



Inspiring Futures
through Learning

Curriculum Parent Presentation

Year 1

Mrs Zubairi, Mrs Almond and
Mrs Huntford





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.

Typical Day

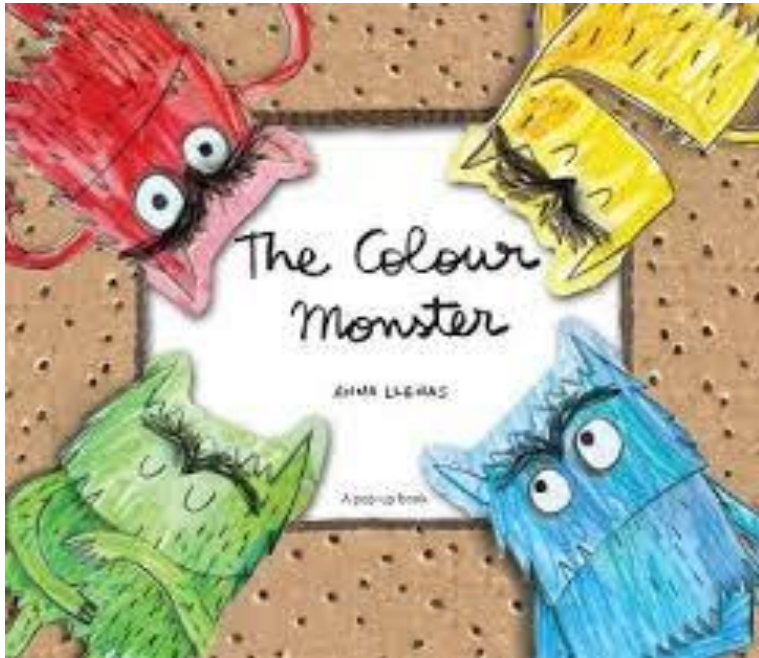
- ▶ 8:50am Wellbeing Check in (Colour Monsters) and Register
- ▶ 9:00 am English
- ▶ 10:00am RWI
- ▶ 10:30 am Breaktime
- ▶ 10:50 am Maths (White Rose)
- ▶ 11:45 am Story
- ▶ 12:00 pm Lunch
- ▶ 1:00pm Register
- ▶ 1:05pm Handwriting/ speed sounds practice
- ▶ 1:15pm Non-core subject (History/Geography, Science, RE or Art/DT)
- ▶ 2:00 pm Non-core subject (PE, Music or Jigsaw)
- ▶ 2:40pm Assembly (every Monday and Wednesday)
- ▶ 3:00pm Story time
- ▶ 3:10 pm Home time

Year 1 weekly timetable

Year 1 7.9.26

Day	8.40-9:00	9 – 10am	10-10:30am	10.30 - 10.45	10.50 – 11.50	11.50 - 12.00	12.00 - 1.00	1.00-1.15	1.15-2.00	2.00-2.40	2.40 3.10
Mon	Register / Check in	English	RWI	B R E A K	Maths	M a t h s L i t e r a c y	L U N C H T I M E	Hand writing	Art Spirals	Jigsaw – Being me in my world 	Assembly
Tues		English	RWI		Maths			Hand writing	PE (Fitness) indoors	Geography My class, My school	Story time
Wed		English	RWI		Maths			Hand writing	Science Identify and name materials	Music – Pitch Superheroes	Assembly
Thurs		English	RWI		Maths			Hand writing	RE Is everybody special?	PE outdoors Ball skills	Story time
Fri		English	RWI		Maths			Hand writing	Celebration assembly	Library Zebras Spellings Giraffes	Library Giraffes Spellings Zebras

Colour Monsters



At Ashbrook School, our children's wellbeing is our number one priority.

We use *The Colour Monster* story to help children understand emotions.

Children share their feelings using the colour monster jars.

Staff support and validate children's emotions.

Extra nurture and early help are available when needed.

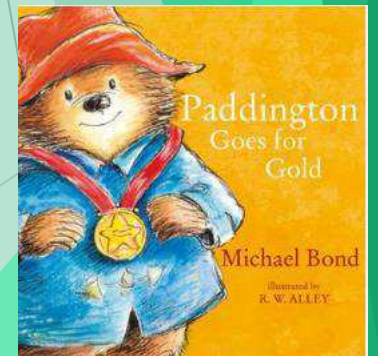
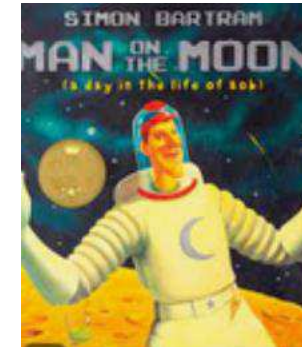
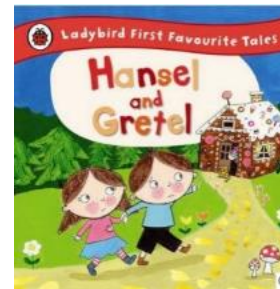
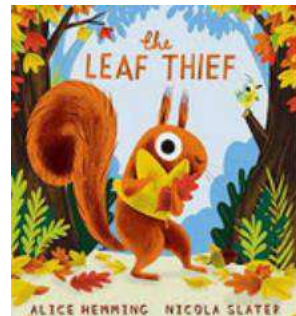
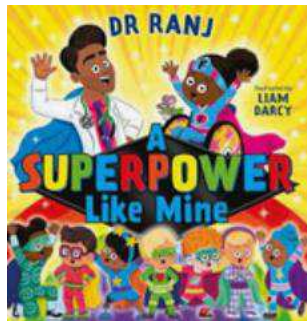
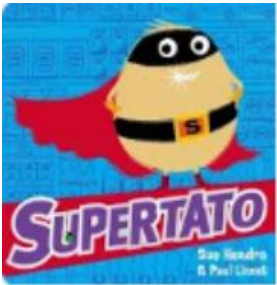
Colour Monsters



English

Our curriculum has been created to continue building on children's prior knowledge. We offer an inspiring curriculum which aims to provide learning through creative and enrichment opportunities. This approach allows children to open their minds to a broader perspective, to develop resilience, communication skills and independence as learners.

In English, we hold 'inspire days' such as an afternoon tea party, dress up days and local area walks were created to offer children the opportunity to engage through experiential first hand learning.



Writing - vocabulary, grammar and punctuation

Pupils should be taught to:

- develop their understanding of the concepts set out in [English appendix 2](#) by:
 - leaving spaces between words
 - joining words and joining clauses using 'and'
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1 in [English appendix 2](#)

Statutory guidance

National curriculum in England: English programmes of study

Writing - composition

Pupils should be taught to:

- write sentences by:
 - saying out loud what they are going to write about
 - composing a sentence orally before writing it
 - sequencing sentences to form short narratives
 - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read their writing aloud, clearly enough to be heard by their peers and the teacher



Noodle



Titch

English

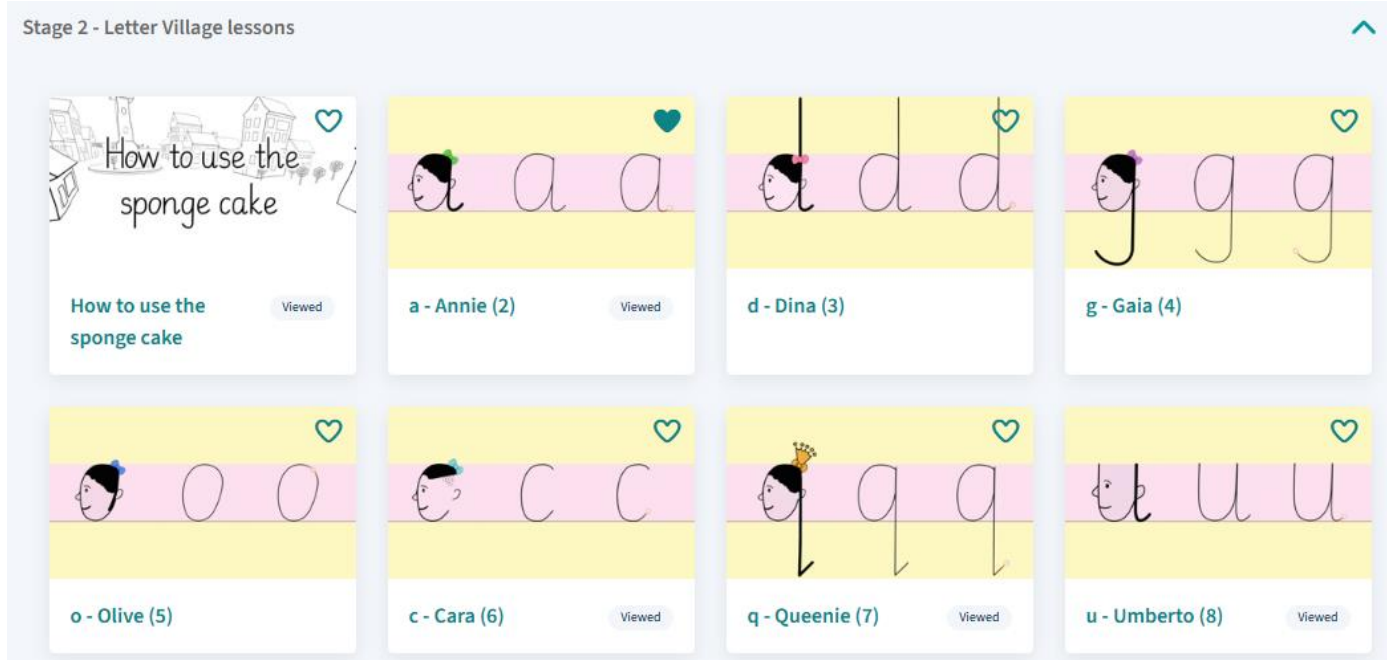
- ▶ Drawing Club
- ▶ Building on from the success in Foundation we continue to make writing exciting
- ▶ Follow the weekly format of character, setting, adventure, adventure, adventure
- ▶ Key vocabulary
- ▶ The imaginative writing is then captured by Curiosity Quests
- ▶ Magical codes help the character or adventure improve in some way which the children write daily

Year 1 Common Exception Words

the	is	no	one
a	his	go	once
do	has	so	ask
to	I	by	friend
today	you	my	school
of	your	here	put
said	they	there	push
says	be	where	pull
are	he	love	full
were	me	come	house
was	she	some	our
	we		

These are the words the children must be able to read and spell by the end of year 1.

Handwriting



Children participate in daily handwriting sessions across the school as part of the Ruth Miskin programme. These sessions support pupils in forming letters correctly, with a focus on accurate letter formation, starting points, and cursive joins. The scheme uses engaging teaching videos to model handwriting skills.

Phonics

Complex Speed Sounds

Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					ce		se			

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	ck	dd	gg		g	pp		tt	wh			tch
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-e	y	ī-e	ō-e
					ai	ea	ie	oa
						e	i	o
							y	

oo	oo	ar	or	air	ir	ou	oy	ire	ear	ure
ū-e			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Read Write Inc. Phonics Desktop Speed Sounds Chart

Speed Sounds Set 1

m	a	s	d	t
m	a	s	d	t
i	n	p	g	o
i	n	p	g	o
c	k	u	b	f
c	k	u	b	f
e	l	h	sh	r
e	l	h	sh	r
j	v	y	w	th
j	v	y	w	th
z	ch	qu	x	ng
z	ch	qu	x	ng

Speed Sounds Set 2

ay	ee	igh	ow	oo
ay	ee	igh	ow	oo
oo	ar	or	air	ir
oo	ar	or	air	ir
ou	oy			
ou	oy			

Speed Sounds Set 3

ea	oi			
ea	oi			
ā-e	ī-e	ō-e	ū-e	aw
ā-e	ī-e	ō-e	ū-e	aw
are	ur	er	ow	ai
are	ur	er	ow	ai
oa	ew	ire	ear	ure
oa	ew	ire	ear	ure

Read Write Inc.
Phonics

- Phonics is taught daily through RWInc, helping children develop their reading, spelling and writing skills.
- In June, children take the Year 1 Phonics Screening Check.

Maths



At Ashbrook we follow a maths mastery approach (White Rose).



We start each lesson with a Flashback 4 which revisits prior learning from last week, last term, last year and helps the children to make links with current learning.



Embedded within our lessons is the CPA approach (concrete, pictorial and abstract). Children are given time in smaller steps to really understand concepts at a deeper level and only move on once they have mastered each step.



We begin the year exploring place value.
As the year progresses, the children will explore and work with numbers to 100.



Children are also provided with 1:1 devices, creating more independent learning opportunities and different ways to access their learning.

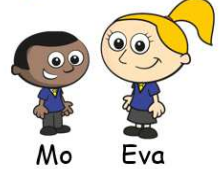
1) How many pears?



2) How many fingers?



3) Who is taller?



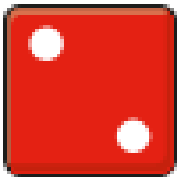
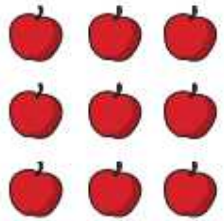
4) 1, 2, 3, 4,

Mo

Eva



Maths



Children build on the maths skills developed in Foundation.

They learn to add, subtract, multiply and divide numbers.

We encourage children to practise counting in everyday situations.

Using money and playing counting games can help support learning at home.

Parents will be invited to attend maths workshops during the year.

More information about our maths curriculum can be found on the Ashbrook website.

Wider Curriculum

Year 1 offers a wide range of exciting subjects and learning experiences.

Children explore, investigate and experiment in Science and DT.

They learn about the past in History and their local area in Geography.

PE lessons help children develop their skills through games, dance and gymnastics.

Art lessons encourage creativity through drawing, painting and making.

PSHE and RE lessons help children develop social skills and empathy.

Year 1 is an important year for your child's increasing independence. The days are so varied and busy, the hours just fly by!

Enhanced Provision



These areas give children the chance to explore, create, and work together. They support early science and problem-solving, build teamwork, and encourage creativity through play.



Our shared areas



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

We celebrate children who demonstrate our school values every day.

Children earn rewards through Class Dojos, class rewards and School Awards.

School Awards are presented every Friday and at the end of each half term.

Every child joins a school house and contributes towards a shared house reward.

House points are earned by showing our key values and positive behaviours



Class Dojo Awards



► At Ashbrook, we use **Class Dojo** as a fun and effective way to promote positive behaviour and build a strong classroom community.

► **What is Class Dojo?**

Class Dojo is a digital platform that allows teachers to award points to students for demonstrating positive behaviours such as:

- Showing kindness and respect
- Staying on task
- Helping others
- Participating actively
- Demonstrating the school values



384

Class



11

Aira



13

Alisha



3

Amaryllis



12

Amelia



17

Bernardo



14

Bhanujan



10

Eijaz



30

Fenrick



12

Georgia

How Do Rewards Work?

Students earn Dojo points throughout the week. These points can be exchanged for rewards that motivate and celebrate their efforts. Rewards may include:

- Extra playtime
- Choosing a class activity
- Stickers or certificates
- Special responsibilities (e.g., line leader, classroom helper)
- Positive notes home

Our Goal

We aim to create a positive learning environment where every child feels recognised and encouraged. Class Dojo rewards help us reinforce good choices and build confidence in a fun and meaningful way.

Pupil Leadership

Play Rangers



Eco Rangers



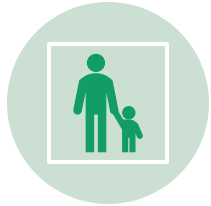
House Captains



Librarians



Home Learning



Please support your child to complete their home learning and practise their spellings.



Home learning is set on Learning with Parents each Friday and is due the following Wednesday.



Spellings are sent home to practise, with a spelling check every Friday.



Reading with your child every day makes a huge difference to their progress.



School books, library books and books from home all help to develop a love of reading.

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



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

★ 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



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.



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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Term Dates

Curriculum

Safeguarding



Welcome to our new
SENDCO



Safeguarding at Ashbrook



A fresh start



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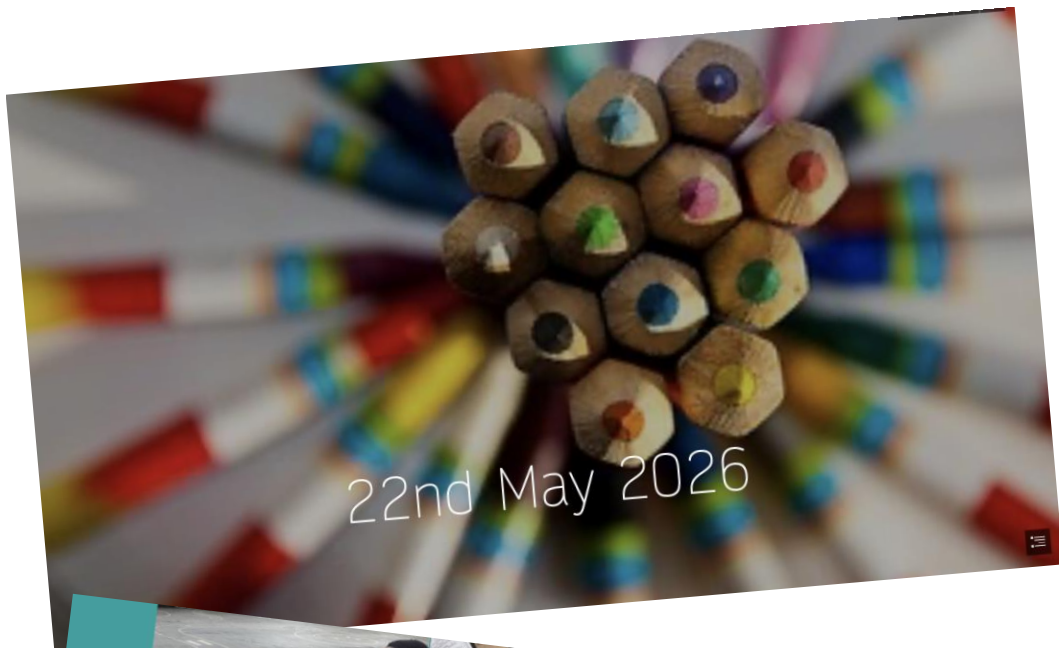
< > Today Now - October 21

September 2026

MON
7

September 7

After School Activity Clubs Start



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.