



**Inspiring Futures
through Learning**

Curriculum Parent Presentation

Year: Foundation





Ashbrook School is one of the schools within Inspiring Futures through Learning (IFTL). Together the professionals across the 'family of schools' work to focus on achieving the high standards that we are so proud of. IFTL schools collaborate across many areas including quality of education, safeguarding, community and much more. Within our local community Ashbrook, Two Mile Ash and Holmwood schools have a partnership of excellence called PATH. The children benefit from very close links between these schools.

Meet the team

- ▶ Miss Woolridge - Teacher in Leopards
- ▶ Mrs Newstead - Teacher in Elephants
- ▶ Supported by Mrs Tilston, Mrs Prockter and Mrs Raval

- ▶ Mr Ainscow - Headteacher
- ▶ Mrs Almond - Assistant Headteacher
- ▶ Mrs Louise Verrall - SENDCO
- ▶ Mrs Cole - Designated Safeguarding Lead
- ▶ Mrs Ferguson - Pastoral Support Officer

- ▶ Mrs Moore - School Office (Business Support)
- ▶ Mrs Kelly - School Business Manager

Typical Day

- ▶ 8.40 am Children in and register, Wellbeing Check In (Colour Monsters)
- ▶ 9.00 am Story Dough- small groups
- ▶ 9.20- Continuous Provision
- ▶ 10.00am Phonics
- ▶ 10.30 Snack
- ▶ 10.45 am Continuous Provision
- ▶ 11.30am Dough Disco- Maths Mastery
- ▶ 11.55 pm Lunch
- ▶ 1.00pm Register
- ▶ 1.05 pm Maths (White rose)
- ▶ 1.20 pm Continuous Provision
- ▶ 2.00 pm PE/Forest Fun/Singing/Story time
- ▶ 3.00 pm Home time

7 Areas - 17 Early Learning Goals

Communication and Language

Listening, Attention and Understanding

- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.

Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World

Past and Present

- Talk about the lives of the people around them and their roles in society.
- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class.
- Understand the past through settings, characters and events encountered in books read in class and storytelling.

People, Culture and Communities

- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps.
- Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class.
- Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.

The Natural World

- Explore the natural world around them, making observations and drawing pictures of animals and plants.
- Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development

Self-Regulation

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.
- Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.
- Explain the reasons for rules, know right from wrong and try to behave accordingly.
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships

- Work and play cooperatively and take turns with others.
- Form positive attachments to adults and friendships with peers.
- Show sensitivity to their own and to others' needs.

Expressive Arts and Design

Creating with Materials

- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.
- Share their creations, explaining the process they have used.
- Make use of props and materials when role playing characters in narratives and stories.

Being Imaginative and Expressive

- Invent, adapt and recount narratives and stories with peers and their teacher.
- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics

Number

- Have a deep understanding of number to 10, including the composition of each number.
- Subitise (recognise quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.

Numerical Patterns

- Verbally count beyond 20, recognising the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

Physical Development

Gross Motor Skills

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

Fine Motor Skills

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paintbrushes and cutlery.
- Begin to show accuracy and care when drawing.

Literacy

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound-blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

Writing

- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Curriculum Overview

Communication and Language

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Our Curriculum

Our curriculum is based on 6 themes, with a theme each half term. These are:

- ✓ Who am I?
- ✓ How do we celebrate?
- ✓ Why is it cold?
- ✓ Are minibeasts like me?
- ✓ Do all superhero's wear capes?
- ✓ Can you solve the fairy tale mystery?

Story Dough



Story Dough!, the wonderfully simple yet powerful way to immerse children in the worlds of story dreaming, chat, mark making and finger strength.

- Character description
- Retelling stories
- New vocabulary
- Promoting imagination

Writing - Drawing Club



Drawing Club opens up the magic world of tales and story to children whilst at the same time enriching their language skills, developing their fine motor and spending time together with them? It is an approach that immerses children into a world full of imagination where anything can happen and often does?

Reading -



<https://schools.ruthmiskin.com/training/view/iVqlyCy1/KYMEFrnN>



Read Write Inc.
Phonics is a synthetic phonics programme that teaches children 44 pure sounds (not letter names) and will move on to blending those sounds to read words

Phonics

- Phonics - the sounds that our alphabet represents.
- We have 26 letters, 44 sounds and 150+ ways of writing those sounds.
- We need to make sure that our children learn these sounds quickly and that they are embedded. The best way to do this is have fun learning, but also repeat, practise and repeat again and again and again!
- There will be a dedicated phonics parent workshop [to see it all in action]

Phonics

- Sounds are split into three sets. The first set are the simple sounds, represented by one letter initially and then some simple digraphs towards the end of set one.
- Set two are digraphs (two letters which make one sound) and trigraphs (three letters which make one sound)
- Set three are alternative spellings of the sounds the children will have already come across – for example ee, ea and e-e all make the same sound, but are spelt differently.

Phonics

Once the children have learned their first 10 set 1 sounds
(m,a,s,d,t,p,i,n,g,o)
they will begin blending.

Oral blending and Fred talk games are so important. If
children cannot orally blend, they will be unable to read.

Children will then start reading words in a word book that is
sent home. There will be no sounds in these books that
they have not been taught.

Phonics

We send home a fab phonics book with the children. This contains the sounds they will be taught and the 'word time' words at the end of each sections.

Do's	Don'ts
• Practice the sounds with the children • Encourage children to say the sound in its pure format. • Model the sounds • Have a look at the next few sounds ahead so the children are familiar with the cards • Upload this to learning with parents • Practice every day!	• Expect your child to know all the sounds in the book. The children will only know the sounds we have taught them so far. • Leave it in the book bag all week and not look at it!

Phonics

- Complete the fab phonics book with your child
 - Upload reading onto learning with parents
- Read stories to your children! They learn how to read expressively from you and other adults.
- You can also purchase the reading and writing RWI packs. It is now cheaper for you to order them directly from amazon.
 - [Set 1](#)
 - [Set 2](#)
 - [Set 3](#)

Maths – White Rose

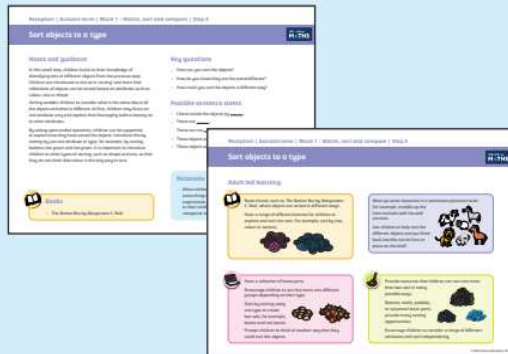
The White Rose Maths schemes of learning

Reception guidance

The schemes cover the DfE statutory framework for the EYFS and Educational Programme for Mathematics and will support you to deliver a curriculum that embeds mathematical thinking and talk.

Our schemes support the ethos of the EYFS whilst at the same time enabling teachers to create a mathematically rich curriculum. Additionally, they allow for key mathematical concepts to be revisited and developed throughout the year.

The guidance has been divided into 18 blocks and provides a variety of opportunities to develop the understanding of number, shape, measure and spatial thinking.



Teaching and learning

Our reception schemes support you in teaching the key aspects of the EYFS curriculum. The scheme supports specific teaching through small steps with adult-led activities and continuous provision. The focus is on building up the numbers slowly, so children gain a deep understanding of them and how they are composed. However, this does not mean children should not be counting and discussing larger numbers in routines such as lining up. It is also important that teachers are aware of, and children are supported in gaining an understanding of, the counting principles.

1. The one-to-one principle.
2. The stable-order principle.
3. The cardinal principle.
4. The abstraction principle.
5. The order-irrelevance principle.

These principles are covered in more detail on the following pages.

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White Rose
MATHS

- Mathematical concepts- pictorial, practical and written methods.
- Develop deep understanding, confidence and fluency.
- Fluency is understanding number sense and knowing the right method for the task.
- The curriculum covers:
- Have a deep understanding of number to 10
- Subitise to 5
- recall number bonds to 10
- verbally count to 20 and beyond
- compare quantities within 10
- Explore and represent patterns

Learning with parents



Learning with Parents Digital Reading Log

@learnwparents
www.learningwithparents.com



Why your support is important

- We want to encourage a **love of reading** and want to see you reading all sorts of things, not just your school book
- Reading for 5 minutes, 5 times a week means your child will have read for an **extra hour a month!**
- By making reading aloud a regular part of your family's routine, you're not just helping your children with their learning – you're
 - **building memories**
 - **finding out more about each other**
 - **instilling a love of reading that will last a lifetime!**



@learnwparents

www.learningwithparents.com

Why Learning with Parents?

- ✓ No password or login to remember
- ✓ Accessible – record reading anytime, anywhere by using your phone
- ✓ Interactive and fun! Record audio clips, take photos, leave messages



"It's always at hand, even on the go"

"You can track progress and receive feedback from teachers"

"I can listen and learn how my child reads fluently through the days and if they have improved."

@learnwparents

www.learningwithparents.com

Feedback from parent survey 2025

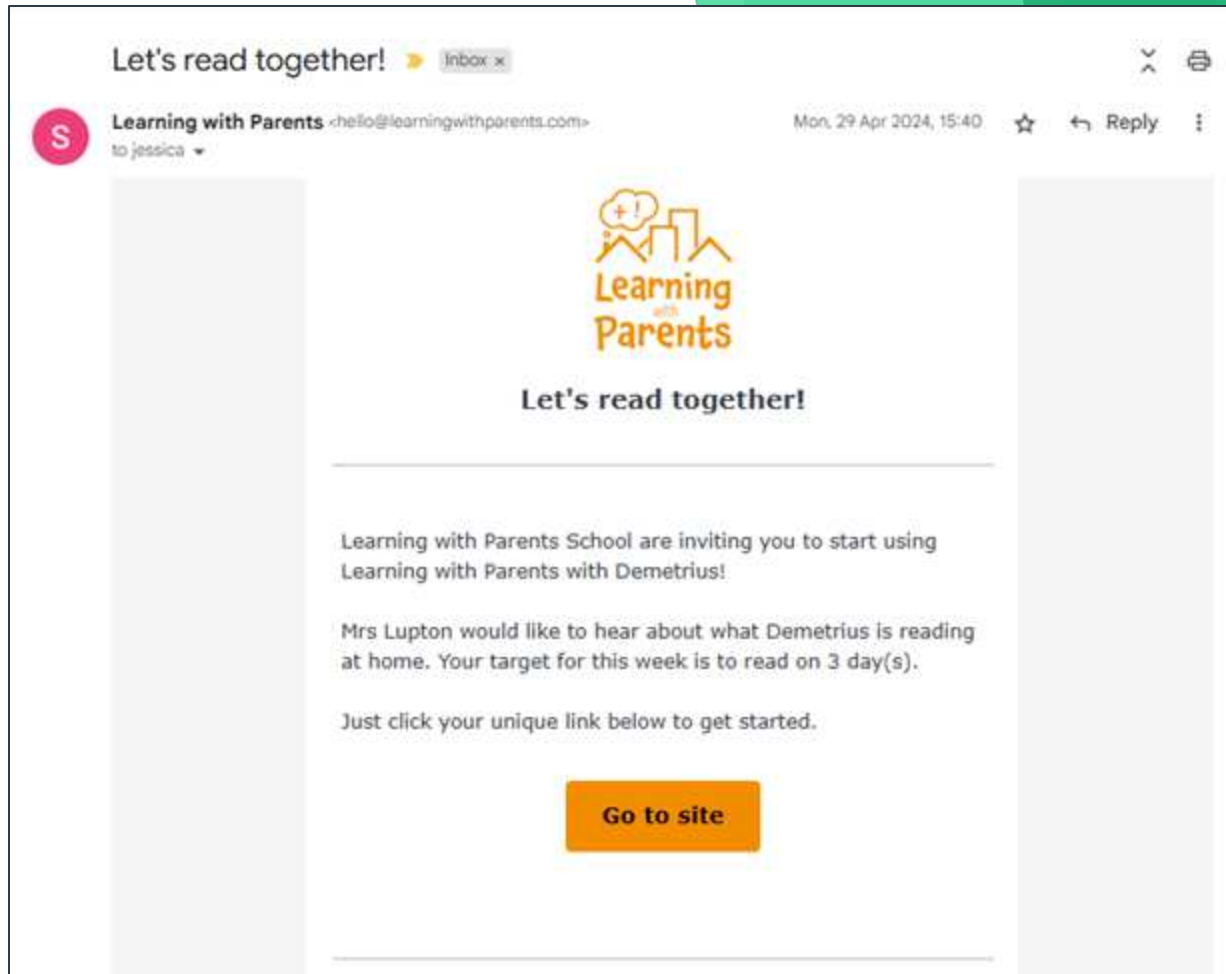


Step 1

- You will receive an email from us **Monday 14th September**
- The email will be called '**Let's read together!**' and sent from **hello@learningwithparents.com**
Check your junk box and add the email address to your contacts
- Click on the link to go straight to your child's reading log

@learnwparents

www.learningwithparents.com



Step 2

- Click on the day you would like to log reading for
- Complete the information about the book
- You must add the name of the book, but the rest is optional



Read on 2 more days to reach this week's target

<

MON 15

TUE 16

WED 17

>







How did you read? * ⓘ



Read independently



Listened together



Read aloud



Read in the real world



Step 3

- Select how you would like to log the reading -
 - ✓ leave a comment
 - ✓ upload a photo
 - ✓ record audio
- Click 'Add reading log' to submit

Add your thoughts *

Comment Audio Photo

You have given permission for comments, photos and recordings to be used for research purposes, in marketing materials and on other social media. [Click here to update this.](#)

Cancel Add reading log



@learnwparents

www.learningwithparents.com

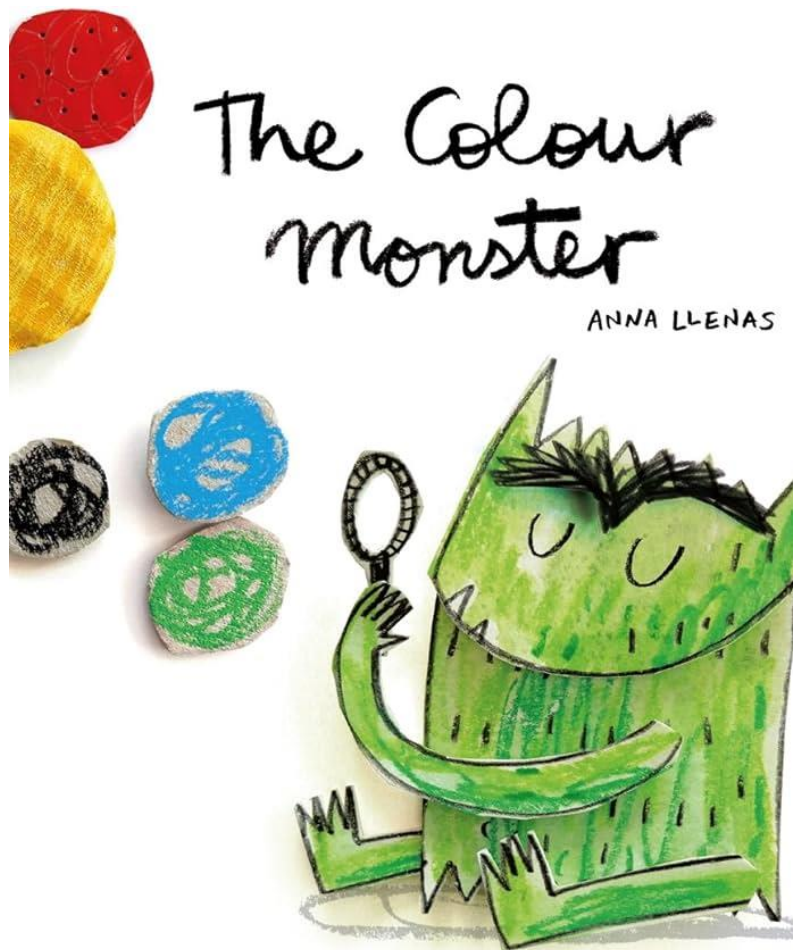
Physical Development -

Unit 1 is an introduction to physical development. PE will be on a **Friday**.

The children will learn to

- To move safely and sensibly in a space with consideration of others.
- To develop moving safely and stopping with control
- To use equipment safely and responsibly.
- To use different travelling actions whilst following a path
- To work with others co-operatively and play as a group
- To follow, copy and lead a partner.

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Colour Monsters

- ▶ At Ashbrook School, our children's wellbeing is our number one priority. To help the children develop an understanding of their emotions we use a key text 'The Colour Monster'.
- ▶ During their time at Ashbrook children become familiar with the language used to describe a range of feelings that we all experience. We support children by validating their feelings.
- ▶ The children learn about the feelings associated with the different colour monsters and then add their named stick into the corresponding jars in class. Staff will support children if they are feeling sad, worried, angry or upset.
- ▶ Understanding children and their emotions is key to their success in school. Sometimes we support beyond the colour monsters through early help and other nurture arrangements in school.

Our Values and Aims

School Values

- ▶ Caring
- ▶ Co-operation
- ▶ Responsibility
- ▶ Respect
- ▶ Patience
- ▶ Perseverance

Curriculum Aims

- ▶ Successful learners
- ▶ Effective contributors
- ▶ Responsible citizens
- ▶ Confident individuals

Rewards & Celebrations

- ▶ Assembly time is used to explore our values and learning aims. We celebrate the children's achievements in demonstrating the values on a daily basis with our stars in the jar and class rewards. These are revisited through our 'School Awards' presented every Friday and at the end of each half term.
- ▶ All children are allocated a house when they join the Ashbrook family. The children work towards a collective reward celebrated at the end of each half term. The stars are earned when children display our key values.



★ Reading



Are you a reading
star?

Reward	Points
Bronze	5 ★
Silver	15 ★
Gold	25 ★
Platinum	40 ★
Diamond	60 ★

5 reads/
1 filled page/
signed in reading record = 1 x



How to support your child at home



Attendance (Good attendance = best chances in school)



Punctual arrival.
Arriving late can really unsettle routines.



Daily reading practise (this all helps to contribute to the children's reading stars!)



Support spelling practise

Attendance - things to note



Gates

8.30 - Gates open

8.40 - Gates close (arrival after 8.40 will result in an L Code - late mark)

9am - Registers close (arrival after 9am will result in a U Code - unauthorised absence)

Punctuality

If your child regularly arrives late you will receive a phone call from someone in the attendance team to check in and see if there are any ways we can support you.

Your Child's attendance is reviewed on a regular basis

Below 96%

If your child's attendance falls below 96%, you will receive a leaflet of signposted support to improve attendance.

Below 90%

If your child's attendance falls below 90%, they are considered to be a persistent absentee and you will receive a letter to inform you attendance needs to improve.

Below 88%

If your child's attendance falls below 88% we will start our tiered approach to improve attendance with an attendance plan. You will then be required to provide proof for ALL absences including illness.

Below 50%

If your child's attendance falls below 50% they are considered to be Severely absent. At this point a referral will be submitted to the Multi Agency Safeguarding Hub and the council will become involved in managing their attendance.

Illness

Children are fine to come to school with mild coughs and colds. We can administer Calpol if needed during the day.

If your child is too unwell to attend, please inform school every day by 8.30. This should be done via your MCAS account or telephone message.

IF YOU DO NOT CONTACT US A HOME WELFARE VISIT WILL BE CARRIED OUT

From the third day of illness, a member of the pastoral or attendance team may do a home welfare visit to check in with you and your child.

For 5 or more days of illness medical evidence must be provided or the absence may not be authorised.

Planned Absence

Please notify school of any planned absence via the leave of absence form on our Website, proof will be required.

Term time holidays can not be authorised and you may receive a fixed penalty notice (Fine) from MK Council

PENALTY NOTICE FINES FOR SCHOOL ATTENDANCE IS CHANGING

1

FIRST OFFENCE

The first time a Penalty Notice is issued for Term Time Leave or irregular Attendance the amount will be:

£160 per parent, per child if paid within 28 days
Reduced to £80 per parent, per child if paid within 21 days.

2

SECOND OFFENCE (WITHIN 3 YEARS)

The second time a Penalty Notice is issued for Term Time Leave or irregular Attendance the amount will be:

£160 per parent, per child to be paid within 28 days. No reduced rate will be offered.

The following changes will come into force for Penalty Notice Fines issued after **19th August 2024**.

3

THIRD OFFENCE AND ANY FURTHER OFFENCES (WITHIN 3 YEARS)

The third time an offence is committed for Term Time Leave or irregular Attendance a Penalty Notice will not be issued, and the case will be presented straight to the Magistrates' Court. Magistrates' fines can be up to £2500 per parent, per child. Cases found guilty in Magistrates' Court can show on a Parents future DBS certificate, due to failure to safeguard a child's education.

10 SESSIONS (5 DAYS) OF UNAUTHORISED ABSENCE IN A 10-WEEK PERIOD

Penalty Notice Fines will be considered when there has been 10 sessions of unauthorised absence in a 10-week period.

Parking and safety



Communications

 Website - The Ashbrook website is regularly updated with key information and school news.

 MCAS - Important dates, events and reminders are shared via MCAS.

 Whole-School Events - We regularly welcome families into school for events and celebrations.

 Phone Calls - First aid incidents are always communicated by phone call or at the end of the school day.

 Class Teachers - We have an open-door policy and are happy to help with any urgent queries or concerns.

ARC Pathway

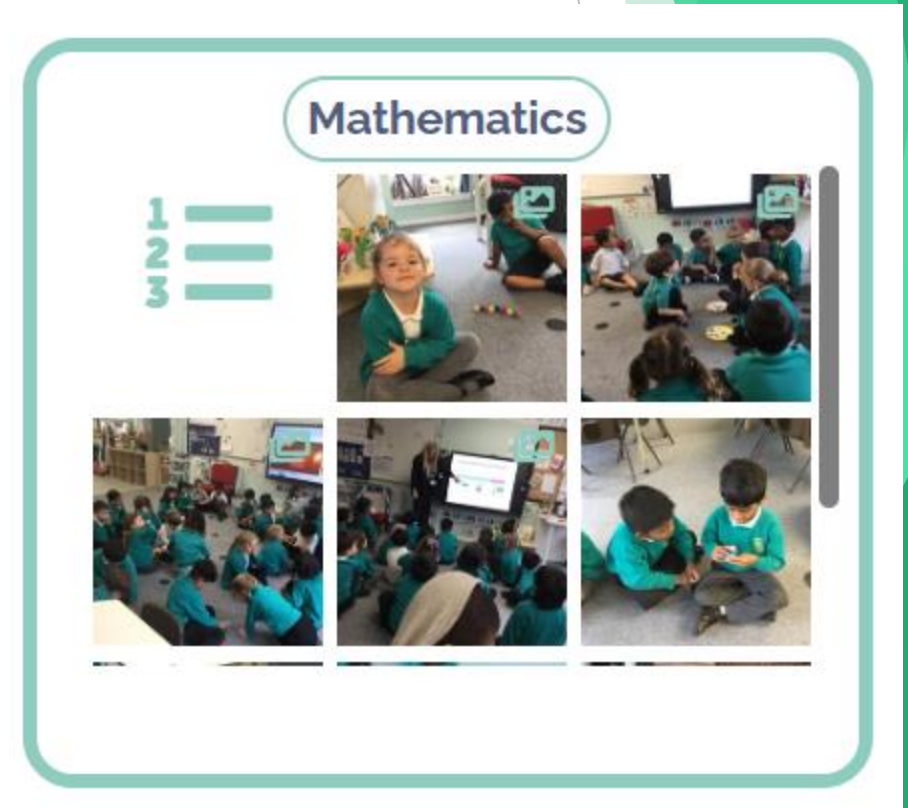
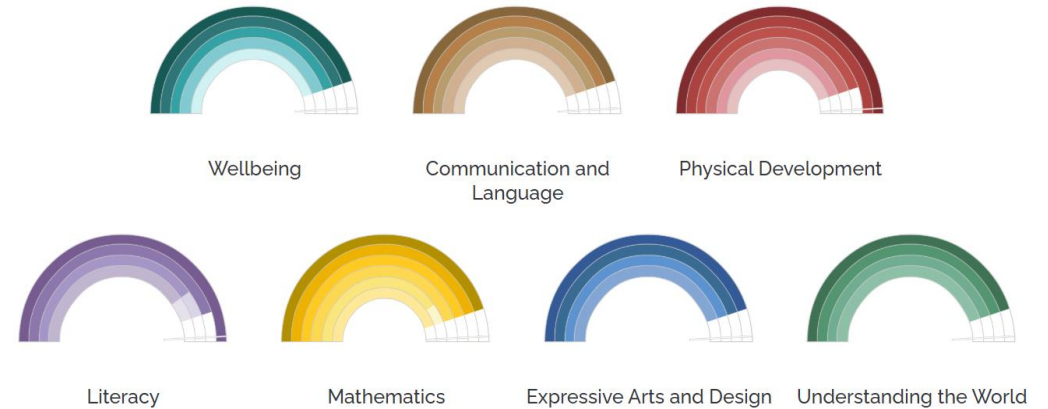


- **Child Development Assessment:** Teachers and parents use research-based milestones to profile a child's growth across multiple learning and developmental strands.

- **Visualizing Progress:** The system displays assessment data as colorful "arcs" that instantly show a child's unique strengths, developmental patterns, and areas needing support.

- **Personalized Next Steps:** It generates tailored activities and specialist advice so parents know exactly what to do next to help the child grow.

- **Connecting Home and School:** share real-time observations, photos, and learning journals with families, keeping parents involved in the child's daily progress





Ashbrook School
Where Every Child Belongs:
Celebrating Diversity, Creating Unity



Inspiring Futures
through Learning

CLICK HERE TO EMAIL US
01908 561 366

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**Welcome to Ashbrook
School**



Welcome to our new
SENDCO



Safeguarding at Ashbrook



A fresh start



[Term Dates](#)

[Curriculum](#)

[Safeguarding](#)



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Search for events

Find Events

List

< > Today Now - October 21 ▾

September 2026

MON
7

September 7

After School Activity Clubs Start

Sway

Spotlight on Year 1

It has been a half term fit for royalty—the children have had a truly grand ball, delighting in rich learning experiences and memorable moments together. We have been to London to meet Paddington, watched him have tea with the Queen for her Jubilee, and explored the many famous landmarks of our capital city.

In English, we have been learning all about non-fiction texts. This has included writing clear instructions for planting our bean plants, creating a counting poem, designing an informative leaflet about London and writing invitations for our royal party. It has been wonderful to see the children exploring different writing styles with confidence and creativity.



How to keep in touch

- ▶  **SWAY Newsletter** - Our weekly SWAY newsletter shares photos, learning highlights and important reminders.
- ▶  **Facebook** - Follow our Facebook page for the latest school news and community updates.
- ▶  **Website** - Visit our website for upcoming events, key information and the school calendar.
- ▶  **School Staff** - Please speak to your child's class teacher, the school office or any of the following staff if you need support:
 - ▶  **Mrs Begum** - Key Stage 1 Lead.
 - ▶  **Mrs Almond** - Assistant Headteacher.
 - ▶  **Mr Ainscow** - Headteacher.





Questions

We welcome any questions you may have?