



**WELCOME TO
YEAR 1 & 2
ASH**

MEET THE TEAM

MRS RANCE

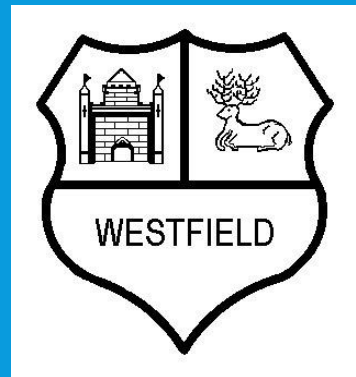


*MRS
SHARMAN
AND
MRS SU*



START AND END OF THE DAY

- Soft start from 8:35-8:45 – Backpack activities to calm/connect for the start of the school day
- Registers are at 8:45. Anyone arriving after this time will be marked as late
- Drop children at the outside door – Please allow them to walk in alone.
- Collection at 3:15
- Please collect from the outside door.



TRANSITION

We understand that transition can be hard especially for some. We are aiming to make it a gradual transition for all by including CIL time – this is their time for independent learning in the areas set out around the indoor and outdoor space. We will enhance this with items linked to the learning from that week in order that they can demonstrate their learning to us in this gentle and fun way. Therefore, we are aiming to keep carpet time and sitting at tables a little less than is usually expected at Year 1 and 2 level and to build in more play-based learning for all the children in this mixed class.

TIMETABLE

	8:35 - 8:45	8:45 - 9:00	9.00- 9.10	9:15-9:45	9:45-10:30	10:30- 10:45	10:45 - 11:45	11:45- 12:00	12:00 - 1:00	1:00-1:20	1:20 - 2	2 - 3	3:00 - 3:15	
Monday Helen break duty	Soft start	The Good Morning Club	Assembly	Phonics	English	Playtime	Maths	Guided Reading	Lunchtime	Maths Fluency	Computing then CIL	PE - outdoors	Story	
Tuesday Sam break duty				Phonics	English		Maths	Guided Reading		Dorothy Dog				
Wednesday Kelly break duty				Phonics	English		Maths	Guided Reading		Maths Fluency	Science then CIL	Handwriting	PSHE	Story
Thursday Kelly break duty				Phonics	English		Maths	Guided Reading		Maths Fluency	RE then CIL	Handwriting	Music	Story
Friday Sam break duty		Celebration assembly	Phonics	English	Maths		Guided Reading	Maths Fluency		Art	CIL	Story		
										Helen PPA - Kelly and Paula to cover				
										Maths Fluency	History	Handwriting	PE indoors	Story

UNIFORM

- Please ensure everything has a **name** on it.
- Blue school jumper
- Long hair must be tied up
- No jewellery – stud earrings are fine.
- No nail varnish please
- No (re)dying of hair



P.E

- PE
 - Trainers (worn all day) and change of socks
 - Blue PE t-shirt and jumper (in the cold)
 - Dark (preferable black) short or tracksuit bottoms (in the cold)

Our PE days are Monday and Friday.

Monday will be outside, so jumpers and joggers if it is cold.



CURRICULUM MAP

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	- Labels, lists and captions <i>Someone Just Like You</i> * Narrative <i>Puffin Peter</i> * Poetry: List Poems <i>Purple is ...</i>	- Recipes <i>Gruffalo Crumble</i> * Narrative <i>The three Billy Goats Gruff, The Princess and the Pea, Stop! That's not my Story, Professor Goose Debunks Goldilocks.</i>	- Narrative <i>Stanley's Stick</i> * Rules and Recount <i>Ravi's Roar and Ruby's Worry</i> * Poetry <i>Take off Your Brave, Big Red Dragon</i>	- Narrative <i>Martha Maps it Out</i> * Poetry: Performance Poetry <i>Julia Donaldson's Poems to Perform</i>	- Letters <i>Letters to a Monster</i> * Poetry: Free Verse <i>A First Book of Poems: Out and About</i> * Narrative <i>Little Red Hen and the Very Hungry Lion</i>	- Explanation <i>The Big Book of Bugs, Tad</i> * Narrative <i>We're Going to Find the Monster!</i>
Maths	- Securing Fluency to Twenty - Place Value – Making Tens and Some More - Place Value and Regrouping Two-Digit Numbers - Counting On and Back in Ones and Tens from any Number - Representing, Ordering and Comparing Numbers to 100 and Quantities for Measures - Estimation and Magnitude - Numbers to 20 – Mental Addition and Subtraction - Finding Complements of 10 and 100 Including Measures - Add and Subtract Numbers Mentally Using 1- and 2-Digit Numbers - Finding Part or Whole Unknown - Money – Making Combinations and Finding Change - Comparison (difference, more, less, fewer) - Measures – Estimation and Measure Using Different Scale		- Statistics – Totalling and Comparing Amounts in Block Graphs, Pictograms, Tables and Tally Charts - Written Addition Method - Commutativity in Addition but not in Subtraction - Written Subtraction Method - Problem Solving with Addition and Subtraction in a Range of Contexts - Time – Telling the Time: O'clock, Half Past, Quarter Past and Quarter To - Time – Estimating, Ordering and Comparing Time - Double and Half One and Two-digit Numbers and Amounts of Money - Times Tables – 2s, 5s and 10s. Patterns and Strategy (counting in 3s) - Multiplication – Multiples and Repeated Addition - Multiplication – Number of Groups, Group Size and Product - Multiplication Problem Solving - Division – Sharing and Grouping - Division – Sharing and Grouping Problems including Remainders		- Fractions – Finding Halves, Quarters and Thirds of Amounts - Fractions – Finding Halves, Quarters and Thirds of Shapes - Fractions – Finding Three-Quarters of Shapes and Amounts - Fractions – Equivalence - Fractions – of Continuous Quantities - Telling the Time to the Nearest 5 Minutes - Problem Solving for all Operations (including Fractions) - Multiplication and Division – Equality and Balance - Geometry – Properties of 2-D and 3-D Shape, Classifying and Sorting - Geometry – Symmetry - Mental Calculation Review - Geometry – Sequencing - Geometry – Rotation and Right angles - Place value and written calculation review	
Science	Materials: Everyday Materials This unit focuses on distinguishing objects from the materials they are made of, identifying common materials like wood, plastic, and metal, and describing their physical properties. It involves comparing and grouping materials, performing simple tests, and using observations to answer questions.		Naming and Grouping Animals This unit focuses on asking simple questions, identifying and classifying common animals, and gathering data. It includes identifying animals like fish, amphibians, reptiles, birds, and mammals, categorizing them as carnivores, herbivores, or omnivores, and comparing their structures.		Human Body Parts This unit focuses on identifying, naming, and labelling the basic parts of the human body, linking each part to its associated sense. It emphasises closely observing using simple equipment, classifying findings, gathering and recording data, and using observations to suggest answers to questions.	Identifying Plants and Their Basic Parts This unit focuses on identifying and naming common wild and garden plants, including deciduous and evergreen trees. It covers the basic structure of flowering plants and trees. Emphasis is on asking questions, observing closely, classifying, and gathering data to suggest answers to questions.
	Seasonal changes to be taught across the year.					
	Digital Citizenship and E-safety: How do we behave safely and respectfully <u>on-line</u> ?					



CURRICULUM MAP

Computing	Computing systems and networks – technology around us Learners will develop their understanding of technology and how it can help them in their everyday lives. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. Learners will also consider how to use technology responsibly and who to ask for help if they see any content or comments online that make them feel uncomfortable.	Creating media – digital painting Learners will develop their understanding of a range of tools used for digital painting. They then use these tools to create their own digital paintings, while gaining inspiration from a range of artists' work. The unit concludes with learners considering their preferences when painting with and without the use of digital devices.	Programming A – moving robot Learners will be introduced to early programming concepts. Learners will explore using individual commands, both with other learners and as part of a computer program. They will identify what each command for the floor robot <u>does</u> and use that knowledge to start predicting the outcome of programs. The unit is paced to ensure time is spent on all aspects of <u>programming</u> and builds knowledge in a structured manner. Learners are also introduced to the early stages of program	Data and information – grouping data This unit introduces learners to data and information. Labelling, grouping, and searching are important aspects of data and information. Searching is a common operation in many applications, and requires an understanding that to search data, it must have labels. This unit of work focuses on assigning data (images) with different labels in order to demonstrate how computers are able to group and present data.	Creating Media - Digital writing Learners will develop their understanding of the various aspects of using a computer to create and manipulate text. They will become more familiar with using a keyboard and mouse to enter and remove text. Learners will also consider how to change the look of their <u>text</u> and will be able to justify their reasoning in making these changes. Finally, learners will consider the differences between using a computer to create <u>text</u> and writing text on paper. They will be able to explain which method they prefer and explain their reasoning for choosing this	Programming B – Programming animations Learners will be introduced to on-screen programming through <u>Scratch</u>. Learners will explore the way a project looks by investigating sprites and backgrounds. They will use programming blocks to use, modify, and create programs. Learners will also be introduced to the early stages of program design through the introduction of algorithms.
History	How am I making history? Looking at personal chronology and finding out about the past within living memory, children examine photographs and ask questions. They begin to look at a simple timeline extending back to before they were born	How have toys changed? Sequencing toys into a physical timeline, children investigate artefacts from the past and begin to pose questions. They learn how teddy bears have changed and "interview" an old teddy <u>bear</u> before considering what toys may be like in the future	How have explorers changed the world? Finding out about events and people beyond living memory, children focus on explorers and what makes them significant. They create a timeline and investigate which parts of the world were explored, before comparing exploration in the past with exploration today. Discuss ways in which these significant people could be remembered			
Geography	What is it like here? Locating where they live on an aerial photograph, children recognise local features. They create maps using classroom objects before drawing simple maps of the school grounds. Pupils use maps to follow simple routes around the school grounds and carry out an enquiry about how to improve their playground.	What is the weather like in the UK? Studying the countries and cities that make up the UK, children discuss the four seasons and their associated weather. They consider how we change our behaviour in response to different weather and keep a weather diary or record. Finally, children investigate the UK's hot and cold places using weather maps with a simple key.	What is it like to live in Shanghai? Using a world map, children start recognising continents, oceans and countries outside the UK with a focus on China. They identify physical features of Shanghai using aerial photographs and maps before identifying human features, through exploring land-use. Pupils then compare these features to those in the local area and make a simple map using data they have collected through fieldwork.			
Art	Drawing: Exploring Line and Shape Exploring line and shape; working and experimenting with different materials through observational and collaborative pieces inspired by artists. Focus artists: Bridget Riley and Paul Klee	Sculpture and 3D: Paper play Creating simple <u>three-dimensional</u> shapes and structures using familiar materials, children develop skills in manipulating paper and <u>scissors</u>. They fold, roll and scrunch materials to make their own sculpture inspired by the "Tree of life" screen at the Sidi <u>Saiyid</u> Mosque. There are opportunities to extend learning to make a collaborative sculptural piece based on the art of Louise Bourgeois	Painting and Mixed media: Learning about paint and brush control Exploring colour mixing through paint play, children use a range of tools and work on different surfaces. They create paintings inspired by Clarice Cliff and Jasper Johns.			



CURRICULUM MAP

DT	Cooking and Nutrition: Smoothies Selecting fruits and vegetables and preparing foods by cutting and juicing to create a smoothie to meet a design brief.		Structures: Stable structures Investigating stable shapes and using an understanding of balance to discover how wide or heavy bases improve stability in freestanding structures.		Wheels and axles Learn about the main components of a wheeled vehicle. Develop understanding of how wheels, axles and axles <u>holders</u> work; problem-solve why wheels won't rotate; to design and build their own vehicle designs				
RE	Respectful religion and worldviews: What are the big questions? What is God's job? Investigating the roles of God through stories and sacred texts.	Why should we care for others? Exploring a range of creation stories in imaginative ways, children present their own ideas using art and language. They consider how creation stories help some people understand what God is like.	How do we know that new babies are special? Finding out about different ceremonies to welcome a new baby and identifying similarities across different worldviews.	Why is Light important to people? Exploring how light is used in religious and worldview contexts and reflecting on the similarities and differences between festivals.	How do some people talk to God? Exploring why people pray; identifying different ways people talk to God; discovering objects, places and actions used in prayer; and making connections between beliefs, feelings and practices.	Where do some people talk to God? Exploring different places of worship and what makes them special to some people.			
PE	Team Building • Introducing teamwork • Develop teamwork • Building trust and developing communication • Cooperation and communication • Explore simple strategies • Problem solving: Consolidate teamwork Play • Following instructions when playing games • Keeping count (the score) when playing games • Competing against myself • Competing against others • Playing competitive games	Body Parts • Introduction to big/ small body parts • Combining big and small with wide, narrow and curled • Transition between wide narrow and curled using big and small body parts • Adding (linking) movements together Games for understanding • Understanding the principles of attack/defence • Applying attacking/defending principles into a game • Consolidate attacking/defending	Dance - The Zoo • Exploring expression • Developing our movements, adding movements together • Responding to a rhythm: Introducing partner work • Creating an animal sequence <u>motifs</u> • Exploring relationships within our motifs Ball skills - Hands 1 • Introduce sending (bouncing) with control • Introduce aiming with accuracy • Introduce power and speed when sending a ball • Introduce/develop stopping, combining sending skills • Combine sending and receiving skills	Dance - Heroes • Performing movements in sequence • Creating movements that represent superpowers • Creating movements that represent a superhero rescuing/ saving, someone/ something • Exploring character movements Rockets, Bats and Balls • Develop pushing (dribbling) a ball with a racket: Introducing control • Explore hitting and develop pushing a ball (with a racket) towards a target • Explore hitting a ball (with a racket) with accuracy and power	Ball Skills Hands 2 • Introduce throwing <u>with</u> accuracy • Apply throwing with accuracy in a team • Introduce stopping a ball • Develop sending (rolling) skills to score a point • Consolidate sending and stopping to win a game Locomotion: Running • Explore running • Apply running into a game • Explore running at different speeds • Running for speed: Acceleration • Explore running in a team • Consolidate running, apply running into a game	Wide, Narrow, Curled • Introduction to wide, narrow and curled • Exploring the difference Between wide, narrow and curled • Transitioning between wide, narrow and curled movements • Linking two movements together Locomotion Jumping 1 • Recap jumping • Develop jumping • Explore how jumping affects our bodies • Explore skipping • Apply skipping and jumping into a game			
Music	Menu Song Active listening (movement), beat, echo singing, showing pitch moving	Colonel Hathi's March Beat, march, timbre, film music	Magical musical aquarium Timbre, pitch, structure, graphic symbols, classical music	Football Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C)	'Down' from Sea interludes Beat, active listening (singing game, musical signals, movement), 20th century	Musical conversations Question-and-answer, timbre, graphic score	Dancing and drawing to <u>Nardis</u> Active listening (musical signals, internalising a beat)	Cat and mouse Mood, tempo, dynamics, rhythm, timbre, dot notation	Come and dance with me Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills



CURRICULUM MAP

					classical music		draw to music, movement /actions), electronic music	
PSHE	Being Me in my world The children are introduced to their Jigsaw Journals and discuss their Jigsaw Charter. As part of this, they discuss rights and responsibilities, and choices and consequences. The children learn about being special and how to make everyone feel safe in their class as well as recognising their own safety.	Celebrating Difference The children explore the similarities and differences between people and how these make us unique and special. The children learn what bullying is and what it isn't. They talk about how it might feel to be bullied and when and who to ask for help. The children discuss friendship, how to make friends and that it is OK to have differences/be different from their friends. The children also discuss being nice to and looking after other children who might be being bullied.	Dreams and Goals The children talk about setting simple goals, how to achieve them as well as overcoming difficulties when they try. The children learn to recognise the feelings associated with facing obstacles to achieving their goals as well as when they achieve them. They discuss partner working and how to do this well.	Healthy Me The children learn about healthy and less healthy choices and how these choices make them feel. They explore about hygiene, keeping themselves clean and that germs can make you unwell. The children learn about road safety, and about people who can help them to stay safe.	Relationships Children's breadth of relationships is widened to include people they may find in their school community. They consider their own significant relationships (family, friends and school community) and why these are special and important. As part of the lessons on healthy and safe relationships, children learn that touch can be used in kind and unkind ways. This supports later work on safeguarding. Pupils also consider their own personal attributes as a friend, family member and as part of a community, and are encouraged to celebrate these.	Changing Me Children are introduced to life cycles, e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult, e.g. getting taller, learning to walk, etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.		



PHONICS

Phonics will be generally taught separately as Year 1 and Year 2 – however where needed this may change.

All TAs have been trained to deliver phonics and phonic interventions, so all children are in good hands. We will mix it up so that we all teach both groups.

Year 2 will have some sounds and will also learn spelling patterns and some grammar too.

A parent information sheet will go home on a Friday with the sound/spelling pattern we have learnt that week and there will often be an activity for your child to do at home. This is optional and does not need to come back to school for marking, however, I strongly recommend completing as it will help your child to consolidate their learning.

HOME LEARNING



- In Year 1 & 2 our homework is reading every day, spellings and maths. We would expect the children to practise their spellings at least 5 times, before their test. Maths is one worksheet to be done weekly.
- Maths and spellings will be sent out on a Friday. Maths needs to be handed in the following Wednesday. They will be marked by class staff. Spelling books need to be in on a Wednesday for their test.
- Reading is vital. If a child struggles to read, then they struggle with all aspects of the curriculum. It is the gateway to everything.
- We will change reading books on a Monday and a Thursday, providing the book has been read three times.



BEHAVIOUR



At Westfield we acknowledge that positive experiences create positive feelings, and that in turn, positive feelings create positive behaviour. Staff will model positive relationships and interactions, use positive phrasing with the children and spend time with children to support them in making positive behaviour choices – that result in pro-social behaviour - where required.

Pro-social behaviours are any actions which benefit the individual and others around them.

- Giving meaningful and specific verbal praise and positive feedback
- Allocating roles and responsibilities
- Communicating a child's pro-social behaviours with parents and/carers as appropriate
- Using stickers, certificates, merits, value of the week, marbles etc/
- Building in 'motivators' following the engagement of 'adult directed activities'
- Awarding Teacher and Head Teacher stickers/awards
- Acknowledging pupils in Friday Celebration assembly
- Recognising care and respect of the learning environment
- Modelling and teaching children to self-regulate using resources that help pupils to stay calm and to understand their own emotions



BEHAVIOUR



- Class rewards – each class has its own reward system for whole class rewards. We will use stickers, verbal praise, value certificates, marbles to work towards a whole class treat and other notes/certificates.
- Merits are received for positive work. Headteachers certificates are then received on receipt of 10 merits
- Values certificates are given out each week to a child in each class who has demonstrated the value that week
- Maths wizards certificates are given when child achieve the next level – Year 2 onwards
- Reading certificates are received for reading 50, 100, 150 and 200 times
- Please share any outside achievements with us, we love to hear about them and celebrate what the children have achieved.
- Celebration assembly on Fridays at 9am – all parents are welcome

BEHAVIOUR



- The Behaviour policy was re-written in January 2024. Please ensure you have read it and are clear on our procedures within school. This includes our behaviour steps and level letters.

	REMINDER
Step 1	- Positive reminder - What is the expectation - May include <u>non-verbal</u> cues
Step 2	VERBAL WARNING GIVEN
	- Use of positive phrasing with reminder of expectation including what the consequence will be
	CONSEQUENCE IN CLASS
Step 3	- Proportionate to the behaviour - Maximum 10 minutes e.g. move location in classroom, time to reflect, finish work in own time
Step 4	RESET
	- Positive reset of behaviour expectations given
	CONSEQUENCE IN ANOTHER CLASSROOM
Step 5	- Follow steps 1 - 4 - Proportionate to the behaviour - Maximum 10 minutes - Log on CPOMS – behaviour seen and consequence given
	CONSEQUENCE INVOLVING Senior Leadership Team:
Step 6	- Follow steps 1 - 4 - Consequence given involving the KS Lead/ Deputy/ Head - Parental contact and follow up where necessary - Log on CPOMS – behaviour seen and consequence given
	CONSEQUENCE INVOLVING Headteacher:
Step 7	- Follow steps 1 - 4 - Consequence given involving the Head - Parental contact and follow up where necessary - Log on CPOMS – behaviour seen and consequence given

HERTFORDSHIRE COUNTY COUNCIL

Headteacher
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Level Letter

Date: _____

Dear _____

Unfortunately, _____ has made behaviour choices which have negatively impacted on themselves and others around them.

Please discuss your child's actions with them, reinforcing our school values and the positive behaviour choices they should have made.

As discussed, we will sit down with _____ in the morning and set them up for a positive day.

Please fill in the lower part of this letter and return it to school tomorrow and if you wish to discuss anything further, please contact the office to make an appointment.

We thank you for your continued support.

Yours sincerely _____

On behalf of the Senior Leadership Team

I have read this letter and spoken with my child.

Child's name: _____

Class: _____

Parent/Carer signature: _____



MOBILE PHONES



- We are supporting the 'Smartphone free childhood' campaign. As such we actively encourage you not to purchase a smart phone for your child.
- As a town the schools are working together to have a collective approach on this moving forward.
- Please read more about it at <https://smartphonefreechildhood.co.uk/>
- Mobile phones are allowed in Y5 and Y6. They are to be handed in as soon as they enter school and will be returned at the end of the day
- If your child does have a mobile phone, please carefully monitor their interaction on it. The social media issues which occur happen at home continue into school and significantly impact mental health and learning. We need to work together to support our children.

HELPING IN SCHOOL

- Parent volunteers are very welcome in school, either regularly or ad-hoc. A DBS check is required – forms from the office.
- Reading with children – we really appreciate this.
- WISPA are always wanting and needing parental engagement – please get involved! The funds they raise help to provide a range of wider opportunities for your children as well as resources in school



REMINDERS

- Most children benefit from having a piece of fruit at break time – this is provided by school but if you would prefer you can send your own piece of fruit, or other healthy snack such as crackers or rice cake in for them.
- No sweets in lunchboxes.
- Please let us know if pick up arrangements change.
- Let the office know of any regular pick-up changes.
- Please ensure PE kits are worn on PE days.
- Encourage your children to talk to the adults in school – we cannot help if we do not know. Any problems that arise are better dealt with there and then rather than at a later time
- Stationery is provided so please leave all personal items at home.
- Named water bottle in daily.



- Everything we do is because we believe it will benefit the children. If you think there is something we should know that will help us help your child, please do tell us!
- Please catch us at the start or the end of the day for any quick messages. For any longer discussions, please arrange a meeting.



QUESTIONS

