

Welcome to our school...

Oak Farm Primary School

Year 1



Staffing

Teachers



Mrs Holden



Miss Gadd



Mrs Halling

Teaching Assistants



Mrs Olayiwola



Mrs Tumber



Mrs Sharma

Communication – Graduated response

- ▶ Communication is very important to us.
- ▶ Messages can be communicated with staff at the door in the mornings or at the end of the day.
- ▶ Please use the Year group email to communicate with us:
year1@oakfarmprimary.org.uk

Further concerns can be escalated to the Phase Leader (Ms Holden) – but please ensure you have spoken with Class Teacher first

Escalation can be also be directed to Deputy Head- Ms Topliss
Headteacher - Mrs Cheema

Any safeguarding issues - please speak to a member of the safeguard Team

Medical queries - please speak to someone in the main Reception

Parent consultation meetings: week beginning 20/10/25

Timings of the day

▶ **Morning**

- ▶ Breakfast club from 7.30 am
- ▶ Gates open at 8.30 am
- ▶ Soft Start 8:40-8:50

▶ **Lunch**

- ▶ 11:45-12:45

▶ **School finishes at 3.20pm**

At the end of the school day, it is recommended that children are collected by someone who is above the age of 16. If this is not possible, the school will allow children above the age of 14 to collect, but we will require written permission. If this is the case, please ensure that you send an email to the office with the name of the person so that we can update our records. Without this, we will not be able to release your child. If pick-up arrangements change and another adult comes to collect your child at any point during the academic year, please ensure that this is communicated to the school.

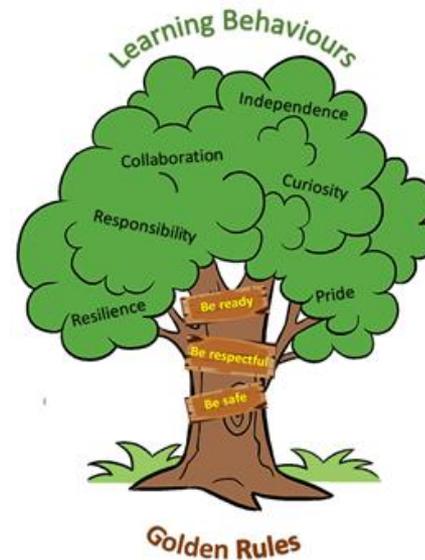
Behaviour

Three Golden Rules

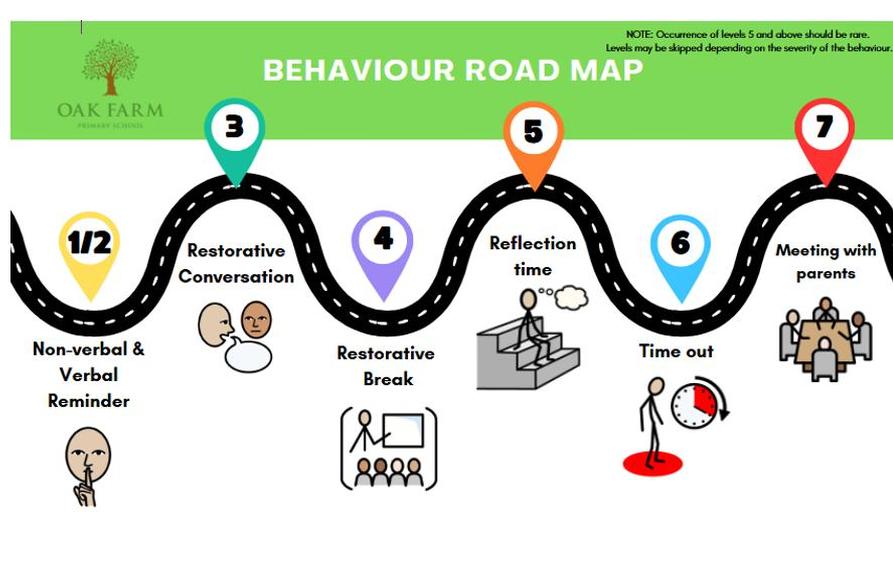
Be Ready

Be Safe

Be Respectful



Behaviour Roadmap



Timetable



YEAR 1



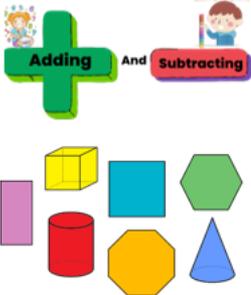
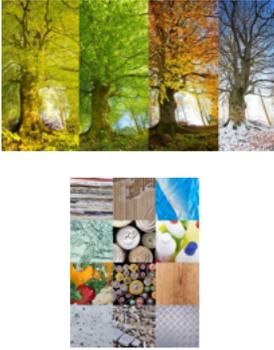
Date	8.40am-9.00 Registration at 9am	9.00am – 9:45	9:45am – 10.15	10.15am- 10.30	10.30am – 11.45pm	11.45pm- 12.45	12.45pm - 3.20 Registration at 12:45 Break-1.50-2.00			
Monday	Soft start activity	Phonics & Guided reading	English	B R E A K T I M E	Finish English 10:45- Maths	L U N C H T I M E	Special Mentions & Attendance 1-1:30	PE/Computing		3:00-3:15 Story Time
Tuesday	Soft start activity	Phonics & Guided reading	English		Finish English 10:45- Maths		History/Geography	PSHE		3:00-3:15 Story Time
Wednesday	Soft start activity	Phonics & Guided reading	English		Finish English 10:45- Maths		PPA: RE	PPA: PE	PPA: Music	3:00-3:15 Story Time
Thursday	Soft start activity	Phonics & Guided reading	English		Finish English 10:45- Maths		Handwriting	Science		3:00-3:15 Story Time
Friday Reading record check	Soft start activity	Phonics & Guided reading	English		Finish English 10:45- Maths		Phase Assembly 1-1:30	Art/DT	Library	3:00-3:15 Story Time

Example timetable- some foundation subjects may be taught on different days.

Curriculum

► Curriculum newsletter sent out each term.

Subjects:		Autumn Term - YEAR 1	
Phonics	<p>Recap Phase 3 and 4 Children will be recapping the sounds learnt including digraphs (two letters that make one sound e.g. 'ai' in rain) and trigraphs (three letters that make one sound e.g. 'igh' in night) and applying these sounds in their reading and writing.</p>		
English	<p>Traction Man The children will be learning about character development, familiar settings and plot in adventure fiction. The images and text are carefully crafted and the characters and settings are well drawn and fun, offering young readers a good model for their own story planning and writing. Writing will include writing captions and comics, drawing and annotating and book making.</p> <p>Look Up This text offers young readers an engaging stimulus for creative response to text, a model for their own writing with a focus and stimulus for both fiction and non-fiction writing. The children will be making flyers, writing scripts, lists and note taking.</p> <p>The Last Wolf This new reimagining of the Little Red Riding Hood character and story provides an excellent model of creative storytelling through its language, structure and illustration. The book supports consideration of the value of helping others, of community and of nature and of conservation. As well as rich opportunities to develop reading skills and strategies, it provides an authentic stimulus for narrative, poetry and non-fiction writing.</p> <p>Beegu The children will be learning about character development and setting in narrative fiction. Some of the teaching approaches used will be role play, hot seating and creating story maps. This text offers young readers a good stimulus for a range of fictional writing opportunities such as retelling, poetry, letter writing and writing in role.</p> <p>Writing The children will be focusing on using the phonic sounds they know, starting a sentence with a capital letter and ending it with a full stop. They will be leaving finger</p>		

	spaces between words and spelling phase 2, 3 and 4 irregular words accurately in their writing.	
Maths.	<p>Place value within 10 Children will learn to count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number. They will identify and represent numbers using objects and pictorial representations including the number line. They will be using the language of equal to, more than, less than (fewer), most and least to compare numbers within 10.</p> <p>Addition and subtraction within 10 This term, children will read, write and interpret mathematical statements involving the addition, subtraction and equals signs. Children will learn about number bonds to and within 10. They will use this knowledge to solve problems that involve addition and subtraction, using objects and pictorial representations.</p> <p>Shape This term, children will be naming, recognising and sorting 2D and 3D shapes. Children will also create patterns with 2D and 3D shapes, focusing on different shapes, sizes and colours.</p>	
Science	<p>Seasonal changes This term, children will name the four seasons in order and describe the typical weather in each. They will also be able to name some activities and events in the four seasons. Children will describe the appearance of a tree's leaves in each season. They will recall that summer has the most daylight hours and winter has the least daylight hours. Children will be able to record data about the temperature across the four seasons and label a map of the UK with capital cities and seasonal weather symbols.</p> <p>Everyday materials In this topic, children will name objects and identify the materials that they are made from. They will recognise that objects are made from materials that suit their purpose and recall that a property is how a material can be described. Children will work scientifically to sort and group objects based on the materials they are made from and their properties. They will make predictions and recognise whether they were accurate, use their observations to answer questions and begin to recognise if a test is fair.</p>	

Curriculum



Subjects:		Autumn Term - YEAR 1	
Art	<p>Spirals Children will build an understanding about the way they can make marks on a drawing surface. They will explore how the way they hold a drawing tool, and move their bodies, will affect the drawings they make. Children will begin to explore mark-making and experiment with how they can use the marks they make in their drawings. They will be introduced to the fact that they can make drawings from an action or their imagination and that they can make drawings as a result of observation. Through their drawings children are able to talk about what they can see and how it makes them feel.</p>		
History	<p>How am I making History? This term, children will be looking at their own history and developing their understanding of their own personal chronology. They will order photographs correctly on a timeline and use key vocabulary to discuss similarities and differences. They will learn more about their history by looking at different memories and special events and explore how we remember special events such as birthdays. Children will find out what childhood was like for their parents and grandparents and use this information to compare childhood now and childhood in the past.</p>		
Geography	<p>What is it like here? This term, children will use aerial photographs to investigate and develop knowledge of the local area and school grounds. Children will have the opportunity to go on a local area walk, looking at the features in our local area. They will develop an understanding of maps by creating maps of their own classroom. They will learn to locate features of the school grounds and draw a simple map of the school using directional language. They will investigate how pupils feel about the playground by carrying out a simple survey and use this information to create a design to improve the playground.</p>		

Computing (Digital Literacy)	<p>Introduction to Purple Mash and how to be safe online Children will learn how to log in safely and understand the importance of logging out. They will learn how to search Purple Mash to find resources and will be able to explore the Tools and Games section of Purple Mash. They will learn how to open, save and print their work.</p> <p>Creative Computing Children will have the opportunity to develop their mouse, keyboard and basic computing skills using creative tools. Children will use the ZDIY tools to paint, create jigsaws and make simple drag and drop games.</p> <p>Data Explorers Children will be introduced to using software tools to group and sort recognisable objects. Children will develop their understanding of how this relates to organisation and interpreting data. By the end of the unit, children have the opportunity to collect simple data and present it in a pictogram.</p>		
P.S.H.E.	<p>Me and my relationships At the beginning of a new academic year, children will learn about our classroom rules and routines and understand that these rules help everyone to learn and be safe. They will learn to recognise their own feelings and how to use strategies that can help them if they are feeling angry, sad etc. They will look at what being a good friend looks like and how to resolve conflicts through discussion and kind actions.</p> <p>Valuing difference In this unit, children will identify differences and similarities between people and empathise with those who are different from them. They will be able to explain the difference between unkindness, teasing and bullying. Children will look at what is fair and unfair, kind and unkind and suggest ways they can show kindness to others. They will also identify some of the people who are special to them and explain how these people help us.</p>		

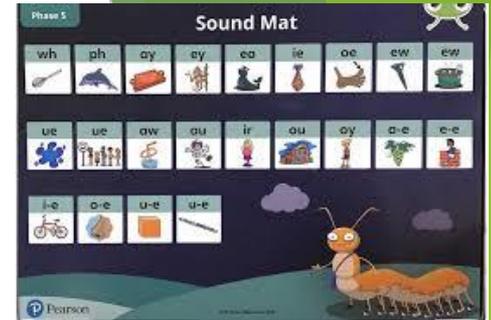
Maths

We use the White Rose Maths Scheme

Autumn term	<p>Number</p> <p>Place value (within 10)</p> <p>VIEW</p>	<p>Number</p> <p>Addition and subtraction (within 10)</p> <p>VIEW</p>		<p>Geometry Shape</p> <p>VIEW</p>	<p>Consolidation</p>		
Spring term	<p>Number</p> <p>Place value (within 20)</p> <p>VIEW</p>	<p>Number</p> <p>Addition and subtraction (within 20)</p> <p>VIEW</p>	<p>Number</p> <p>Place value (within 50)</p> <p>VIEW</p>	<p>Measurement</p> <p>Length and height</p> <p>VIEW</p>	<p>Measurement</p> <p>Mass and volume</p> <p>VIEW</p>		
Summer term	<p>Number</p> <p>Multiplication and division</p> <p>VIEW</p>	<p>Number</p> <p>Fractions</p> <p>VIEW</p>	<p>Geometry Position and direction</p> <p>VIEW</p>	<p>Number</p> <p>Place value (within 100)</p> <p>VIEW</p>	<p>Measurement Money</p> <p>VIEW</p>	<p>Measurement</p> <p>Time</p> <p>VIEW</p>	<p>Consolidation</p>

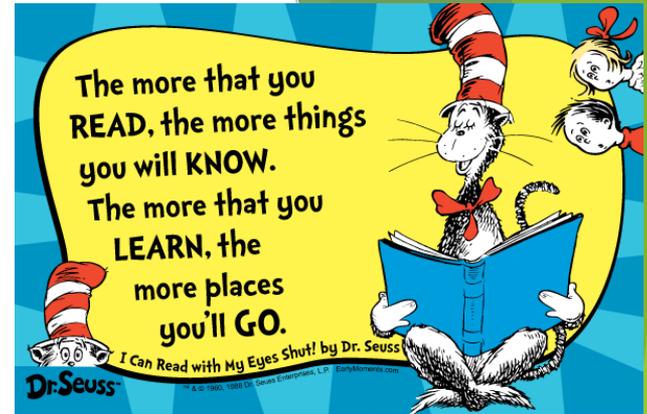
Importance of Reading

- ▶ In Year 1 the children will revisit and build upon their phonic skills taught in reception.
- ▶ They will blend to read words with alternative graphemes.
- ▶ Children will participate in a daily whole class phonic session which will also include a guided reading session.
- ▶ Not only do we want the children to develop their own reading and comprehension skills, but also a love for reading.
- ▶ The children have a daily story time at the end of the day.
- ▶ Children bring home a library book every week for you to read to your child- These need to come back into school every **Friday** so they can change it for a new book.



Importance of Reading

- ▶ How you can support your child:
- ▶ Daily reading at home
- ▶ Bedtime stories
- ▶ Complete the reading record
- ▶ Make sure your child brings their book and reading record **every day.**
- ▶ Ensuring that eBooks on BUG Club are read and comprehensions completed (click the bug to answer questions)
- ▶ Most importantly please celebrate their reading with them



Homework

A homework grid will be sent home at the beginning of each half term with activities to support children in all areas of their development.

Reading and maths activities to be completed daily.

YEAR 1



Week	Activities	Due in:
 Week 1	<ul style="list-style-type: none"> Daily Reading (recorded in Reading Record) History: Talk to your family and look at photographs of you as a baby, toddler and now and talk about the different stages of life and any special events that happen during this time. Please bring in the photographs for the children to sequence and share at school. 	12 th September
 Week 2	<ul style="list-style-type: none"> Daily Reading (recorded in Reading Record) Maths (30 minutes on Numbots) PSHE: Talk about the school rules and why they are important to help everybody learn and keep safe. Can you remember the three golden rules and six learning behaviours? 	19 th September
 Week 3	<ul style="list-style-type: none"> Daily Reading (recorded in Reading Record) Maths (30 minutes on Numbots) Science: Start to collect natural materials such as conkers, acorns, leaves etc. These items can be brought into school. Start to talk about the season of Autumn and the changes that are happening. 	26 th September
 Week 4	<ul style="list-style-type: none"> Daily Reading (recorded in Reading Record) Maths (30 minutes on Numbots) PSHE: Create a logo for one of the new learning behaviours. Explain why you have designed your logo in that way and what you think that learning behaviour should look like at Oak Farm. 	Due in: 3 rd October
 Week 5	<ul style="list-style-type: none"> Daily Reading (recorded in Reading Record) Maths (30 minutes Numbots) Computing: Please practise logging in to Purple Mash. Login details can be found inside the front cover of your reading record books. 	Due in: 10 th October
 Week 6	<ul style="list-style-type: none"> Daily Reading (recorded in Reading Record) Maths (30 minutes on Numbots) Art: Create pictures using a selection of resources such as paint, felt tip pens and pencils to create pictures using circular and straight lines. 	Due in: 17 th October
 Week 7	<ul style="list-style-type: none"> Daily Reading (recorded in Reading Record) Maths (30 minutes on Numbots) Writing: When playing with your toys can you write a sentence about what is happening? E.g The doll is sleeping in her cot. The car is going over the bridge. 	Due in: 24 th October
<p>Our "Homework Gallery" will take place on 24th October. All homework will be displayed and celebrated, giving children the chance to visit classes within their phase and leave positive feedback on the work. Members of SLT will also attend to award stickers to pieces of homework that particularly stand out.</p>		

Homework

- ▶ We encourage children to access Bug Club to support their phonics and reading skills. Bug Club has a range of books and activities for children to complete and earn coins.
- ▶ Logins for Bug Club will be stuck into the reading record books.
- ▶ Children can also access Numbots and TT Rockstars to support their maths learning.



School Uniform

- ▶ Children are expected to wear full school uniform at all times. Long hair must be tied back. Make up and nail varnish should not be worn. The uniform policy can be found on the school website and was also emailed to parents at the end of last term.
- ▶ Children are allowed to wear one small stud earring in each ear. The approved religious jewellery is the Sikh Kara. A parent must put in writing if there is something else that needs to be worn for religious purposes.
- ▶ PE kits also need to be in line with policy
- ▶ Children will be given slips with a reminder if an item of clothing is not correct.

▶ **The uniform consists of:**

- Brown sweatshirt or cardigan with school logo;
- Plain grey trousers, skirts or pinafores;
- White polo shirts with/out logo;
- Yellow check dresses or plain grey shorts during Summer Term and up to first half of Autumn Term (weather permitting).
- Plain black shoes/ trainers (***for EYFS and KS1 with a velcro fastening***).

▶ **PE Kit**

- White t-shirt
- Plain black shorts/jogging bottoms for PE
- Plain black sweatshirt
- Trainers for PE

Website/ Bulletin

The school website is a great place to go for key information: e.g. term dates, curriculum information, policies

<https://www.oakfarmprimary.org.uk/>

School Bulletin is sent out on a Friday – it is an electronic link that gives up to date information including dates and key events.

Special Education Needs and Disabilities



Our new SENDCo: Mrs Hunt

A purple poster with white text and a grid of colorful puzzle pieces. The puzzle pieces feature various cartoon characters representing diversity in age, gender, and ethnicity.

INCLUSION
WHAT DOES THIS MEAN AT OAK FARM?

An opportunity to meet key members of our Inclusion team, including the new SENDCo.

This meeting will discuss the national picture around inclusion, debunk myths around SEND as well as look at how we cater for children needing additional support.

MONDAY 15TH SEPTEMBER
9.15AM (IN SCHOOL) AND 7PM (ONLINE)

At Oak Farm, we pride ourselves on nurturing **independence** and enabling **every child to reach their full potential**. Our teachers create **inclusive, adaptive** classrooms where personalised strategies support all learners—this approach has the greatest impact. When more support is needed, we **focus on individualised provision rather than constant one-to-one adult support**, as research shows this better **promotes confidence and self-esteem**. If you have any questions or would like to discuss your child's needs, please don't hesitate to get in touch at send@oakfarmprimary.org.uk - we're here to help!

ATTENDANCE

Benefits of being in school, on time, everyday:

- ❖ Build secure friendships with peers
- ❖ Not missing out on learning
- ❖ Fun activities, trips, clubs, visitors
- ❖ Healthy, free, school meals, fruit and milk
- ❖ Routine and good habits
- ❖ We help to keep your children safe and well

Attendance Matters!



Every Student, Every School, Every Day

How can you support your child's attendance:

- ❖ Leave plenty of time to get ready in the morning.
- ❖ Have a bedtime routine to aid a good night's sleep.
- ❖ Use our breakfast and after school clubs if you need wrap-around care.
- ❖ If your child is unable to attend, inform us before 9am.
- ❖ Try to book routine appointments, and holidays, outside of school time.
- ❖ Do not keep children off for 'minor illnesses' – see NHS guidance for acceptable reasons. We have a medical team who can check your child's observations upon arrival.
- ❖ Talk to us! We're here to help!



Is my child too ill for school?

It can be tricky deciding whether or not to keep your child off school, nursery or playgroup when they're unwell.

Attendance at Oak Farm Primary School



Your Attendance Team:



Mrs E Fisk Attendance Officer
Mrs C Hill Attendance Support
Mrs A Gammell Pastoral Lead

Should you wish to discuss anything attendance-related, please contact Miss Fisk in the first instance who will share any concerns with Mrs Hunt. Working in collaboration with the Senior Leadership Team, Mrs Hunt may be in communication with you regarding your child's attendance but, of course, your child's class teacher remains as your first point of contact: they will be delivering attendance letters to you and will communicate with you if they have any concerns.

Why is attendance so important?

Being around teachers and friends in a school environment is the best way for pupils to learn and reach their potential. Time in school also keeps children safe and provides access to extra-curricular opportunities and pastoral care. Every moment in school counts. For example, a child who is absent for three days over a half term could miss 18 hours of learning, which doesn't seem like a lot but this time adds up quickly. The higher a pupil's attendance, the more they are likely to learn, and the more successful their future is likely to be.

100%	0 days Missed
95%	1 week and 4 days of learning missed
90%	2 weeks and 4 days of learning missed
85%	3 weeks and 3 days of learning missed
80%	4 weeks and 3 days of learning missed
75%	5 weeks and 3 days of learning missed
70%	6 weeks and 3 days of learning missed
65%	7 weeks and 3 days of learning missed
60%	8 weeks and 1 day of learning missed

What are we doing to reward attendance?

Oak Farm Primary Rewards for Attendance

- 100%** - Those with the highest attendance in a class are given a special certificate.
- 95%** - Every child achieving 95% or above receives an attendance sticker.
- 90%** - Every child achieving 90% or above receives an attendance certificate.
- 85%** - Every child achieving 85% or above receives an attendance certificate.
- 80%** - Every child achieving 80% or above receives an attendance certificate.
- 75%** - Every child achieving 75% or above receives an attendance certificate.
- 70%** - Every child achieving 70% or above receives an attendance certificate.
- 65%** - Every child achieving 65% or above receives an attendance certificate.
- 60%** - Every child achieving 60% or above receives an attendance certificate.



How do we ensure your child has arrived safely in school?



How can you help your child achieve the best attendance possible?

- Allow plenty of time to get ready in the morning and have breakfast before leaving for school.
- Allow plenty of time to get to school - if you are late, please bring your child to the School Office.
- Have a bedtime routine so that they have a good night's sleep.
- Please do not keep your child off school if they have a 'minor illness' such as a cough, cold, runny nose, sneezing or sore throat. We are happy for you to send your child in and we will monitor them, and send them home if necessary.
- If they are unable to attend school, please ring or email the school office before 9am in the morning to give details.
- If making a routine appointment for the dentist/ doctor, please make it out of school hours, or during school holidays - we ask for proof of any appointments scheduled during school time.
- Talk to us. We are here to help. If you are having any difficulties that are affecting your child's attendance at school, please come and talk to us as soon as possible so we can help you.

	Gates open at	Afternoon doors open at	Afternoon doors close (subject to start times)	Child must have left by after
Morning nursery	8:25am	8:40am	8:50am	9:00am
Afternoon nursery	12:05pm	12:20pm	12:30pm	12:30pm
Reception	8:25am	8:40am	8:50am	9:00am

Attendance Matters!



Every Student, Every School, Every Day

Communication you can expect from us

- Daily attendance reminder messages are sent via Parentmail to all parents/carers who have not notified the school of their child's absence.
- Weekly Parentmails to parents/carers to those children who have more than 2 late arrivals at school during the preceding week.
- Whole school attendance is shared weekly on the school bulletin, alongside regular updates and support.
- Attendance reports are given to parents three times across the academic year; two at the parental consultations (Oct & Feb) and with the final report in the summer term.
- Parents/carers will be notified if their child's attendance becomes cause for concern and parents will be invited to meet with staff in line with Oak Farm's 'Six steps to monitoring attendance' (outlined below).
- School staff may undertake home visits if absences are not reported, to check that the child is safe and well.

Our 'Six Steps to Monitoring Attendance'

Oak Farm Primary Six steps for monitoring attendance

- Step 1** 10 sessions missed: Letter 1 will be sent home informing parents/carers that their child is at risk of falling below the national expectation for annual attendance.
- Step 2** 20 sessions missed: Letter 2 will be sent home with an invite to attend an informal meeting with our school's Attendance Officer and Pastoral Lead, with the aim of putting support in place to aid improvement.
- Step 3** 30 sessions missed: Letter 3 will be issued, informing parents/carers that their child's absence is a cause for concern. A member of SLT will be in contact to arrange a meeting.
- Step 4** 35 sessions missed: Letter 4 will be sent home asking parents/carers to attend a meeting to discuss the attendance concerns with the Deputy Headteacher or Headteacher.
- Step 5** 40 sessions missed: Letter 5 will be issued and an attendance panel meeting with the Attendance Champion will be scheduled. There is also a risk of a referral to the local authority's attendance team.
- Step 6** No Further Improvement: Letter 6 will be sent to inform that a referral will be made to the participation team. Next steps will be guided by the local authority.

Is my child too ill for school?

If you're ever unsure on whether to send your child to school, please see this NHS web page which provides advice on range of conditions including: temperatures, anxiety, coughs and colds, chicken pox, head lice, infections and more.

[Is my child too ill for school? - NHS](#)

Is my child too ill for school?

It can be tricky deciding whether or not to keep your child off school, nursery or playgroup when they're unwell.

Assessment

We assess students regularly to track their academic progress, identify areas for improvement, and ensure that teaching methods align with their needs. Some of the key assessment information is detailed below:

KS1: Phonics screening Check in the Summer Term and regular reading assessments through our Bug Club phonics scheme. In year 2 there are now optional SATs for reading, maths, spelling and grammar.

Formative (quizzes, observations, class activities) and summative assessments (end of unit tests) are completed throughout the year during lessons alongside termly teacher assessments in reading, writing and maths to identify pupils' progress and next steps.

Healthy Eating Policy –

The school is dedicated to providing an environment that promotes healthy eating and enables pupils to make informed food choices.

Break time Snacks

Children in EYFS and KS1 are provided with free fruit and vegetables.

Drinks

We encourage children to bring a bottle of water in from home to have in the classroom. Children may have other drinks as part of their packed lunch, though no fizzy drinks are allowed and it is best to avoid drinks that have high sugar content.

Birthdays

We do not allow any cakes or sweets to be handed out in school for birthdays. This is to safeguard pupils and staff with allergies/intolerances/religious or cultural practices and to ensure that parents/carers do not feel pressured into joining in.

Packed Lunch Guidance

This leaflet provides information on how to provide a healthy packed lunch for your child. It is important to ensure that children eat a healthy, balanced lunch that will provide them with the energy required to learn and play at school. Please support the school's food policy by following this guidance.

Starchy Foods

Base each meal on a starchy food such as bread, potato, rice or pasta.

- Bread: Try different breads such as pitta bread, tortilla wraps, bread rolls, chapattis or crackers.
- Other starchy foods such as pasta, potato, rice or noodles.
- Wholegrain varieties are best for fibre, which is vital for a healthy digestive system.



What is a healthy packed lunch?

A healthy packed lunch is a balanced meal providing a variety of nutrients, to be found in four food groups:



Milk and Dairy Foods

Include a dairy product or dairy alternative, such as yoghurt, custard or fromage frais. These foods provide calcium necessary for strong bones and teeth, as well as providing protein and vitamins.

- Include some semi-skimmed or skimmed milk.
- Reduced fat cheese.
- Lower fat alternatives are better.



Meat and Alternatives

Add some protein. Protein foods build muscles and provide minerals.

- Lean meats, such as chicken, ham or turkey.
- Fish, e.g. tuna.
- Cheese or egg (boiled or in a sandwich).
- Meat alternatives such as Quorn or tofu.
- Dishes containing pulses or beans.



No, No, No!

There are some foods that aren't appropriate for school lunches. The following foods can be enjoyed in moderation at home but should be avoided at school:

- sugary biscuits
- sweets/chocolate
- large bags of crisps
- fizzy drinks

Due to allergies, please do not send nut products into school.

Fruit and Vegetables

Include plenty of fruit and vegetables as these are full of vitamins, minerals and fibre to keep your child strong and healthy.

- Add tomato, lettuce, grated carrot or cucumber to a sandwich.
- A vegetable dish such as salad.
- Fresh or dried fruit.
- Fruit salad.
- Finger foods such as cherry tomatoes, cucumber sticks or celery.



Equipment

School book bags are preferred as they fit into the trays and provide more room on the pegs for coats and jumpers.

In Year 1, no other equipment is required to be provided from home.

Please do not bring toys from home into school.

What we would like from you!

- ▶ Children who arrive at school on time
- ▶ Children always in school uniform/PE
- ▶ To attend all parent consultation evenings
- ▶ Read regularly with your child
- ▶ Support homework and home learning
- ▶ Keep contact details up to date
- ▶ Tell us if there are circumstances which may affect your child
- ▶ Work in partnership with us