





Bordesley Green Primary  
School



We care, we create, we champion.  
Individually we succeed, together we  
excel.



Bordesley Green Primary School



Mrs Rogers  
Phase 1 Leader

# Your Child's Team

The Year 1 Team



Mrs Davies  
ID (Blue)





Mrs Hanif and Ms Higgins  
IH (Yellow)



Miss Ashraf  
IA (Red)



# Parents



We want to support you as parents too. We recognise that some families have faced many added challenges due to the pandemic. Thank you for supporting your children in the best way that you can with home learning-the children have benefitted from this greatly. If you would like to talk someone about any worries you may have, or need more information on services that can support you in these difficult times, please see our Parent Ambassador, or email:

[thehub@bordsgm.bham.sch.uk](mailto:thehub@bordsgm.bham.sch.uk)










# Parents as Partners



Ways to support your child's learning journey:

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- Reading: sharing and reading books together. Visiting the library.
  - Writing: helping learn spellings. Encouraging correct formation and size of letter in handwriting; correct use of grammar and punctuation; writing for a purpose ( lists, diaries, letters, descriptions, stories etc)
  - Maths: helping learn number bonds and times tables; telling the time; using money.
  - Family Challenges: working together to research, make or visit somewhere.
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# Working in Partnership-Homework

Homework	Amount	Day Given Out	Due Date
Reading Book	5-10 minutes per day	Throughout the week	In school each day
Spellings	5-10 depending on Phonics	Friday	Friday (to be tested in school the following week)
My Maths <a href="http://www.mymaths.co.uk">www.mymaths.co.uk</a>	1 activity per week	Friday	Friday (following week)

## Ongoing work:

Counting and number recognition throughout the week.  
Phonemes learn so far alongside high frequency words (HFW) including common exception words (CEW) regularly.



# Our School Values



Resilience

Empathy

Self-control

Perseverance

Equality



Courage

Teamwork



RESPECT

One child per class, who has shown our school values in their behaviour and attitude to learning, will be picked each week to receive an award from Mr Holmes.



# Our School Values Mascots

Kamal the camel  
**RESILIENCE**



Buddy the dolphin  
**EMPATHY**



Lily the spider  
**SELF-CONTROL**



Percy 'the persevering'  
tortoise  
**PERSEVERANCE**



Ellie the equality  
elephant  
**EQUALITY**



Harvey the honey badger  
**COURAGE**



Bordesley Bee  
**TEAMWORK**







# Our School Rules

All children have the right to develop their potential and be safe and so must take on the responsibility of following our school rules.

We will:

Use kind hands, feet and words to everyone

Be honest

Respect our equipment, school and grounds

Listen carefully and follow instructions

Work hard and help others to work hard too

Demonstrate self-control

Show empathy towards others

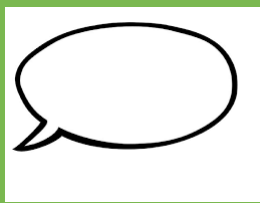


# Our Positive Behaviour System

In keeping with our school motto, "Being Great Produces Stars", children are rewarded with stars for following the school rules and for demonstrating positive learning behaviour in school.

In every classroom, we have a "Good to be Green" display, on which every child has a card and an aim to keep it showing "Good to be Green" at all times. This represents meeting behaviour expectations. At the end of each day, a star is awarded to every child who has maintained this green through the day.








# Consequences



Staff will use the following process when dealing with inappropriate behaviours:

1. A verbal reminder of appropriate behaviour is given.
2. A blue card is given: children will miss 5 minutes of their playtime.
3. A yellow card is given : children spend 15 minutes in Time Out. (Children can work towards moving back to a green card from both a yellow and blue, by improving their behaviour choices and hence earn back their breaktime.)
4. Children can move onto a red card if their behaviour does not improve. A red card may be given straight away for the following incidents: violent behaviour, stealing, bullying, racism, deliberately damaging school property and equipment and persistent refusal to follow instructions given by an adult.
5. A red card will result in children missing 30 minutes of their lunch time in Time Out.
6. Parents will be spoken to by the class teacher regarding their child's behaviour after their first red card.
7. Further red cards will lead to more formal meetings between parents and class teacher, followed by members of the Leadership Team meeting with parents. By the fourth red card, children are put on a behaviour report card with the Headteacher.








# Our Curriculum: broad, balanced and full of cultural legacy



At Bordesley Green Primary, we recognise that every child is on their own learning journey and we will strive to ensure that the children are supported to do the very best they can. As part of our recovery curriculum, we are looking forward to immersing the children in a **broad and balanced** curriculum that reflects their cultural heritage.

We will continue to deliver creative, engaging topics so that the learning is fun and purposeful. We will also weave relevant English or Maths objectives.



# Year 1 Topics

Autumn 1.1  
Home Sweet Home



Autumn 1.2  
Everyday Heroes



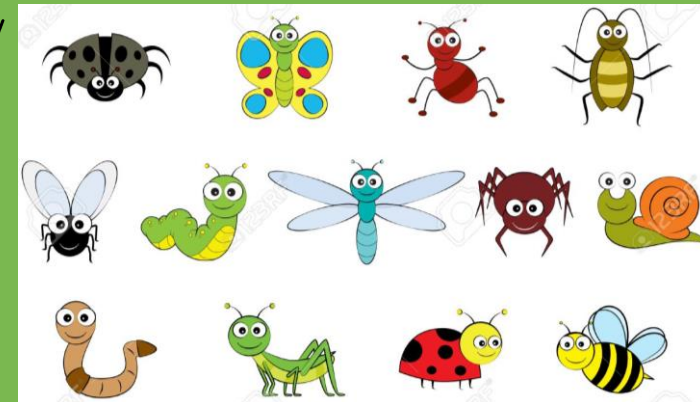
Spring 2.1 & 2.2  
Far and Wide  
Travel and Transport



Summer 3.1  
Growing








Summer 3.2  
Amazing Animals/  
Minibeasts





# Educational Visits (trips)

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- \* We provide as many learning opportunities as possible to enhance our children's education. All visits are linked to learning.
  - \* Information will be sent via email. You pay through Parentpay.
  - \* Consent letters have been completed by you as parents when your child started school.
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# English

## Our Vision

\*Every child will be challenged to reach their full reading and writing potential

\*Children to develop a love of literature that will guide them through their education enabling them to have natural curiosity and a thirst for knowledge

\*Reading and writing will be interwoven throughout the curriculum

\*All children will have equal access to an English curriculum that is challenging, exciting and personalised

\*Children will be exposed to literature that represents who they are and allows them to establish their identity and cultural heritage



# Writing

## Working towards the expected standard

The pupil can, after discussion with the teacher:

- write sentences that are sequenced to form a short narrative (real or fictional)
- demarcate some sentences with capital letters and full stops
- segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically-plausible attempts at others
- spell some common exception words\*
- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

## Working at the expected standard

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
- spell many common exception words\*
- form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters.

## Working at greater depth

The pupil can, after discussion with the teacher:

- write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing
- make simple additions, revisions and proof-reading corrections to their own writing
- use the punctuation taught at key stage 1 mostly correctly<sup>^</sup>
- spell most common exception words\*
- add suffixes to spell most words correctly in their writing (e.g. -ment, -ness, -ful, -less, -ly)\*
- use the diagonal and horizontal strokes needed to join some letters.

# Reading

## Working towards the expected standard

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes\*
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)\*
- read many common exception words\*

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately

In a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences

## Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes\*
- read most common exception words\*

In age-appropriate<sup>1</sup> books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words<sup>2</sup>
- sound out most unfamiliar words accurately, without undue hesitation

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read

## Working at greater depth



The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read








# Spelling



Spellings are personalised to your child and the phonics that they are learning. As we learn new phonemes/graphemes, the children will be given corresponding spelling to learn. Please ensure you know when your child's spellings will be sent home and when they will be tested so you can support them at home. It is expected that parents actively work with their children to practise the weekly spellings that are sent home. Children will receive rewards for spelling words correctly during the test and in their work.











# Maths




## Our Vision

- \*All children will reach their individual mathematical potential.
  - \*All children will be confident, competent and able to reason.
  - \*All children will be able to explain 'how' or 'why' and identify how they could improve.
  - \*All teaching staff will teach competently and confidently, with secure mathematical and pedagogical knowledge, in order to maximise progress and attainment.
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# Maths



Maths is taught in a cycle. The same topics are covered at different points through each year, with children building gradually within each topic and also increasingly seeing how the different topics link together.

One of the key things we encourage, to help children with their maths, is to learn key facts. This includes facts like number bonds and times tables. If they “know” these without having to think about them, they can then focus their thinking power on more complicated problems and explain ‘how’ and ‘why’ (reasoning and problem solving).

For this reason, we really value your support practising these facts at home.



# Maths

## Working towards the expected standard

The pupil can:

- read and write numbers in numerals up to 100
- partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources<sup>1</sup> to support them
- add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus (e.g.  $23 + 5$ ;  $46 + 20$ ;  $16 - 5$ ;  $88 - 30$ )
- recall at least four of the six<sup>2</sup> number bonds for 10 and reason about associated facts (e.g.  $6 + 4 = 10$ , therefore  $4 + 6 = 10$  and  $10 - 6 = 4$ )
- count in twos, fives and tens from 0 and use this to solve problems
- know the value of different coins
- name some common 2-D and 3-D shapes from a group of shapes or from pictures of the shapes and describe some of their properties (e.g. triangles, rectangles, squares, circles, cuboids, cubes, pyramids and spheres).

<sup>1</sup> For example, base 10 apparatus.

<sup>2</sup> Key number bonds to 10 are:  $0+10$ ,  $1+9$ ,  $2+8$ ,  $3+7$ ,  $4+6$ ,  $5+5$ .

## Working at the expected standard

The pupil can:

- read scales\* in divisions of ones, twos, fives and tens
- partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus
- add and subtract any 2 two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus (e.g.  $48 + 35$ ;  $72 - 17$ )
- recall all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. if  $7 + 3 = 10$  then  $17 + 3 = 20$ ; if  $7 - 3 = 4$  then  $17 - 3 = 14$ ; leading to if  $14 + 3 = 17$ , then  $3 + 14 = 17$ ,  $17 - 14 = 3$  and  $17 - 3 = 14$ )
- recall multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary
- identify  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{5}$ ,  $\frac{1}{10}$  of a number or shape, and know that all parts must be equal parts of the whole
- use different coins to make the same amount
- read the time on a clock to the nearest 15 minutes
- name and describe properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.

\* The scale can be in the form of a number line or a practical measuring situation.

## Working at greater depth

The pupil can:

- read scales\* where not all numbers on the scale are given and estimate points in between
- recall and use multiplication and division facts for 2, 5 and 10 and make deductions outside known multiplication facts
- use reasoning about numbers and relationships to solve more complex problems and explain their thinking (e.g.  $29 + 17 = 15 + 4 + \square$ ; 'together Jack and Sam have £14. Jack has £2 more than Sam. How much money does Sam have?' etc)
- solve unfamiliar word problems that involve more than one step (e.g. 'which has the most biscuits, 4 packets of biscuits with 5 in each packet or 3 packets of biscuits with 10 in each packet?')
- read the time on a clock to the nearest 5 minutes
- describe similarities and differences of 2-D and 3-D shapes, using their properties (e.g. that two different 2-D shapes both have only one line of symmetry; that a cube and a cuboid have the same number of edges, faces and vertices, but different dimensions).

\* The scale can be in the form of a number line or a practical measuring situation.



# Tests and Assessments


Teachers assess children all the time. Listening to their answers, observing them in lessons and marking their independent work all gives us valuable information about the things they can do and what they need to work on next.





However, we do also use more formal testing at times to help build this picture of their achievement:



- At the end of Year 1 (June), children sit the Phonics Check
- In Year 6, children complete statutory national assessments in English and Maths during May
- In June, Year 4 will complete a statutory times tables test



We also use in-school tests at other times in the year for all other year groups to give us an understanding of what children can do independently based on the prior few months of learning.



# Working in Partnership-Our Website



## Parental Engagement

At Bordesley Green Primary School we value parents as partners, we believe that for children to reach their full potential parents/carers and school need to work together in unison.

We offer a wide range of opportunities for parents to part of their child's education. Our Parent Ambassadors offer a programme of classes for parents in our Community Hub. Please see the [Parent Ambassadors](#) page for further details.

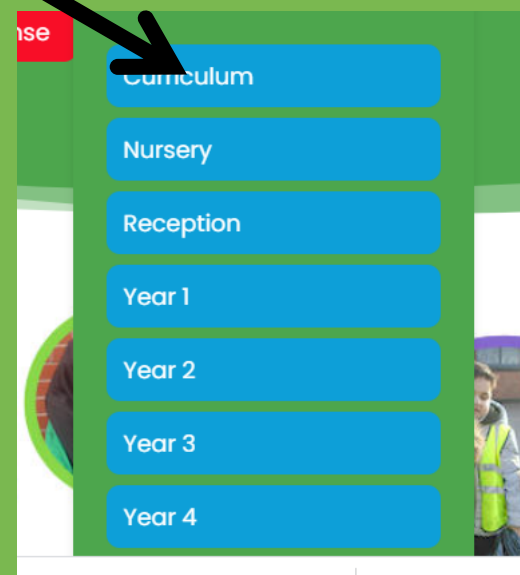
In Reception, Year 2 and Year 6 parents will be invited to attend a meeting outlining the End of Year expectations for the appropriate year group and strategies and ideas on how they can support their child to reach them at home. This will be supported by an End of Year expectations document.

Parents' Evenings are held once a term and are a designated time for parents to speak to their child's teacher about their personal and academic progress however as a school we encourage an open dialogue with parents.

Parents of children with a special educational need also have a designated time with the school's Special Educational Needs Coordinator or her Deputy to discuss the child's progress. In addition, the school SENCO and Deputy are on the playground regularly checking in with parents.

### Workshops

Parent workshops can also be devised and delivered based on the schools key areas of focus.

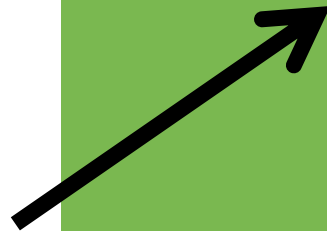


# Working in Partnership-Our Website





## Summer Term 2 2021

- ▶ [Year 1 Knowledge Organiser](#) PDF
- ▶ [Year 2 Knowledge Organiser](#) PDF
- ▶ [Year 3 Knowledge Organiser](#) PDF
- ▶ [Year 4 Knowledge Organiser](#) PDF
- ▶ [Year 5 Knowledge Organiser](#) PDF
- ▶ [Year 6 Knowledge Organiser](#) PDF



knowledgeorganiser-y6.pdf 4 / 10 | 100% + | [ ] [ ] [ ]

### Knowledge Organiser – Geography: Time Travel

Key Knowledge	Key vocabulary
<p><b>Political Maps:</b> A Political Map represents countries, states and towns. Often they are painted different colours so we can see them better. This map shows names and boundaries.</p>  <p><b>Physical Maps:</b> Physical maps show natural features such as mountains, lowlands, major rivers, seas, oceans and ecosystems like deserts and rainforests on a global scale.</p> 	<p><b>capital city</b> A city that functions as the seat of government and administrative centre of a country.</p> <p><b>city</b> A larger town that has been given a charter to make it a city. Normally a city has a cathedral.</p> <p><b>aerial photograph</b> A photograph taken from above of an object or a piece of land</p> <p><b>Physical geography</b> Physical geography is the study of the natural world and how it can change eg the course of a river, weather.</p> <p><b>Human geography</b> Human geography is the study of how humans have had an impact on the natural world eg building of houses and roads, deforestation.</p>

Political Maps V Physical Maps

Map Scale

The size of the area covered helps determine the scale of a map. A map that shows an area in great detail, such as a street map of a neighbourhood, is called a large-scale map because objects on the map are relatively large. A map of a larger area, such as a continent or the world, is called a small scale map because objects on the map are relatively small.

Today, maps are often computerized. Many computerized maps allow the viewer to zoom in and out, changing the scale of the map. A person may begin by looking at the map of an entire city that only shows major roads and then zoom in so that every street in a neighbourhood is visible.

It was the first ever. It included Israel, Arabia and Emirates

safe a around Road, Bagh centre centre

In year 1, children wear their full PE kits during PE lessons.  
Here is a reminder of the correct PE kit is below:  
Children not in correct PE kit will not be able to participate in the lesson.

PE Kit:

- White t-shirt
- Plain black shorts, leggings or tracksuit bottoms
- Pumps or trainers
- Long hair should be tied back
- Remove all jewellery
- Remove headscarf (a skull cap may be worn)

PE Kit should be kept in school but taken home every holiday to be washed.

Your teacher will contact your parents if you do not have PE kit.



Girls



Boys





# PE Days



ID - Wednesday and Friday



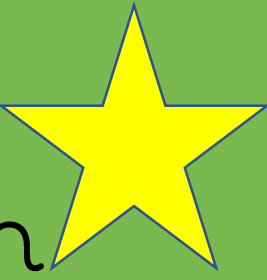
IA - Monday and Thursday

IH - Tuesday and Thursday



PE kits sent home each half term, to be returned on the first day back in school.





Please remember that children must bring the following into school every day:



- Book bag with current reading book
- Filled water bottle
- Coat or sunhat depending on the weather





SchoolPing is the free app that we use to communicate with all parents.

Please make sure you have downloaded it and can receive messages and have notifications turned on.



# Attendance and punctuality

Please make sure your child is in school as much as possible.

If they miss time off school, it does have an impact on their learning.

Mr Miller will be meeting with some parents and children to set targets for this year.

If you are worried about your child's health, please speak to us.

Any holidays during term time **MUST** be requested in advance, and are very likely to be refused.

4 days  
Absence

7 days  
Absence

10 days  
Absence

15 days  
Absence

16 days  
Absence

19 days  
Absence

**Pupil's attendance is at risk of becoming a concern.**

Class teacher will discuss attendance with parents.

Early intervention considered where there is a history of low attendance or a recognisable pattern of absence.

**Concerning levels of child absence.**

Stage 1 letter sent out when attendance drops to 96%.

Phone call or conversation with parents if there is no improvement.

Possible early help support offered.

**The child is at high risk of Persistent absence**

Stage 2 letter sent out requesting parents attend an informal meeting with a senior member of the attendance team to discuss concerns.

Where absence to date has been authorised a medical evidence letter will be issued.

Early Help support reviewed or offered.

**The child is at serious risk of Persistent absence.**

FAST Track proceeding start.

Stage 3 (SARM) letter sent to parents.

Attendance leader formal meeting with parents (SARM).

Review early help and previously agreed actions.

Agreed attendance plan put in place.

**The child is at serious risk of Persistent absence.**

Formal warning notice sent to both parents following an additional unauthorised absence.

Pupil's attendance monitored on a daily basis.

Continued internal programmes of support

A multidisciplinary approach to be considered and offered.

**The child is now considered a Persistently Absent child.**

Persistent Absence is when a pupil enrolment's overall absence equates to 10 per cent or more of their possible sessions.

Over an academic year this equates to 19 days.

At this stage the child will be PA for the remainder of the school year.

If criteria has been met a referral to the Birmingham Attendance Legal Intervention Team will be made which could result in a penalty notice being issued and/or court proceedings being taken.

Safeguarding referrals at this stage can be made.

The child and family will continue to be supported.

Please see us at the  
end if you have any  
specific questions.

Thank you for  
attending