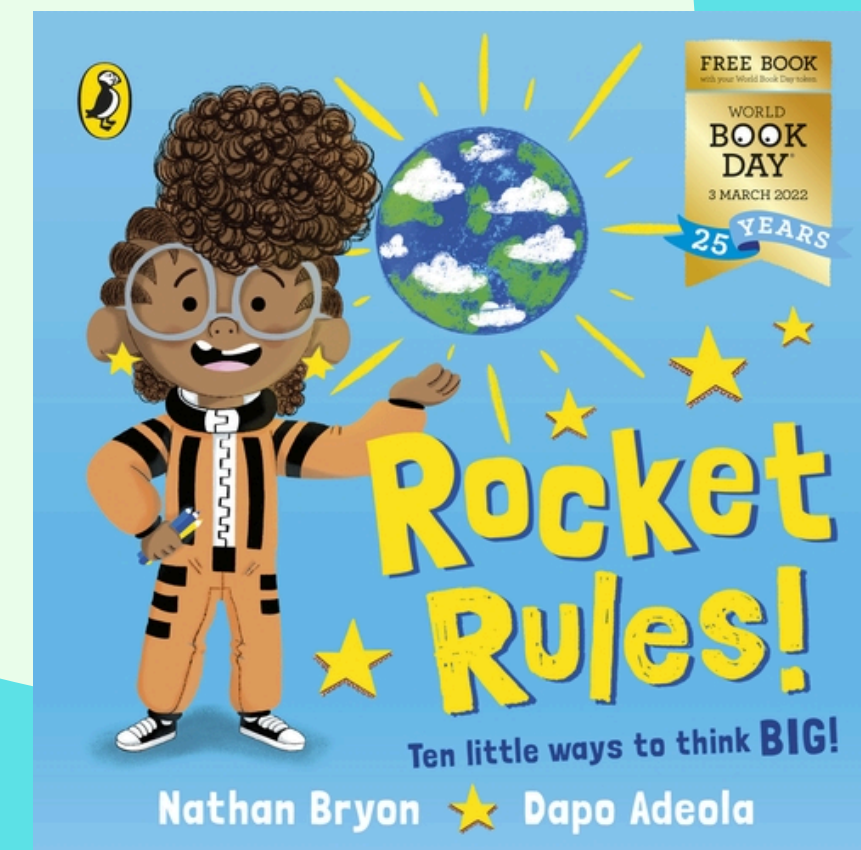
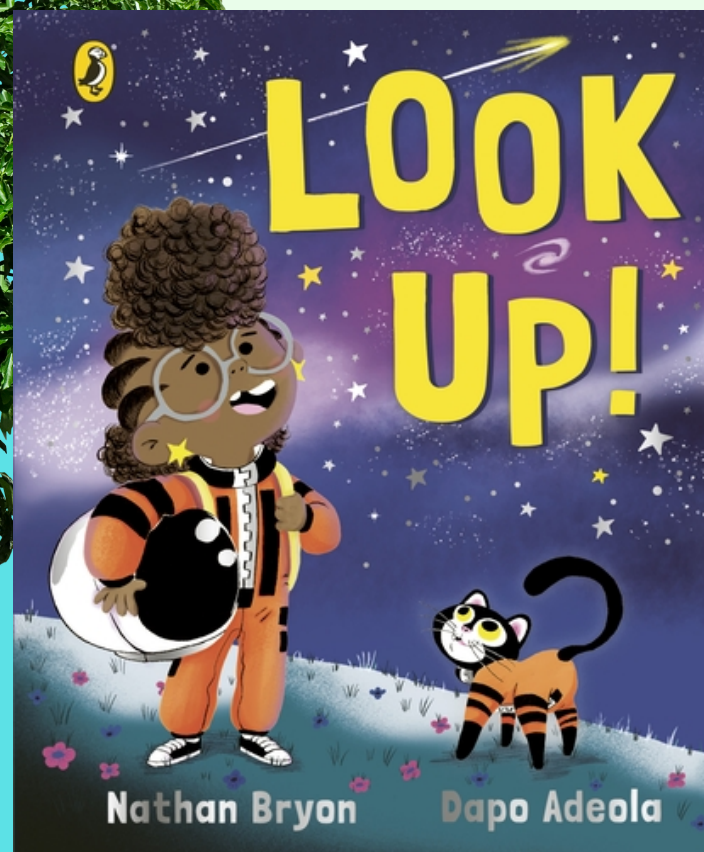




# WELCOME TO BRYON CLASS







'A Discovering and Learning Together, so all  
can Flourish.'

'A tree planted by streams of water, which yields its  
fruit in season' (Psalm 1:3)

Our Values  
Embracing Hope  
Building Resilience  
Developing Wisdom  
Choosing Service





# 'The TPAT Pledge



## TPAT PRIMARY PLEDGE YEAR 1

<b>T1 COURAGE</b> Climb higher than before.	<b>T2 RESPECT</b> Celebrate a festival.
<b>T3 INTEGRITY</b> Learn about a culture or religion.	<b>T4 INTEGRITY</b> Find a minibeast and create a micro habitat.
<b>T5 INTEGRITY</b> Present in assembly.	<b>T6 AMBITION</b> Take part in sports day.



## TPAT PRIMARY PLEDGE YEAR 2

<b>T1 COURAGE</b> Learn some words in a different language.	<b>T2 AMBITION</b> Contribute to your class stall at the fete.
<b>T3 RESPECT</b> Plant fruit or vegetable seeds and harvest them.	<b>T4 INTEGRITY</b> Learn about another culture or religion.
<b>T5 AMBITION</b> Behave well outside of school whilst wearing your uniform.	<b>T6 RESPECT</b> Communicate with your headteacher e.g. letter or email.



# Dates for the diary

- Wednesday 3rd September - First day of term 1.
- Tuesday 9<sup>th</sup> September Visitor in from Child of Hope School
- Meet the Teacher - 3.30 in classrooms.
- Tuesday 16th September - Phonics and Reading Workshop 9.00 in hall





## Dates for the diary

- Monday 22nd September - Individual school photos. There will be an opportunity for sibling photos. Details to follow.
- Tuesday 23<sup>rd</sup> September - Harvest Service  
2.30 pm.
- Wednesday 24<sup>th</sup> September Flu Immunisations. Details to follow.
- 





## Dates for the diary

- Friday 26<sup>th</sup> September MacMillan Coffee morning for parents.
- Give and Learn Day - Child of Hope project.
- Monday 29<sup>th</sup> September -Performing Arts Workshop for years 1-4.
- Wednesday 1<sup>st</sup> October Maths Workshop 9.00 in hall.





# Dates for the diary

- Tuesday 7<sup>th</sup> October Athlete Visit and workshops.
- Tuesday 21<sup>st</sup> October Open classrooms 3.15 - 4.00.
- Thursday 23<sup>rd</sup> October End of term assembly with parents 2.15.
- Thursday 23<sup>rd</sup> October 2- End of term 1 3.15 finish.
- Friday 24<sup>th</sup> October 2025 - Inset day (school closed to children)





# Dates for the diary

Early closures (usually 1.00 pm)

Last day of Terms 2, 4 & 6

Also Parents evening Term 2 and 4

Dates to follow





# Mrs Dixon & Miss Telling





# All about me!

- Passionate EY/KS1 teacher
- Mummy
- Cat mum
- Fun, productive days
- Excited about a year with some of you again and some new faces from next door





You already know me!  
Sorry I'm not there!  
I am pleased to keep some of you  
for the second/ third year and  
continue seeing you grow. I am  
very happy to have the rest of  
you back to continue your  
learning.





# OUR EXPECTATIONS

of ourselves, children and you

- we will share our ideas and join in
- we will try our best,
- we will make mistakes and learn from them,
- we will be respectful,
- we will be role models
- we will keep ourselves and others safe





# YEAR 1 EXPECTATIONS

Our children will ...

- continue to develop their social skills,
- start applying the knowledge and skills they have learnt in more ways
- continue to learn how to be resilient, independent learners
- become more responsible for their work and actions



# YEAR 2 EXPECTATIONS

Our children will ...

- continue to develop their social skills,
- continue have choices in the the way they apply skills,
- become increasingly independent
- become increasingly responsible for their learning.





# NATIONAL CURRICULUM EXPECTATIONS

National Curriculum Objectives - things to remember  
these are National expectations

- written by someone who does not know your child,
- your child may reach these expectations or be working towards them
- At Kingfisher we work from where your child is and plan their next steps so they make progress from their individual starting point.



## Curriculum Overview for Year 1

<b>English</b> <ul style="list-style-type: none"> <li><b>Reading</b> <ul style="list-style-type: none"> <li>Match graphemes for all phonemes</li> <li>Read accurately by blending sounds</li> <li>Read words with very common suffixes</li> <li>Read contractions &amp; understand purpose</li> <li>Read phonics books aloud</li> <li>Link reading to own experiences</li> <li>Join in with predictable phrases</li> <li>Discuss significance of title &amp; events</li> <li>Make simple predictions</li> </ul> </li> <li><b>Writing</b> <ul style="list-style-type: none"> <li>Name letters of the alphabet</li> <li>Spell very common 'exception' words</li> <li>Spell days of the week</li> <li>Use very common prefixes &amp; suffixes</li> <li>Form lower case letters correctly</li> <li>Form capital letters &amp; digits</li> <li>Compose sentences orally before writing</li> <li>Read own writing to peers or teachers</li> </ul> </li> <li><b>Grammar</b> <ul style="list-style-type: none"> <li>Leave spaces between words</li> <li>Begin to use basic punctuation: . ? !</li> <li>Use capital letters for proper nouns.</li> <li>Use common plural &amp; verb suffixes</li> </ul> </li> <li><b>Speaking &amp; Listening</b> <ul style="list-style-type: none"> <li>Listen &amp; respond appropriately</li> <li>Ask relevant questions</li> <li>Maintain attention &amp; participate</li> </ul> </li> </ul>			<b>Art &amp; Design (KS1)</b> <ul style="list-style-type: none"> <li>Use a range of materials</li> <li>Use drawing, painting and sculpture</li> <li>Develop techniques of colour, pattern, texture, line, shape, form and space</li> <li>Learn about range of artists, craftsmen and designers</li> </ul>	<b>Computing (KS1)</b> <ul style="list-style-type: none"> <li>Understand use of algorithms</li> <li>Write &amp; test simple programs</li> <li>Use logical reasoning to make predictions</li> <li>Organise, store, retrieve &amp; manipulate data</li> <li>Communicate online safely and respectfully</li> <li>Recognise uses of IT outside of school</li> </ul>
<b>Mathematics</b> <ul style="list-style-type: none"> <li><b>Number/Calculation</b> <ul style="list-style-type: none"> <li>Count to / across 100</li> <li>Count in 1s, 2s, 5s and 10s</li> <li>Identify 'one more' and 'one less'</li> <li>Read &amp; write numbers to 20</li> <li>Use language, e.g. 'more than', 'most'</li> <li>Use +, - and = symbols</li> <li>Know number bonds to 20</li> <li>add and subtract one-digit and two-digit numbers to 20, including zero</li> <li>Solve one-step problems, including simple arrays</li> </ul> </li> <li><b>Geometry &amp; Measures</b> <ul style="list-style-type: none"> <li>Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest</li> <li>Begin to measure length, capacity, weight</li> <li>Recognise coins &amp; notes</li> <li>Use time &amp; ordering vocabulary</li> <li>Tell the time to hour/half-hour</li> <li>Use language of days, weeks, months &amp; years</li> <li>Recognise &amp; name common 2-d and 3-d shapes</li> <li>Order &amp; arrange objects</li> </ul> </li> <li><b>Describe position &amp; movement, including half and quarter turns</b></li> <li><b>Fractions</b> <ul style="list-style-type: none"> <li>Recognise &amp; use <math>\frac{1}{2}</math> &amp; <math>\frac{1}{4}</math></li> </ul> </li> </ul>			<b>Design &amp; Technology (KS1)</b> <ul style="list-style-type: none"> <li>Design purposeful, functional &amp; appealing products</li> <li>Generate, model &amp; communicate ideas</li> <li>Use range of tools &amp; materials to complete practical tasks</li> <li>Evaluate existing products &amp; own ideas</li> <li>Build and improve structure &amp; mechanisms</li> <li>Understand where food comes from</li> </ul>	<b>Geography (Y1)</b> <ul style="list-style-type: none"> <li>Name &amp; locate the four countries and capital cities of the United Kingdom using atlases &amp; globes</li> <li>identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world</li> <li>Use basic geographical vocabulary to refer to local &amp; familiar features</li> <li>Use four compass directions &amp; simple vocab</li> </ul>
<b>Science</b> <ul style="list-style-type: none"> <li><b>Biology</b> <ul style="list-style-type: none"> <li>Identify basic plants</li> <li>Identify basic plant parts (roots, leaves, flowers, etc.)</li> <li>Identify &amp; compare common animals</li> <li>Identify &amp; name basic body parts</li> </ul> </li> <li><b>Chemistry</b> <ul style="list-style-type: none"> <li>Distinguish between objects &amp; materials</li> <li>Identify &amp; name common materials</li> <li>Describe simple properties of some materials</li> <li>Compare &amp; classify materials</li> </ul> </li> <li><b>Physics</b> <ul style="list-style-type: none"> <li>Observe weather associated with changes of season</li> </ul> </li> </ul>			<b>Modern Languages</b> <p>Not required at KS1</p>	<b>Music (KS1)</b> <ul style="list-style-type: none"> <li>Sing songs</li> <li>Play tuned &amp; untuned instruments musically</li> <li>Listen &amp; understand live and recorded music</li> <li>Make and combine sounds musically</li> </ul>
<b>History (KS1)</b> <ul style="list-style-type: none"> <li><b>Key Concepts</b> <ul style="list-style-type: none"> <li>Changes in living memory (linked to aspects of national life where appropriate)</li> </ul> </li> <li><b>Key Individuals</b> <ul style="list-style-type: none"> <li>Lives of significant historical figures, including comparison of those from different periods</li> <li>Significant local people</li> </ul> </li> <li><b>Key Events</b> <ul style="list-style-type: none"> <li>e.g. Bonfire night</li> <li>Events of local importance</li> </ul> </li> </ul>			<b>Physical Education (KS1)</b> <ul style="list-style-type: none"> <li>Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination</li> <li>Participate in team games</li> <li>Perform dances using simple movement</li> <li>Swimming proficiency at 25m (KS1 or KS2)</li> </ul>	<b>Religious Education</b> <p>Continue to follow locally-agreed syllabus for RE</p>

# YEAR 1



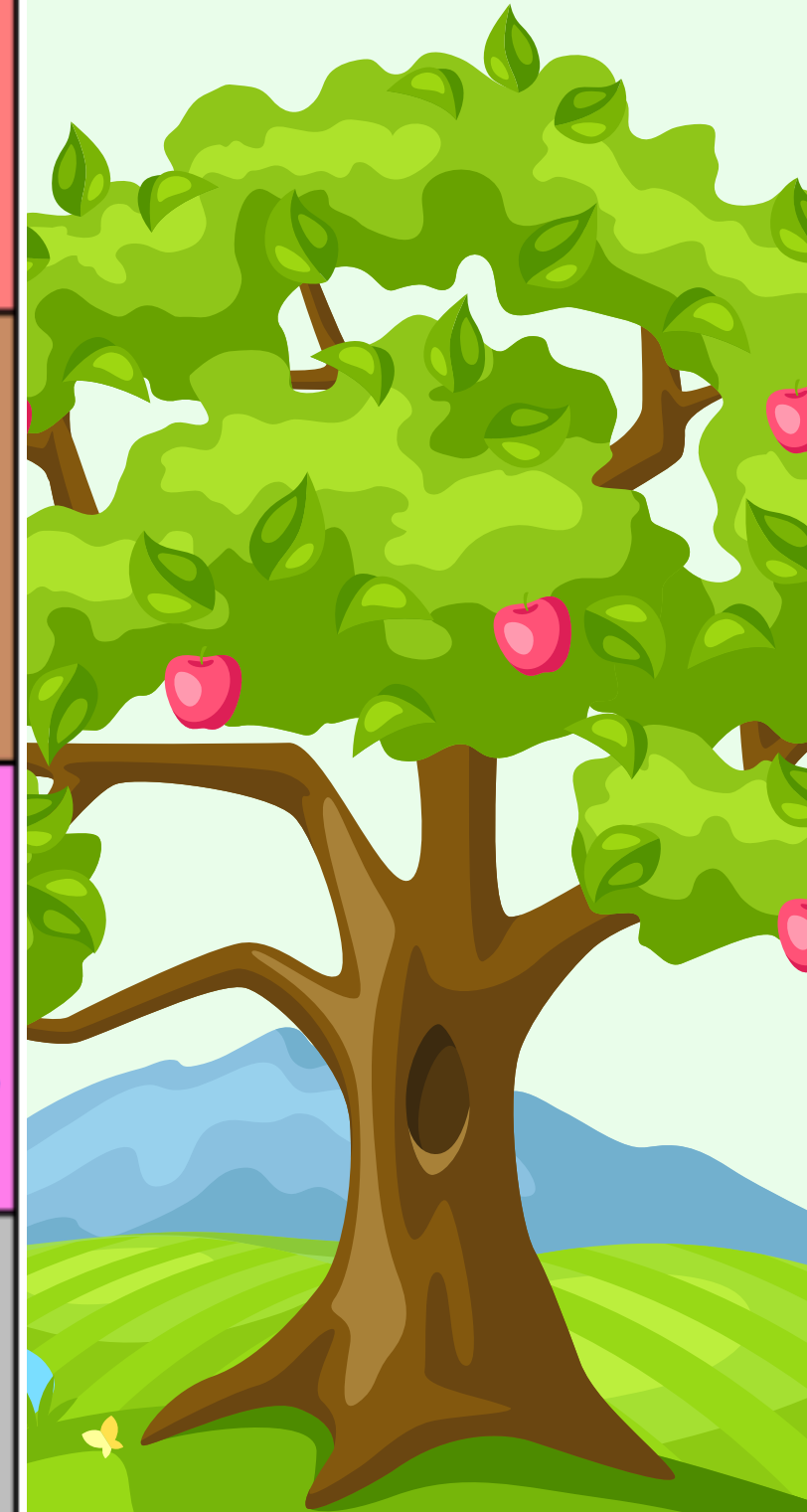
Paula Manser  
Susan  
Me again! cindy



## Curriculum Overview for Year 2

<b>English</b> <b>Reading</b> <ul style="list-style-type: none"><li>•Develop phonics until decoding secure</li><li>•Read common suffixes</li><li>•Read &amp; re-read phonic-appropriate books</li><li>•Read common 'exception' words</li><li>•Discuss &amp; express views about fiction, non-fiction &amp; poetry</li><li>•Become familiar with &amp; retell stories</li><li>•Ask &amp; answer questions; make predictions</li><li>•Begin to make inferences</li></ul> <b>Writing</b> <ul style="list-style-type: none"><li>•Spell by segmenting into phonemes</li><li>•Learn to spell common 'exception' words</li><li>•Spell using common suffixes, etc.</li><li>•Use appropriate size letters &amp; spaces</li><li>•Develop positive attitude &amp; stamina for writing</li><li>•Begin to plan ideas for writing</li><li>•Record ideas sentence-by-sentence</li><li>•Make simple additions &amp; changes after proof-reading</li></ul> <b>Grammar</b> <ul style="list-style-type: none"><li>•Use . ! ? , and '</li><li>•Use simple conjunctions</li><li>•Begin to expand noun phrases</li><li>•Use some features of standard English</li></ul> <b>Speaking &amp; Listening</b> <ul style="list-style-type: none"><li>•Articulate &amp; Justify answers</li><li>•Initiate &amp; respond to comments</li><li>•Use spoken language to develop understanding</li></ul>			<b>Art &amp; Design (KS1)</b> <ul style="list-style-type: none"><li>• Use a range of materials</li><li>• Use drawing, painting and sculpture</li><li>• Develop techniques of colour, pattern, texture, line, shape, form and space</li><li>• Learn about range of artists, craftsmen and designers</li></ul>		<b>Computing (KS1)</b> <ul style="list-style-type: none"><li>• Understand use of algorithms</li><li>• Write &amp; test simple programs</li><li>• Use logical reasoning to make predictions</li><li>• Organise, store, retrieve &amp; manipulate data</li><li>• Communicate online safely and respectfully</li><li>• Recognise uses of IT outside of school</li></ul>			
<b>Mathematics</b> <b>Number/Calculation</b> <ul style="list-style-type: none"><li>•Know 2, 5, 10x tables</li><li>•Begin to use place value (T/U)</li><li>•Count in 2s, 3s, 5s &amp; 10s</li><li>•Identify, represent &amp; estimate numbers</li><li>•Compare / order numbers, inc. &lt; &gt; =</li><li>•Write numbers to 100</li><li>•Know number facts to 20 (+ related to 100)</li><li>•Use x and ÷ symbols</li><li>•Recognise commutative property of multiplication</li></ul> <b>Geometry &amp; Measures</b> <ul style="list-style-type: none"><li>•Know and use standard measures</li><li>•Read scales to nearest whole unit</li><li>•Use symbols for £ and p and add/subtract simple sums of less than £1 or in pounds</li><li>•Tell time to the nearest 5 minutes</li><li>•Identify &amp; sort 2-d &amp; 3-d shapes</li><li>•Identify 2-d shapes on 3-d surfaces</li><li>•Order and arrange mathematical objects</li><li>•Use terminology of position &amp; movement</li></ul> <b>Fractions</b> <ul style="list-style-type: none"><li>•Find and write simple fractions</li><li>•Understand equivalence of e.g. <math>\frac{2}{4} = \frac{1}{2}</math></li></ul> <b>Data</b> <ul style="list-style-type: none"><li>•Interpret simple tables &amp; pictograms</li><li>•Ask &amp; answer comparison questions</li><li>•Ask &amp; answer questions about totalling</li></ul>			<b>Design &amp; Technology (KS1)</b> <ul style="list-style-type: none"><li>•Design purposeful, functional &amp; appealing products</li><li>•Generate, model &amp; communicate ideas</li><li>• Use range of tools &amp; materials to complete practical tasks</li><li>• Evaluate existing products &amp; own ideas</li><li>• Build and improve structure &amp; mechanisms</li><li>• Understand where food comes from</li></ul>		<b>Geography (Y2)</b> <ul style="list-style-type: none"><li>• Name &amp; locate world's continents and oceans</li><li>• Compare local area to a non-European country</li><li>• Use basic vocabulary to describe a less familiar area</li><li>• Use aerial images and other models to create simple plans and maps, using symbols</li><li>• Use simple fieldwork and observational skills to study the immediate environment</li></ul>			
<b>Science</b> <b>Biology</b> <ul style="list-style-type: none"><li>•Differentiate living, dead and non-living</li><li>•Growing plants (water, light, warmth)</li><li>•Basic needs of animals &amp; offspring</li><li>•Simple food chains &amp; habitats</li></ul> <b>Chemistry</b> <ul style="list-style-type: none"><li>•Identify and compare uses of different materials</li></ul> <b>Physics</b> <ul style="list-style-type: none"><li>•Compare things moving on different surfaces</li><li>•Observe &amp; name variety of sound sources</li><li>•Recognise that sound gets fainter with distance</li></ul>			<b>History (KS1)</b> <b>Key Concepts</b> <ul style="list-style-type: none"><li>•Changes in living memory (linked to aspects of national life where appropriate)</li></ul> <b>Key Individuals</b> <ul style="list-style-type: none"><li>•Lives of significant historical figures, including comparison of those from different periods</li><li>•Significant local people</li></ul> <b>Key Events</b> <ul style="list-style-type: none"><li>•e.g. Bonfire night</li><li>•Events of local importance</li></ul>		<b>Modern Languages</b>  Not required at KS1		<b>Music (KS1)</b> <ul style="list-style-type: none"><li>• Sing songs</li><li>• Play tuned &amp; untuned instruments musically</li><li>• Listen &amp; understand live and recorded music</li><li>• Make and combine sounds musically</li></ul>	
			<b>Physical Education (KS1)</b> <ul style="list-style-type: none"><li>• Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination</li><li>• Participate in team games</li><li>• Perform dances using simple movement</li><li>• Swimming proficiency at 25m (KS1 or KS2)</li></ul>		<b>Religious Education</b>  Continue to follow locally-agreed syllabus for RE			

# YEAR 2



We learn through a variety of planned opportunities:

- Whole class teaching - specific skills or practice
- Focus group - a teacher guided group teaching a specific skill
- Partner work - we have face partners and shoulder partners
- Diving deeper - time exploring resources independently or completing set tasks with opportunities to extend learning.

This mixture of styles allow for individual, paired, small group and collaborative learning. It also allows children to follow their own ideas.





# SPECIAL EDUCATIONAL NEEDS

If you have a child with additional needs, you will be invited to a Pupils Outcome Plan meeting. These take place in terms 1, 3 & 5



# READING

3 reading practice sessions a week

Rave about Reading

Book club

Library Visits





# CURRICULUM

Place value, Number, Calculation - Maths

A twist in the tale - English

Animals, including Humans - Science

Famous Queens - History & DT



FLUENCY  
PHONICS - SPELLING  
MATHS  
BREAK  
ENGLISH  
LUNCH  
READING PRACTICE  
FOUNDATION SUBJECTS  
ASSEMBLY  
FIVE TO FLOURISH  
RAVE ABOUT READING

A TYPICAL DAY

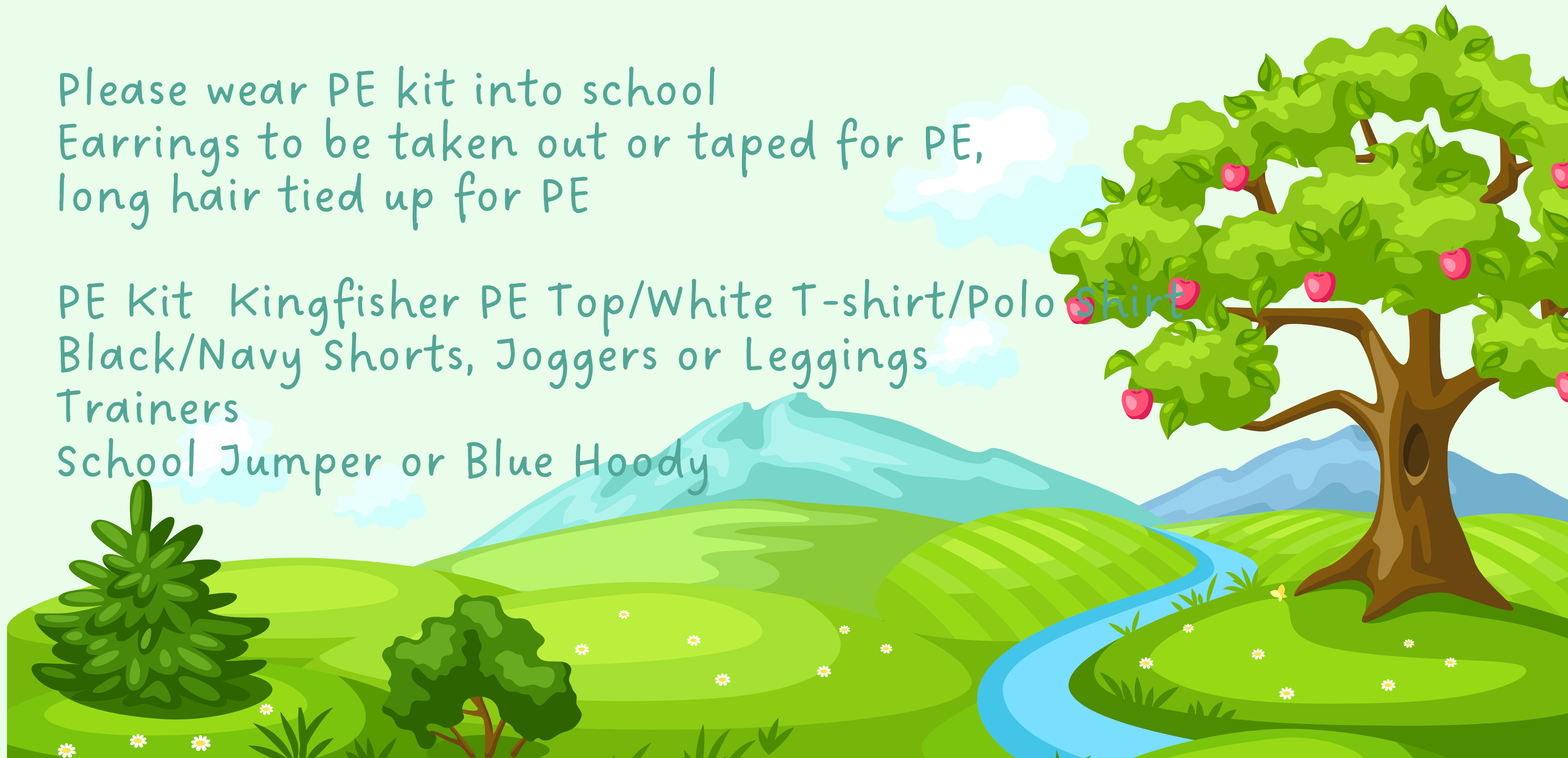




# PE DAYS MONDAY & THURSDAY

Please wear PE kit into school  
Earrings to be taken out or taped for PE,  
long hair tied up for PE

PE Kit Kingfisher PE Top/White T-shirt/Polo Shirt  
Black/Navy Shorts, Joggers or Leggings  
Trainers  
School Jumper or Blue Hoody



# WAYS WE COMMUNICATE WITH YOU!

- ARBOR (ATTENDANCE)
- CLASS NEWSLETTERS
- SCHOOL NEWSLETTER
- PARENTS EVENINGS (TERMS 2, 4 AND TERM 6 (OPTIONAL))
- WEBSITE
- OPEN CLASSROOMS (TUESDAY 21<sup>ST</sup> OCTOBER)
- LETTERS
- EMAILS

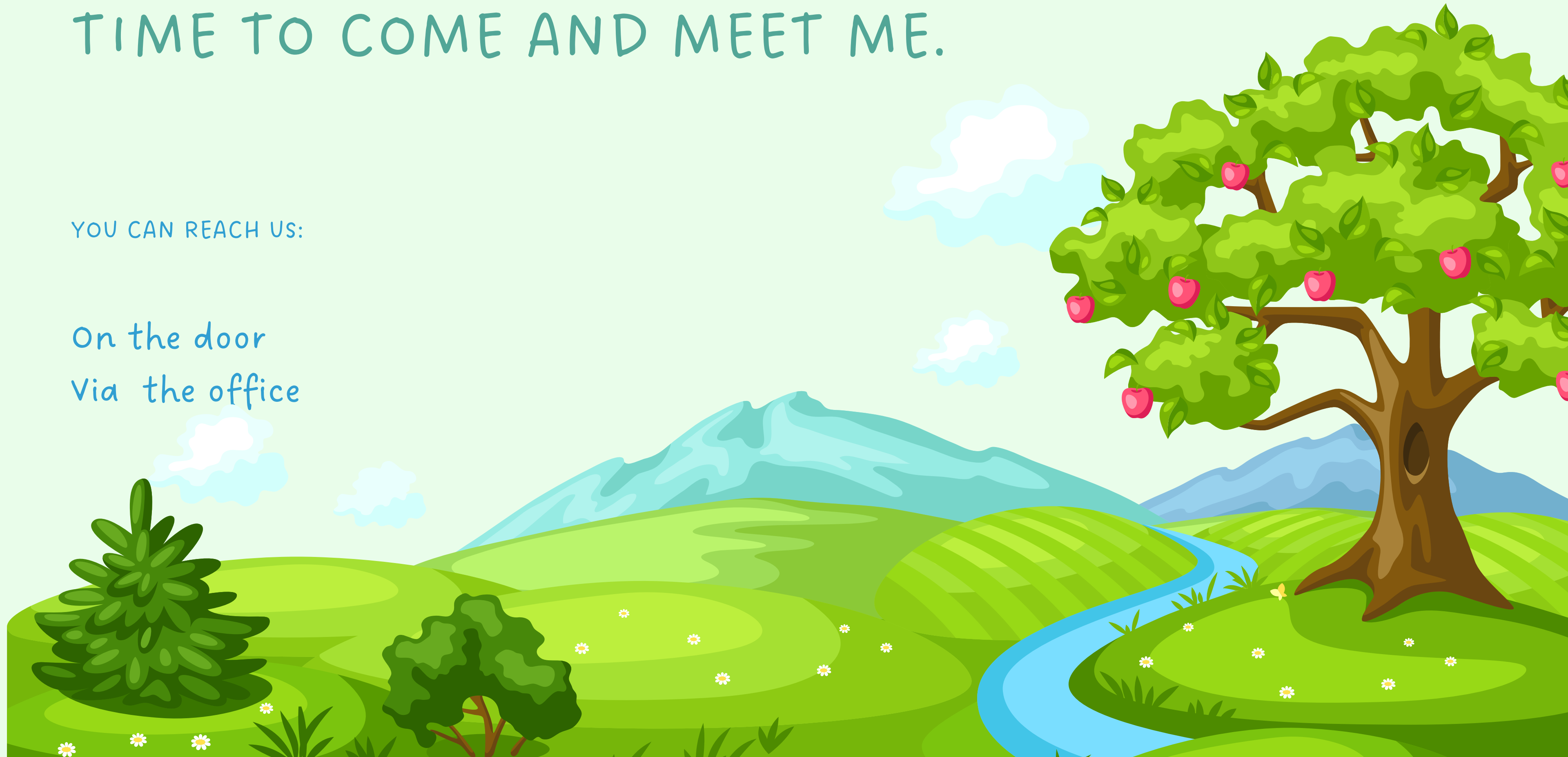




# THANK YOU FOR GIVING UP YOUR TIME TO COME AND MEET ME.

YOU CAN REACH US:

On the door  
Via the office



# Q & A





