
Blue- P.E, French, R.E, Jigsaw, Music  
Purple- Art and DT

# Topics in Year 1

## ▶ **Autumn Term**– Me and My World

History- How have things changed in my lifetime?

This topic really gives us the chance to get to know the children, talk about different family dynamics. In science we learn about the different animal groups and identify animal body parts. In humans we focus on the senses. In Geography we learn about the UK and capital cities.

## ▶ **Spring Term** – Toys

A highlight of this topic includes a visit from Mr Cushing, toy expert extraordinaire and 'The Grandparents Toy Party'! In science we learn about materials which links well with our toys topic as the children learn about the different materials and their properties. In Geography we learn to read and draw maps, continents and oceans and human and physical features.

## ▶ **Summer Term 1** – Kings, Queens and Castles

A highlight of this topic includes a trip to Porchester Castle, learning about the monarchy and significant events of their reign. Hot and cold areas of the world, Sahara and Antarctica. In science we learn about evergreen and deciduous trees and wild and garden plants. In DT we make castles with a working drawbridge.

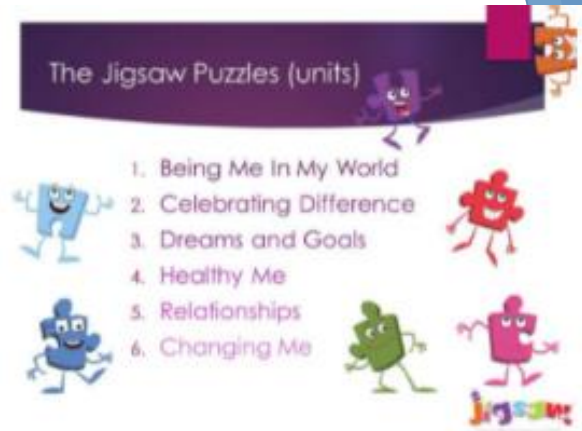
***Whilst we will send out reminders of key events, please do refer to our termly dates letter and school calendar found on our website. You can also subscribe to this so you never miss a thing!***

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# A typical week in Year 1

Day	EMW 8.30-9:00	9:00-9:30	9:30-9.50	9:30-11:30	11:30-11:50	12:00-1:00	1:00-1:30	1:30-2:30	2:45-3:00 3:15 Home
Monday	Morning Task/table activities	Assembly	Phonics	English	Mega Maths	LUNCH	Reading x6 chn per adult	Outdoor P.E / Spelling Shed 1:30- 2:15 / 2:15- 3:00	Quick Story 3pm
				Busy Time				Spelling Shed / Outdoor P.E 1:30- 2:15 / 2:15- 3:00	
Tuesday PPA/MI	Morning Task - Handwriting	Phonics	PPA/ R.E 930- 1030/ computing 1045-1130 Busy time		Mega Maths		Reading x6 chn per adult	Maths	Story time
								Busy time	
Wednesday	Morning Task	Phonics	English Busy time		Handwriting		Reading x6 chn per adult	English	Story time
						Busy time			
Thursday	Morning Task	Phonics	Maths Busy time		Handwriting	Reading x6 chn per adult	Maths	Singing assembly	
							Busy time		
Friday	Morning Task	Merit Assembly	Indoor P.E/ Spelling test/ Science or History/Geography			Reading x6 chn per adult	Art/DT	Story time	
							History/Geography or Science		

**PE:** Monday - Outdoor PE  
Friday - Indoor PE (Dance/Gymnastics)  
**Library:** Day to be confirmed



At Great Binfields Primary School, we follow a PSHE (Personal, Social, Health and Economic) scheme called Jigsaw.

Jigsaw is designed as a whole school approach, with all year groups working on the same theme (Jigsaw puzzle) at the same time. Jigsaw aims to help children know and value who they really are and how they relate to other people in this ever-changing world, by teaching a combination of PSHE, emotional literacy, mindfulness and social skills.

<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
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**Please visit our website for our PSHE and RSE policies and more information on how each are taught.**

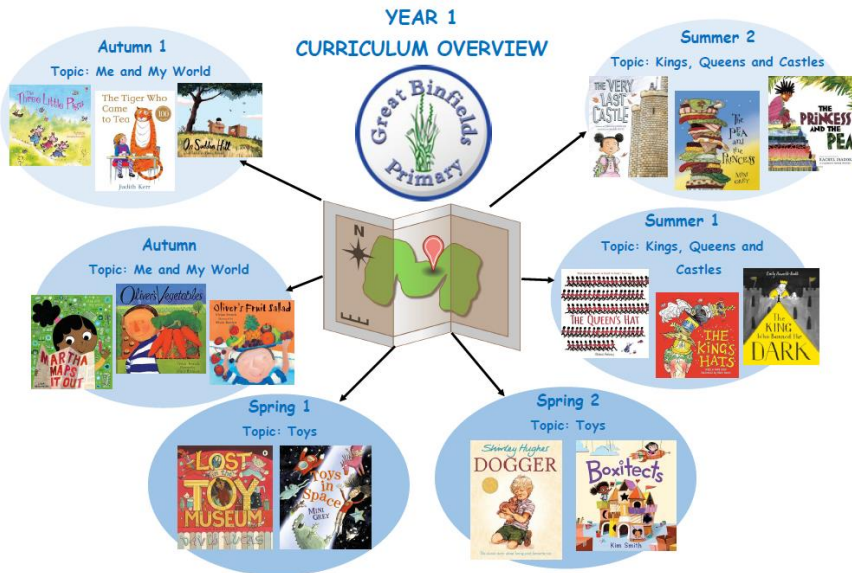
# School Website

<https://www.greatbinfields.co.uk/>

- ▶ We will regularly post updates on the latest news page (front page) as the year group enjoys special events.
- ▶ Each half term, we will post a round up of the topic including pictures of your children learning in action! This will be also be on the 'class page' section of the website (under red 'children' tab then 'class pages')
- ▶ The monthly school newsletter is also published on the 'latest news' section. This will keep you up to date with school events.



# Year 1 Curriculum Overview



## AUTUMN

### English

In English, we are building our confidence with the sounds that we know by revisiting these in our phonics sessions. We will also be introduced to alternative digraphs from each of the Monsters throughout our phonics sessions. In our writing, we will be practising our High Frequency Words and using our newly taught digraphs from our phonics sessions. We will also have more of a focus of the importance of using capital letters, fingers spaces and full stops when composing our sentences. The story of 'The Three Little Pigs' will be our first focus story which links very nicely to our topic Me and My World with family and homes.



### Science

In Science, we are identifying and naming a variety of common animals, including mammals, fish, amphibians, birds, reptiles and insects. We will be describing and comparing their key features and learning about their eating habits.

In DT, we are looking at the structures of different homes and buildings. Our focus story 'On Sudden Hill' will inspire our creativity in the construction area.



In Art, we will be focussing on portraits, studying the artists Van Gogh and Picasso.



### History

In History, we are looking at changes within living memory. We have been creating personal time lines of special events in our lives.

In RE, we are discussing different aspects of belonging in context of their own lives and then in relation to Christianity.



In Jigsaw, our PHSE teaching focuses on the unit "Being Me in my World"

### Physical Education

In outdoor P.E, we have been building on our ball skills of catching and throwing and working as a team. For indoor P.E, our focus is dance, with a jungle theme.

### Maths

- ◆ Number recognition and formation to 20.
- ◆ Ordering numbers out of sequence and fill in missing numbers on a number line.
- ◆ Number bonds to 10 and 20.
- ◆ Using Number lines, Numicon, dienes and other maths resources to solve calculations.
- ◆ Adding and subtracting using resources and writing the calculations ourselves.

In our continuous provision, we will have many more opportunities to build our maths knowledge. This will include practising using money in our role play and identifying the coins. The children will also be comparing and ordering length, capacity, mass and volume in our outdoor learning.

Both Music and French are taught every other half term, and will be a focus for Autumn 2.

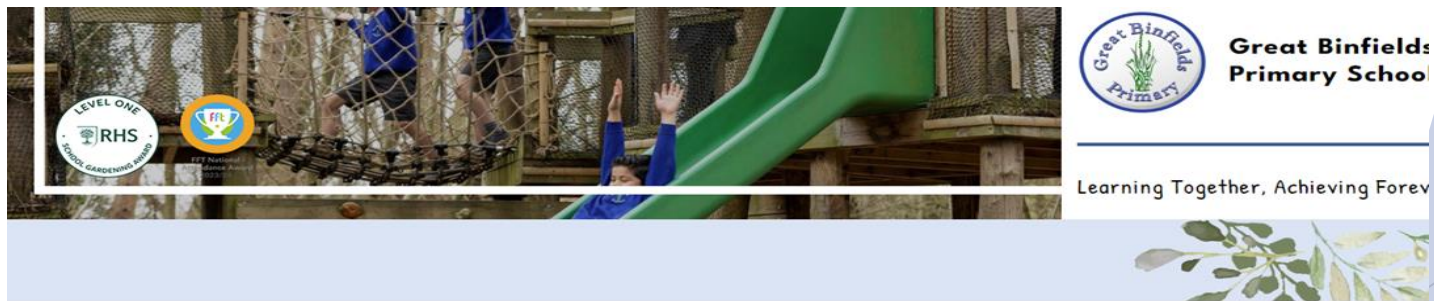
### Computing

E-safety is our main focus in Computing.



# Curriculum pages on our website

Each area of the curriculum has a page on our school website. These pages are kept up to date by our Subject Leads. These pages clearly outline the long term plan for that area across the school. For example, you can see what your child will be learning in Science during their school year, how this progresses from KS1 to KS2 and which objectives we are assessing your children against.



## Class Pages

[Home](#) >> [Children](#) >> [Class Pages](#)



Rowan & Birch  
Class (EYFS)



Cedar & Yew  
Class (Year 1)



Sycamore and  
Willow Class  
(Year 2)



Hawthorn &  
Hazel Class  
(Year 3)



Pine & Ash Class  
(Year 4)



Beech &  
Chestnut Class  
(Year 5)



Oak & Maple  
Class (Year 6)

# Whole School Highlights

- ▶ Outdoor week and learning experiences outside.
- ▶ Jigsaw days – half termly events, each with a different theme based on PSHE (Jigsaw) learning.
- ▶ RE days
- ▶ Topic visitors and trips
- ▶ Geography fieldwork
- ▶ Creativity Week
- ▶ Sports Day
- ▶ House Point Reward Time



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# General Information

- ▶ Settling in – Autumn 1 and 2 is all about getting to know our children and settling them into new classes and routines.
- ▶ Children in KS1 are not required to bring in any additional equipment, such as pencil cases.
- ▶ **Bookbags** - Children **must** use the school bookbag in Year R and KS1. Please do not allow your child to bring in a rucksack until Year 3. Space is limited in our cubby holes, and bookbags are the perfect size for home school diaries, reading books, and library books.
- ▶ **Healthy snacks** - Children in Key Stage 1 participate in the free Fruit and Vegetable Scheme, which is used as their mid-morning snack. If your child is not able to eat certain fruits, an alternative may be brought from home – fruit and vegetables only please. Sweets, crisps and chocolate and cereal bars are not permitted. (We are a nut and pea free school)
- ▶ **Milk** - If you would like your child to have milk in school – please contact the school office to join the ‘Cool Milk’ scheme.
- ▶ **Belongings** – Please ensure that all belongings, such as lunchboxes, water bottles and coats are clearly named and that your children understand it is their responsibility to look after them! (Lost property in the entrance hall)
- ▶ Please do not allow your child to bring in toys from home, unless requested. Keep them safe for home use.
- ▶ Year group costs – a letter regarding this has been emailed out

# Maths



- ▶ During this academic year, we will be using MathSeeds in KS1.
- Used for lessons and some homework activities.
- Guided learning journey.
- All children will be given a log in.
- All parents will get information and a guide on how to use this.

## ***'How can I support at home?'***

- Play games
- Number bond practise
- Pattern spotting in Maths all around you





## ABOUT NUMBOTS

**What is NumBots?**

NumBots is an online maths learning platform that helps children learn how to add and subtract, improving their fluency and recall in basic mental maths, and equipping them with maths confidence.

**Why is NumBots important?**

Basic number skills are the essential building blocks for higher-level maths concepts. NumBots covers number recognition, number bonds, and addition and subtraction of double digit numbers; gradually helping your child to build a solid conceptual understanding of number sense.

**How often should my child play?**

We recommend a little and often approach; 3 minutes practice a day, 4 times a week is a good target.

## HOW THE GAME WORKS

**Who is Rusty?**

Rusty is the central character of NumBots who needs help in his quest to find new parts to upgrade himself to a shiny diamond bot. Children progress through the game, unlocking levels and upgrading Rusty as they go.

**How does my child accessorise their Bot Avatar?**

When your child first logs in they will be able to choose a Bot Name and Bot Avatar. Coins earned by answering maths questions correctly can be spent in the Custom Shack on new parts to personalise their own robot.

# Year 1 Phonics screening check

This is a national phonics check, which takes place in June. Children are tested on a 1-1 basis with their class teacher.

They will have to read 40 words, consisting of real and alien words.

The test allows them to apply their knowledge of phonics to words, rather than sight word reading. We cannot emphasise enough the importance of regular reading and giving your child the opportunity to succeed.

Children who do not pass the Phonics Screening Check in Year 1 will have the opportunity to take it again in Year 2.

2019 national curriculum assessments

## Key stage 1

### Phonics screening check

Pupils' materials



Section 2

brend	
throst	
stret	
spraw	

Section 2

label
vanish
blossom
thankful

# Phonics

- ▶ **The National Literacy Trust states:**
- ▶ Phonics is a way of teaching children how to read and write. It helps children hear, identify and use different sounds that distinguish one word from another in the English language.
- ▶ Written language can be compared to a code, so knowing the sounds of individual letters and how those letters sound when they're combined will help children decode words as they read.
- ▶ Children use blending of sounds to decode unfamiliar words. E.g. when a child can sound out/read s, a, t, p they can then build words such as sat, sap, pat, tap etc.
- ▶ We teach phonics for half an hour, 4 times per week using Monster Phonics. This is a systematic synthetic approach to phonics.
- ▶ You will find the graphemes (the written sound – see glossary) at the front of your child's Home School diary (EYFS and KS1). This is a useful resource to practise with your child, ticking them off once your child is confident with reading and sounding out each grapheme regularly.

<https://literacytrust.org.uk/information/what-is-literacy/what-phonics/?saved#cookies-form>

# Monster

## Phonics

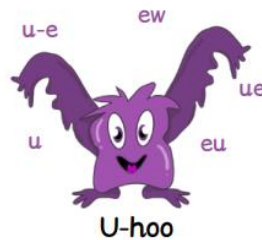
- ▶ At the heart of Monster Phonics is a unique colour-coding system which links letters and sounds to a named monster. This gives powerful new tools to teach phonics, making phonics memorable as well as fun!
- ▶ Monster Phonics uses a multisensory approach through songs, colour-coding and engaging materials such as magnetic letters, playdough and apps to learn sounds and their written form. These resources can be used both at school and at home.
- ▶ Monster Phonics consistently colour-codes the written sound in order to identify the sound heard. Monster Phonics focuses on coding the vowel sounds, silent letters and tricky letters. This method helps accelerate progress as the monsters make it a more memorable way to identify sounds when reading and writing... be sure to ask your child which monsters they can find within their reading next time!
- ▶ Sign up for newsletters and webinars on the Monster Phonics website.

<https://www.eventbrite.co.uk/o/monster-phonics-19791043283>

# Monster Phonics

## Meet the Monsters

<https://www.youtube.com/watch?v=B5pWEBNL0zU>



# Phonics glossary

- ▶ **Phoneme** - The smallest unit of sound. There are approximately 44 phonemes in English (it depends on different accents). Phonemes can be put together to make words.
- ▶ **Grapheme** - A way of writing down a phoneme. Graphemes can be made up from 1 letter e.g. p, 2 letters e.g. sh, 3 letters e.g. tch or 4 letters e.g. ough.
- ▶ **GPC** - This is short for Grapheme Phoneme Correspondence. Knowing a GPC means being able to match a phoneme (the sound) to a grapheme (the written form) and vice versa.
- ▶ **Digraph** - A grapheme containing two letters that makes just one sound (phoneme e.g. ch, sh, th).
- ▶ **Trigraph** - A grapheme containing three letters that makes just one sound (phoneme e.g. air, ear, ure).
- ▶ **Oral Blending** - This involves hearing phonemes and being able to merge them together to make a word. Children need to develop this skill before they will be able to blend written words.
- ▶ **Blending**- This involves looking at a written word, looking at each grapheme and using knowledge of GPCs to work out which phoneme each grapheme represents and then merging these phonemes together to make a word. This is the basis of reading.
- ▶ **Oral Segmenting** - This is the act hearing a whole word and then splitting it up into the phonemes that make it. Children need to develop this skill before they will be able to segment words to spell them.
- ▶ **Segmenting** - This involves hearing a word, splitting it up into the phonemes that make it, using knowledge of GPCs to work out which graphemes represent those phonemes and then writing those graphemes down in the right order. This is the basis of spelling.
- ▶ **Alien words** - Alien words are often also called **nonsense words or pseudo words**, and are words made up of sounds a child has already been taught through the DfE scheme.

# Reading

- ▶ When your child joins Year 1, we take the time with them to assess their reading. We begin by asking them to read books on the same level that they were on when they finished Year R. By doing this we are able to determine if they have retained their phonic knowledge or if they need to revisit books they have read before to build their confidence back and fluency before moving them on to the next book band.
- ▶ Once a week, your child will have a new Monster Phonics reading book, alongside an additional reading for pleasure book (2 books in total). The day that your child receives a new reading book will depend on which reading group they are in. The Monster Phonics book they are given will focus on a particular sound, whereas the reading for pleasure book is an alternative style of book, which may provide more opportunities for language development and non-fiction reading.
- ▶ Please be aware that some book bands within the Monster Phonics scheme can take longer than others to get through as there is a different number of books in each band. Therefore, please do not feel disheartened if your child appears to be on the same level for a long period of time. Also, we assess our children through other means such as Phonics Tracker, alongside their reading to give us a better understanding of their reading ability before moving them up levels. Moving children quickly through the book bands or moving them too soon can counter productive to their reading development.
- ▶ Diaries should be in school every day, so they can be stamped/signed if your child reads 1-1 or in a group reading session. However, diaries are not checked by staff every day so please do not send communication to teachers via diaries. Come and see us at the door at pick up if you have any quick discussions or queries regarding their reading.

# Home School Diary

- ▶ This book is to travel to and from school **every day**.
- ▶ We expect all children to read at least 5 times a week at home. You will need to sign to indicate they have done this.
- ▶ We hope that your child and you as parents find it a useful tool to record your child's reading achievements.
- ▶ This book will last for the whole school year and is provided free of charge, however if your child loses their home school book there is a cost of £4.00 to replace it. Please contact the admin office if you need a new diary.

# Spellings

- ▶ From September, the children in KS1 will be using a programme called 'Spelling Shed' to support the children with their spellings.
- ▶ This will be taught alongside their Monster Phonics sessions and will consist of one taught spelling session a week.
- ▶ Spelling Shed is full of many interactive games and activities. Spelling Shed's approach to spelling involves the relationship between sounds and written symbols as well as using morphology to help spell through meaning.
- ▶ When the children are ready, they will have weekly spellings set alongside their homework, which will then be tested the following week.
- ▶ The spellings will be taken from the first 100 and 200 high frequency words, and will also be linked to certain sound patterns.



EdShed

<https://play.edshed.com>

Name: .

Username:

Password:



# Home Learning Expectations

- ▶ Our Home Learning Policy can be found on our school website in the 'Key Information' section.
- ▶ We recognise and value the contribution that learning in the home environment can make to our children's education. All Home Learning is linked to learning done in class. This may consist of activities to consolidate and reinforce what has been learnt in a lesson, or investigation work linked to a topic.
- ▶ The expectation for this year group is: *30 minutes* a week in addition to reading.
- ▶ Instead of the weekly tasks set, there will be a **maximum** of one home learning project (with at least 2 weeks given to complete) in every year group per half term. These tasks are more research and project based but provide stimulating and relevant open-ended tasks for those children who may manage to complete their set homework very quickly.
- ▶ Home learning will be **posted on Seesaw on a Friday**, to be returned **via Seesaw by** the following Thursday.
- ▶ We believe that the support of parents and carers is essential for children to make the most of their home learning opportunities. There are many ways in which parents can help their children, for example, by: encouraging and supporting them; playing games with them; practicing times tables, number bonds and telling the time; practicing the children's phonic patterns and spellings they receive; listening to children read 5 times per week and providing opportunities for real life experience; talking, shopping, using money, cooking, letter writing etc



As children move up through the school, they will become more and more proficient at using Seesaw for their Home Learning but also for in-school learning opportunities.

- Year 1 –You will have received a letter outlining the transition from Tapestry onto Seesaw.
- Your child may have an activity on their account that says “In school activity – no home action required”. This means they will be completing the task in school and will not need to complete it at home. This does however provide a good talking point of what your child has been doing in their learning time!
- As children progress into KS2, they will have increased independence when it comes to accessing their Home Learning.
- Seesaw is a really creative way for children to showcase their learning, we would encourage them to make use of these tools as they feel more confident.
- We encourage you to leave a comment regarding how your child may have done with the home learning. However, please note that Seesaw isn't for general communications. These could easily be missed as we do not visit the site daily. All communications are to go through the office or catch us at the door at pick up.
- In addition to their home learning task we will also upload a Monster Phonics E-book for you to practice with your child which will link to the sound or sounds we have been focusing on that week. This may mean that the book is not at your child's current reading level, so you may need to support them if appropriate or read it to them.

# Some further guidance about Home Learning

- ▶ **Pupils are expected to complete tasks given in the time allocated.**
- ▶ Staff will provide feedback to each piece of Home Learning. This may be in the written or audio form.
- ▶ **Children who do not do their homework:** It is the responsibility of all class teachers to see who has completed the home learning on the day that it is due to be returned. If unforeseen circumstances have arisen and made it impossible for the child to do the home learning set, please notify the class teacher of this.
- ▶ *If you struggle to complete the home learning on a regular basis please speak to the class teacher to see if there is a way we can support or the class teacher may approach you to see how we can help.*
- ▶ *If homelearning is handed in later than the due date – it may well be that the teacher will not mark it until the following week due to other working commitments.*
- ▶ All of this information can be found in our Home Learning Policy.



# Computing and E-Safety

- ▶ Our Safer Internet Day for our children is in the Spring term – further details to follow.
- ▶ E-safety is planned into our curriculum in both Computing and as part of our PSHE learning.
- ▶ We also have lots of information on e-safety on our website in the Children's section and will signpost you accordingly.
- ▶ Our Computing and E-Safety lead (Deputy Headteacher Mrs Holdsworth) is informed of all E-Safety concerns in school and keeps track of emerging patterns.



# Continuous and end of year assessment for our year group

- ▶ We continually assess our children throughout the day, week, term so that we know we are providing them with a curriculum they can access and rightfully deserve. This is called formative assessment.
- ▶ We use a system in school to record your children's progress throughout the year. Our Leadership Team monitor this system regularly to ensure all pupils are adequately challenged and supported.
- ▶ In addition to this, Pupil Progress Meetings are held where class teachers and the Leadership team meet to discuss how individuals, specific groups or cohorts have been targeted, supported and challenged in the form of various interventions so that all children in our school have the best possible chance of meeting their end of year expectations as set out by the Government.
- ▶ We report how your child/ren are doing in their ongoing and end of year assessments during our Autumn and Spring Parents' Meetings and of course in their end of year Achievement Report, which is sent home in July.
- ▶ Please do contact us if you have any questions or concerns regarding your child's curriculum progress.
- ▶ Assessment information is also fed back to our Governing Body, our Local Authority and in the case of some year groups, the Government for statistical analysis.

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# School Uniform Expectations

- ▶ We take great pride in our uniform and it is important that all children and parents support us in ensuring that children have the correct uniform at all times. Wearing a school uniform helps to promote unity and team spirit among our pupils.
- ▶ PLEASE REFER TO OUR RECENTLY REVISED GUIDANCE WHICH CAN BE FOUND ON OUR WEBSITE <https://www.greatbinfields.co.uk/school-uniform/>
- ▶ Children wear a blue logoed school cardigan or sweatshirt (no fleeces inside), white polo shirt\*, grey skirt or grey trousers for girls, and grey trousers for boys.
- ▶ In the summer boys can wear grey shorts and girls can wear a dress, either blue/white stripe or gingham.
- ▶ We ask that sensible, robust, black shoes are worn, and not trainers.
- ▶ To avoid unnecessary cost, please ensure all uniform is clearly labelled with your child's name.

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# Clothing Grants

- ▶ If you have difficulty providing your child with essential items of clothing or footwear, a limited amount of financial assistance may be available through Pupil Premium Funding depending on your income.
- ▶ *We also have lots of second-hand uniform sales throughout the school year. Check out our FOGB page for further information.*
- ▶ Further advice is available from our school office.



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# PE Kit Expectations

All children need to come into school wearing a complete P.E. kit on their PE days (Mondays and Fridays). Your child needs:

- ▶ To remove earrings before they come into school. If hair is long, it needs to be tied up. If earrings are worn, your child will need to use cover tape or take them out. Stud earrings only.
- ▶ To wear plain blue or black shorts underneath jogging bottoms/leggings for indoor PE. Children must have shorts on for health and safety reasons, particularly when using equipment in the hall.
- ▶ Coloured t-shirts to represent their house team (available from FOGB PTA)
- ▶ To wear sensible trainers for the whole day
- ▶ Everything should still be clearly named.
- ▶ It is your family's responsibility to ensure they wear their kit in school on the right days as PE is a statutory part of our curriculum.



# School Behaviour Code



## Our Behaviour Code

All children in Great Binfields Primary School have the right to:

- a good education with a variety of exciting and enjoyable activities
- staff who care, and who can be trusted
- good respectful friendships
- a fair system of rewards and sanctions
- a safe and secure environment which allows us to learn

and have the responsibility to:

- treat other children with respect and help to ensure the safety and security of others
- ensure that other children enjoy school
- treat staff and property with respect
- be a good and loyal friend
- show good manners

## What if...



[www.beaconhouse.org.uk](http://www.beaconhouse.org.uk)

Follow us:    
@BeaconHouseTeam

- ▶ Our policy can be found on our school website at this link: <https://www.greatbinfields.co.uk/policies-premiums-and-statements/>
- ▶ We regularly remind our children of their rights and their responsibilities.
- ▶ We celebrate success all of the time and we also remind our children when they have not fulfilled one of the listed responsibilities.

# Zones of Regulation

## Behavioural choices & consequences



If you are not displaying our Behaviour Code/School Values you will face the following consequences:

- A verbal warning.
- You will be asked to take a **'Reflection Point'**.
- You will be asked to take a **second** 'Reflection Point'.
- You will need to leave the classroom and complete a **'Reflection Form'** with Mrs Holdsworth, Miss Lyddon or Miss Khan.

Supplementary Reproducible E for Elementary Ages

THE ZONES OF REGULATION

## The ZONES of Regulation

			
<b>Blue Zone</b> Sad Bored Tired Sick	<b>Green Zone</b> Happy Focused Calm Proud	<b>Yellow Zone</b> Worried Frustrated Silly Excited	<b>Red Zone</b> Overjoyed/Elated Panicked Angry Terrified

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Adapted from The Zones of Regulation 2-Storybook Set | Available at [www.socialthinking.com](http://www.socialthinking.com)

Our Behaviour Code is underpinned by Zones of regulation. This helps enable the children to label their emotions, how their bodies may have been feeling and possible reasons for why they may have felt this way.

We also encourage the children to reflect on their behaviour choices and think about how they could have acted differently. We refer to the restoration process as 'repairing damage' and this may be in the form of an apology to someone, picking something up from the floor or mending something which has become broken as a result of their actions.

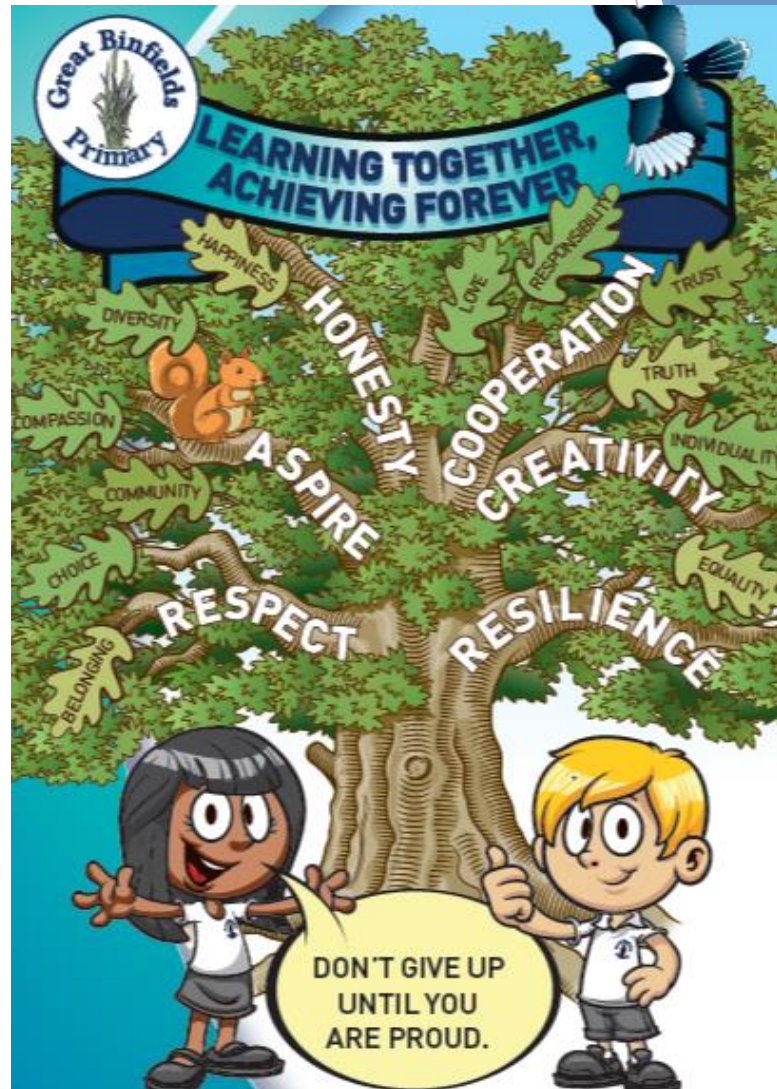
# Behaviour and rewards at GBP for fulfilling responsibilities and for making a great effort

- ▶ **Golden Trail Treat** – *whole class team effort – once completed they vote for a safe trail treat, e.g. in class biscuit decorating, craft, pebble painting, etc.*
- ▶ **Pupil of the Week** – *awarded to 1 child from each class, each week during Friday's celebration assembly.*
- ▶ **Home Notes** from Miss Lyddon (HT) or Mrs Holdsworth (DHT) – *awarded for exceptional effort.*
- ▶ **Values certificates and rainbow pin badges** – *for following the school's values.*
- ▶ **House points & House point reward time** for the winning house each half term. *Children stay in the same team throughout their time at our school. They collect house points for following the school's values and Behaviour Code throughout the school day, including playtimes.*

***Learning together, achieving forever.***

# Sharing your children's out of school achievements

- ▶ If your child has accomplished something special out of school, please do encourage them to speak to us and they can share this with their classmates or, if a particularly special moment, the rest of our school during our Friday assemblies.
- ▶ We regularly have children sharing their sporting/dance achievements, their work for charity etc. and also their musical achievements too. We love seeing our children live out the Great Binfields values.



# Safeguarding Responsibilities

- ▶ Everyone in our school community has a responsibility to safeguard our children.
- ▶ Our school's DSL(\*)s are: Miss Lyddon (Lead), Mrs Holdsworth (Deputy Headteacher) and Miss Khan (SENCo). All of our staff are safeguarding trained.
- ▶ Please contact school to speak to our DSL or one of our DDSLs if you have any safeguarding concerns.
- ▶ We have lots of safeguarding information on our school website.

(\*) (D)DSL = (Deputy) Designated Safeguarding Lead

Any questions?



Thank you for attending this meeting – your support is very much appreciated and we look forward to working together with your children.

*At the end of the day,  
the most overwhelming  
key to a child's  
success is the positive  
involvement of parents*

Jane D. Hull

