



**SCAN ME**

Give us a follow on  
Instagram to see what  
the children have been  
getting up to!



## Our Vision For Our Children

*By embedding our values-based, high expectation approach to learning and behaviour, we believe in developing the whole-child. What do they need today? What do they need tomorrow? We strive to give children the knowledge and skills to achieve their full potential and be successful lifelong learners who value their emotional health and wellbeing. They recognise their own uniqueness and that of others. WHA is a place where no time is wasted and where **'every opportunity shapes a life'**.*

*Our curriculum offer has four aspects that are split into two domains:*

**Core Curriculum Offer**  
**Knowledge & Experience (National Curriculum)**

**WHA Enhanced Curriculum Offer**  
**Values & Equality (Shaping Lives)**



<b>Core Values</b>	<b>Linked Values</b>		
Ambition	Desire	Motivation	Determination
Respect	Empathy	Considerate	Admiration
Tolerance	Acceptance	Patience	Understanding
Friendship	Kindness	Compassion	Love
Positivity	Hope	Happiness	Optimistic
Teamwork	Responsibility	Pride	Equality
Resilience	Perseverance	Adaptable	Fortitude
Courage	Confidence	Valour	Heroism
Honesty	Trustworthy	Integrity	Reliable
Curiosity	Inquisitive	Awareness	Awe

# Meet our safeguarding team



**Mrs Costelloe**

DSL



**Mrs Kearney**

DDSL



**Ms Gregory**

DDSL



**Mrs Snowden**

DDSL



**Mrs Parmley**

DDSL



**Miss Poynter**

DDSL



**Mr Overton**

DDSL

**At WHA every adult thinks your health, safety and wellbeing are very important. You can talk to any trusted adult in school.**

### How will we protect you?

- We will provide a safe environment for you to learn in
- We will help you to remain safe at home, as well as school
- We will always listen to you

# OUR SAFEGUARDING TEAM

## We are here to help

If you are worried about anything, at home or in school, or have any safeguarding concerns please speak to a member of the safeguarding team.

# Pupil Premium Grant

Many children from families who receive certain benefits are entitled to a sum of money paid to their school to boost their learning. **This is called the Pupil Premium Grant.**

Are you eligible?

- Universal credit (provided you have a net income of £7400 or less)
- Income support
- Income-based jobseekers' allowance
- Income-related employment and support allowance
- Support under Part IV of the Immigration and Asylum Act 1999
- The guaranteed element of state pension credit
- Child tax credit, provided that you are not also entitled to working tax credit and have an annual gross income of £16,190 or less

The extra funding helps the school to provide further support for your children in so many ways such as extra 1:1 and small group teaching sessions and providing additional resources in school and at home. It also entitles your child to a free school meal every day which could save you hundreds of pounds each academic year.

There is an eligibility checker on our school website as well as a link to the application platform.

We advise **ALL** families to check eligibility as any additional funding will support the school and your children greatly.

**Please speak with the school office team if you have any questions about your application**

# WELCOME TO YEAR 1!

Year 1, 2+3 Vice Principal  
Mrs Parmley

1 Wilson



Mrs Hussain

1 Patel

Mrs Quinn  
(Year 1 lead)



Mrs Ali - Friday

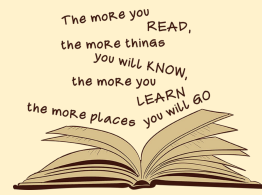
HLTA  
Mrs Madigan

1 Rosen



Miss Reid

# Reading:



- The importance of reading for children cannot be underestimated.
- We recommend 15 minutes of reading daily. Re-reading the same book allows children to practise key skills such as decoding, fluency and the use of expression.
- When reading with your child, ask questions about what they have read.
- They will also have an ebook to read each week available on Oxford Owl.

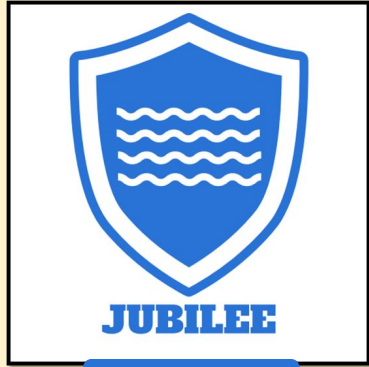
A screenshot of the Oxford Owl login page. The page has a dark grey header with the 'OxfordOWL' logo on the left and 'help', 'about us', and 'login' links on the right. The main content area is white and features a 'Login' heading and a sub-heading 'Please select your user type.'. Below this are three tabs: 'Students', 'Teachers', and 'Parents', with 'Parents' being the active tab. The login form includes a 'Username' field, a 'Password' field, and a pink 'Login' button. At the bottom of the form, there are links for 'Hide', 'Show Password', and 'Not registered yet? Join us!'.

# Homework

**Spellings will be sent home on a Friday.** These spellings are closely matched to the words that they are learning to read and write during their phonics lessons. The spellings allow children to practise their spellings each day and we recommend that phonics mats can be used to help your child as we would during lessons. We expect a minimum score of 6/8 each week.

**Homework books will be given on a Friday** and must be completed and returned by the Wednesday. Any children who we see struggle to hand the homework in each week, will spend one breaktime staying in to complete it during this time with the support of a member of staff.

# Positive behaviour



**JUBILEE**

A - F



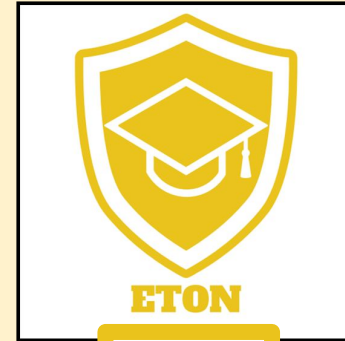
**WINDSOR**

G - L



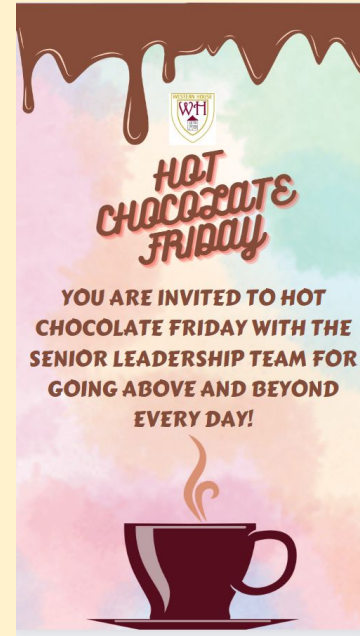
**MERCIAN**

M - R

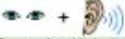


















**ETON**

S - Z



# Poor behaviour choices:

1. We expect the following behaviours for learning in our classroom to include:				
 Engaged and listening to adults or peers who are talking	 Use your indoor voice	 Sitting smartly on the carpet and desk	 Follow all instructions swiftly	<b>If we don't see this:</b> 1. Verbal warning 2. Last chance if given a second verbal warning 3. Miss up to 5 minutes of break or lunch
2. We expect that all instructions are followed.				
 Defiance or not following instructions	 Shouting out in the classroom	 Disrupting or distracting other children	 No returning to classroom after break or lunch	<b>If we see this:</b> 1. Immediate loss of all break time or half of lunchtime 2. If repeated twice in a week, call home and reflection sheet sent home 3. If repeated three times in a week, report card issued with YTL
3. We expect RESPECT.				
 Lack of respect: extreme impoliteness, leaving class, 'stopping and tutting', arguing back or shouting	 Breach of online safety policy (unkind messaging to or about other children)	 Lack of respect towards peers (swearing, spreading rumours, showing aggression/threatening behaviour eg. pushing and shoving)	<b>If we see this:</b> 1. Immediate loss of all break time plus lunchtime and a call home to parents. Reflection form to be completed and sent home. 2. If repeated, meeting arranged with parents and class teacher to work to support improvement of behaviour 3. If repeated, further meetings arranged with parent and YTL. Report card issued with daily reporting to YTL for a week.	
4. We expect that we always treat everyone kindly: speak kindly, have kind hands, kind actions and how care to our school environment.				
 Extreme rudeness/swearing towards staff and/or peers	 Damaging school property (shoving or throwing furniture, vandalism)	 Not keeping safe (climbing fences, hiding, running around school)	<b>If we see this:</b> 1. Internal suspension from class or playground. Work to be given and completed in another year group or fruit. 2. No social interaction with current year group 3. Reflection form completed and given to parents 4. Parents to meet with YTL and Vice Principal	
5. We expect everyone to be in control of their behaviour and manage feeling positively and show positive treatment to each other and our environment.				
 Extreme breach of online safety policy (sharing imagery, bullying, threatening behaviour, talking about or viewing inappropriate material)	 Violence towards peers and adults such as fighting. Sexual Harassment.	 Sustained bullying behaviours	<b>All level 5 behaviours will be considered on a case-by-case basis by the Principal and SLT.</b> The consequence considered will be: 1. Internal suspension 2. Fixed term suspension 3. Permanent exclusion	

# Uniform



## Girls

Grey (**not black**) skirts, grey trousers are permitted

Burgundy jumper/sweatshirt or cardigan

Pale blue blouse/polo shirt

Grey or black socks or tights

School tie\* (optional)

Pale blue/white check dresses for summer

## Boys

Grey (**not black**) trousers

Burgundy jumper/sweatshirt

Pale blue shirt/polo shirt

Grey or black socks

School tie\* (optional)

Grey shorts for summer

## Shoes

flat black shoes or

black trainers (no

logos or other

colours visible)



# Uniform - this sets high standards and expectations

- Hair must be tied up. Any hair accessories must be in school colours.
- All black shoes. The children can wear black trainers, but they must be ALL black.
- No hoop earrings.
- No nail polish.

**Please label ALL items - we cannot take responsibility for lost items.**

# P.E. Kit

PE days are Tuesdays and Thursdays (full PE kit)

On PE days children are expected to wear their WHA house colour t-shirt.

This is the only branded part of the uniform we ask our parents to purchase. This is so the children have a sense of belonging and at competitions and in school events they compete for their houses.



Trainers (for outdoor sport) – plain black or plain white

Plimsolls or trainers (indoor)

Tracksuit or jogging bottoms and sweat top for winter

Tracksuit, jogging bottoms & sweat tops need to be a plain, dark colour (navy, black, dark grey) with NO pictures, writing or patterns.





PARENTS GUIDE TO:

# ZONES OF REGULATION

**Western House Academy**





**At WHA, we use the Zones of Regulation as a way to teach and support our children to manage and regulate their emotions.**

# WHAT IS IT?

THE ZONES OF REGULATION IS AN APPROACH WHICH SUPPORTS CHILDREN IN MANAGING THEIR FEELINGS.

BY CATEGORISING THE DIFFERENT WAYS WE CAN FEEL AND STATES OF ALERTNESS, CHILDREN CAN BE SUPPORTED TO IDENTIFY THEIR OWN FEELINGS AND UNDERSTAND HOW THEIR FEELINGS CAN THEN AFFECT THEIR BEHAVIOUR.

**The ZONES of Regulation®**

			
<b>BLUE ZONE</b>	<b>GREEN ZONE</b>	<b>YELLOW ZONE</b>	<b>RED ZONE</b>
Sad Sick Tired Bored Moving Slowly	Happy Calm Feeling Okay Focused Ready to Learn	Frustrated Worried Silly/Wiggly Excited Loss of Some Control	Mad/Angry Terrified Yelling/Hitting Elated Out of Control

# WHY DO WE USE IT?

To teach our pupils:

- How to identify their feelings as well as read others' facial expressions
- Understand how their behaviours can influence others' thoughts, feelings and behaviours
- How to regulate their own feelings and in doing so, develop their own 'toolbox' of strategies to self-manage their thoughts and emotions.
- Problem solve and find positive solutions to different emotions

**The ultimate goal is for independent regulation.**



# THE FOUR ZONES:

## ZONES OF REGULATION

Choose your **zone**. How are you feeling?

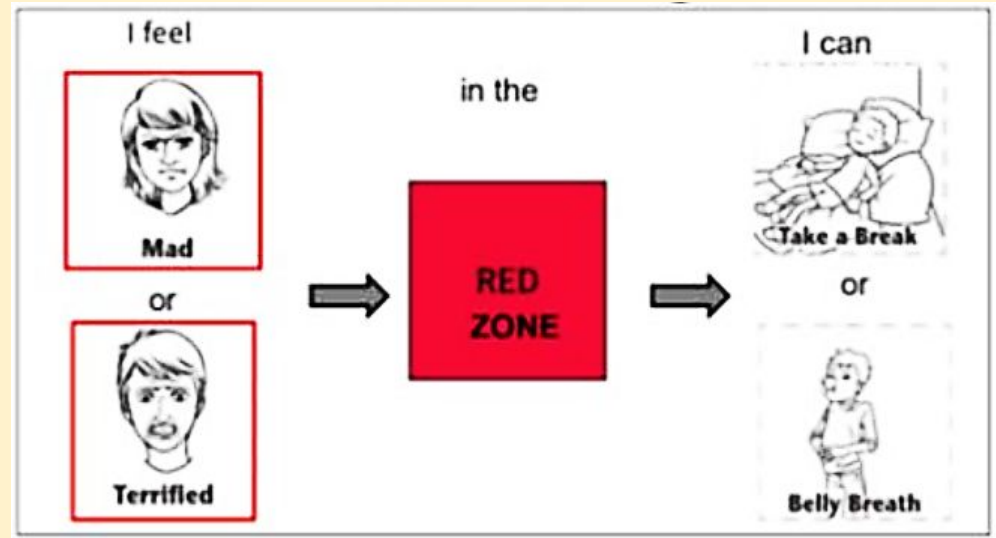
Blue	Green	Yellow	Red
 A blue character with large eyes and glasses, looking down with a sad expression.	 A blue character in a yellow dress, dancing joyfully with arms raised.	 A purple character with a long nose, looking frustrated with hands clasped.	 A red character with a flame on its head, shouting with a wide-open mouth.
<p>Sad Sick Tired Bored Moving slowly</p>	<p>Happy Calm Good to go Focused Ready to learn</p>	<p>Frustrated Worried Silly Anxious I need some help</p>	<p>Mad Angry Yelling / Hitting Out of control I need time and space</p>

# WORTH REMEMBERING...THE RED ZONE IS NOT A BAD ZONE!

In fact, none of the zones are bad!

The feelings of anger, terror, devastation etc are perfectly normal to feel but what matters is **how** children learn to

regulate and manage these strong feelings.



# HOW CAN WE USE IT AT HOME?

## ZONES OF REGULATION

Choose your **zone**. How are you feeling?

Blue	Green	Yellow	Red
			
Sad Sick Tired Bored Moving slowly	Happy Calm Good to go Focused Ready to learn	Frustrated Worried Silly Anxious I need some help	Mad Angry Yelling / Hitting Out of control I need time and space


1. Ask children 'how are you feeling?'/check in with their feelings.

2. Identify which zone they are in. 'Which zone are you in?'

3. Talk through strategies in their toolbox.



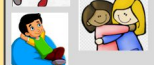

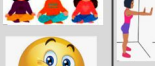

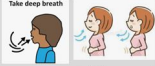





### ZONES OF REGULATION TOOLBOX

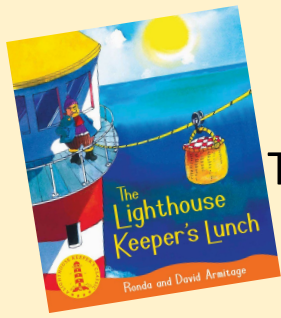
I'm in the...

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
<ul style="list-style-type: none"> <li>Positive thinking (inner coach - "You can do this!")</li> <li>Drink water</li> <li>Stretches</li> <li>Star jumps</li> <li>Run</li> <li>Eat something</li> </ul>	<ul style="list-style-type: none"> <li>I feel:</li> <li>Happy</li> <li>Focused</li> <li>Calm</li> <li>Ready to learn</li> </ul>  <p>calm</p>	<ul style="list-style-type: none"> <li>Positive thinking (inner coach - you can do this)</li> <li>Talk to an adult</li> <li>Think about the size of the problem - is it really that big?</li> <li>Distract yourself - hand books out, deliver a message</li> <li>Deep belly breaths</li> <li>Sit and count to 10/other breathing activities</li> <li>Standing push up against a wall</li> </ul>	<ul style="list-style-type: none"> <li>Deep belly breaths</li> <li>Find a space to calm down</li> <li>Talk to a trusted adult</li> <li>Lazy 8 breathing - draw figure of 8 on palm: breath in on the circle, out as you cross over the midline).</li> <li>Squeeze fists/sensory toy</li> </ul>

### ZONES OF REGULATION TOOLBOX

I'm in the...

BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
 <p>Talk to Adult</p>  	  	<p>Take deep breath</p>   	<p>Lazy 8 Breathing</p>  <p>Deep Breathing Pushups</p>  



## Autumn 1

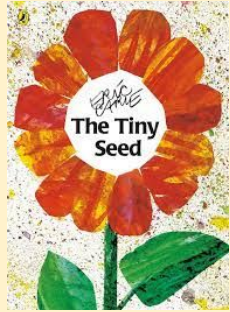
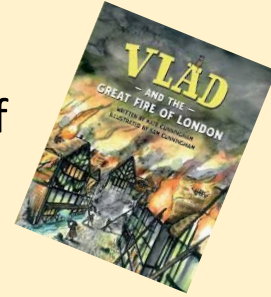
The Lighthouse Keeper's Lunch

*By David Armitage*

## Autumn 2

Vlad and The Great Fire of London

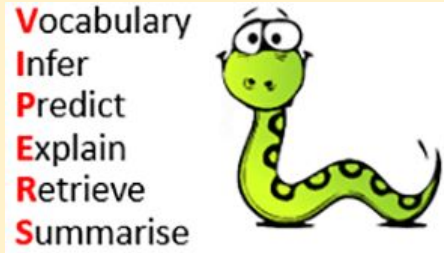
*By Kate Cunningham*



## Spring 1

The Tiny Seed

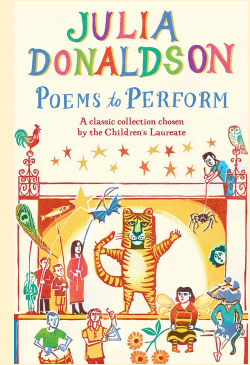
*By Eric Carle*



## Spring 2

Poems to Perform

*By Julia Donaldson*



## READING

(under review)

## Summer 1

Katie and the Bathers

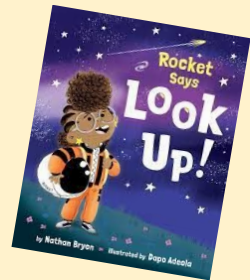
*By James Mayhew*



## Summer 2

Look up!

*By Nathan Bryon*



# Maths in Year 1

Times table fluency is a huge focus for us this year. We will be learning to count in 2s, 5s and 10s.

By the end of year 1 your child should be able to:

- Count across 100 (forwards and backwards)
- Count in 2s, 5s and 10s.
- Tell the time to the hour and half an hour.
- When given a number they need to identify 1 more and 1 less.
- Read and write numbers from 1-20.
- Recognise all 2D and 3D shapes.
- Recognise days of the week and months of the year.
- Solve simple addition and subtraction problems.
- Half and quarter a given amount.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number Place value (within 10) FREE TRIAL <a href="#">VIEW</a>					Number Addition and subtraction (within 10) <a href="#">VIEW</a>					Geometry Shape <a href="#">VIEW</a>	Consolidation
Spring	Number Place value (within 20) <a href="#">VIEW</a>	Number Addition and subtraction (within 20) <a href="#">VIEW</a>			Number Place value (within 50) <a href="#">VIEW</a>	Measurement Length and height <a href="#">VIEW</a>	Measurement Mass and volume <a href="#">VIEW</a>					
Summer	Number Multiplication and division <a href="#">VIEW</a>	Number Fractions <a href="#">VIEW</a>	Geometry Position and direction <a href="#">VIEW</a>	Number Place value (within 100) <a href="#">VIEW</a>	Measurement Money <a href="#">VIEW</a>	Measurement Time <a href="#">VIEW</a>	Consolidation					



# 10 by 10 experiences in Year 1....

## Farm visit

Wednesday 24th June 2026



**Place of worship - church**  
Monday 23rd November 2025



## Other trips..



**Local walk - Crippenham**  
Wednesday 15th April 2026

**Toys of the past workshop**  
Wednesday 18th March 2026



**Safeguarding our children is everyone's responsibility and duty and requires an open, communicative relationship between school and home.**

## **ONLINE SAFETY TIPS**

- Ensure you have parental controls in place on ALL apps and platforms on your child's device.
- Ensure you are aware of age restrictions on apps and social media and the risks they present to young children.
- Snapchat is a popular app amongst young children, however presents serious dangers. Messages are designed to disappear making it hard to gather proof, people can set up fake accounts and pretend to be someone they are not, the tool 'quick add' enables strangers to request to befriend your child and your child's location can be visible on a detailed map to everyone they are friends with unless they have changed their settings.
- WhatsApp group chats amongst peers although can be harmless, in the past have been the medium for online bullying. It is important you are aware of what your child is saying on any platforms and remove them from a group chat if it is no longer a positive environment whilst reporting any evidence of online bullying to school or to the Police.



*If we receive evidence that your child has been part of any online bullying or inappropriate activity then external agencies may be contacted.*

# School Census



Department for Education

Much of our funding is decided based on the school census on Thursday 2nd October.

The number of hot lunches eaten on this day is one of the ways that this funding is calculated.



We normally have a special menu on this day. Please order a meal to help secure the best possible funding we can for our children.



# Phonics Screening Check



- Daily Essential Letters and Sounds lessons are taught
- All children in Year 1 in England will take the Phonics Screening Check. This will take place in June.
- During the Phonics Screening Check, children are asked to read (decode) 40 words. Most of these words are real words but some are pseudo-words. Pseudo-words are included to ensure that children are using their decoding skills and not just relying on their memory of words they've read before.
- Daily phonics lessons in school and 10 minutes of reading at home each day will ensure that your child is successful in their reading.

# Dates for the diary:

- ❑ Wellbeing Day (values) - Monday 15th September 2025
- ❑ Census day - Thursday 2nd October 2025
- ❑ Individual and sibling photos - Thursday 9th & Friday 10th October 2025
- ❑ Wellbeing Day (Black History Month) - Wednesday 15th October 2025
- ❑ Parents consultations - Thursday 23rd October 2025
- ❑ Half term - Monday 27th October 2025

Mrs Snowden will send out an important dates update every Monday.



# Lunches

Parents are required to select meal options for lunch at home. You can select for the week. Teachers and the office staff are unable to change your option.

If your child has a packed lunch they should be based on the following:

At least one portion of fruit and one portion of vegetable, protein, oily fish, carbohydrate and dairy



Packed lunches should not include any of the following:

Foods and drinks high in fat and / or sugar - sweets, chocolate, biscuits, crisps, donuts, toffee/salted popcorn, squash and fizzy drinks



We are a NUT FREE school.

# Meet Jessie



- Jessie is a 3 month old cross between a St Bernard and a Poodle and lives with Mrs Snowden and her family
- Very calm temperament and hypoallergenic
- Jessie will become a school therapy dog and her training will take up to 12-18 months. Her three handlers and Jessie will undergo the training with PAWs Therapy Dog Training Programme
- She will always be on a lead around the school and the children will know not to approach her when she is on her lead or wearing her training vest
- No child will work directly with her without permission from parents

# Birthdays at WHA

We are not going to have sweets in school anymore for a number of reasons:

- They are expensive and not all families can afford them
- Allergies and intolerances
- Promoting a healthy lifestyle

We will celebrate in school by singing to them at lunchtime and the children will wear a sash for the day.

*Happy Birthday*

# How to contact us:

- If you have a concern or something you would like to discuss the first person you should speak to is your child's class teacher.
- If the problem is not solved please feel free to make an appointment to speak to the Year 1 Leader Mrs Quinn.
- If you still feel your concern has not been dealt with then please make an appointment with Mrs Parmley (Vice Principal for Years 1, 2 and 3)

Our email:

**1Patelwha@theparkfederation.org**

**1rosenwha@theparkfederation.org**

**onewilsonWHA@theparkfederation.org**

**viceprincipal123wha@theparkfederation.org**