



SCAN ME

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



10 age-appropriate levels of challenges aimed at developing independence, confidence and resilience

challenges broaden horizons and develop awareness of others and our world

completion of each level earns your child a certificate and metal badge



WELCOME TO YEAR 1!

Year 1, 2+3 Vice Principal
Mrs Parmley

1 Murphy



Miss Kaur

1 Donaldson

Mrs Mema
(Year 1 lead)



1 Rosen



Miss Reid

HLTA: Mrs Bhambra
Keyworkers: Mrs Khan, Mrs Farooq and
Miss Pavey

Meet Jessie



- Jessie is our school dog and lives with Mrs Snowden and her family
- She has a very calm temperament and is hypoallergenic
- Jessie became a school therapy dog in June 2026.
- She will always be on a lead around the school.
- No child with work directly with her without permission from parents

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)



Core Values	Linked Values		
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

Schools receive additional money called the **Pupil Premium Grant** to support the learning of children whose families receive certain benefits.

Benefits of Applying

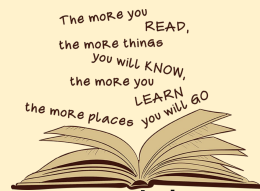
- **For your child:** Extra 1:1 or small-group teaching, additional learning resources at home and in school, and a free school meal every day (saving hundreds of pounds annually).
- **For the school:** Vital extra funding to enhance support for all students.

Eligibility Criteria You may qualify if you receive any of the following:

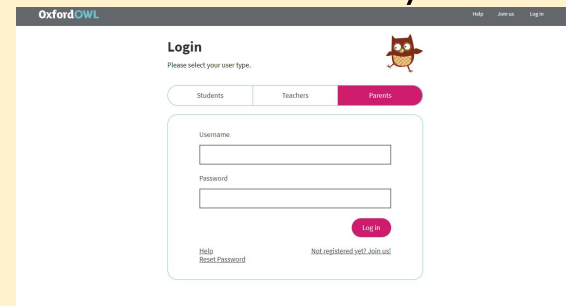
- **Universal Credit** (net annual income of £7,400 or less)
- **Child Tax Credit** (annual gross income of £16,190 or less, with no entitlement to Working Tax Credit)
- **Income Support**
- **Income-based Jobseeker's Allowance**
- **Income-related Employment and Support Allowance**
- **Support under Part VI of the Immigration and Asylum Act 1999**
- **Guaranteed element of State Pension Credit**

How to Apply We encourage **all families** to check their eligibility using the checker and application link on our school website. Please contact the school office team if you need any assistance.

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.



READ YOUR AGE:



Year 1 (ages 5-6)

2026-2027 Booklist

50 Recommended Reads



Read
by
Yourself



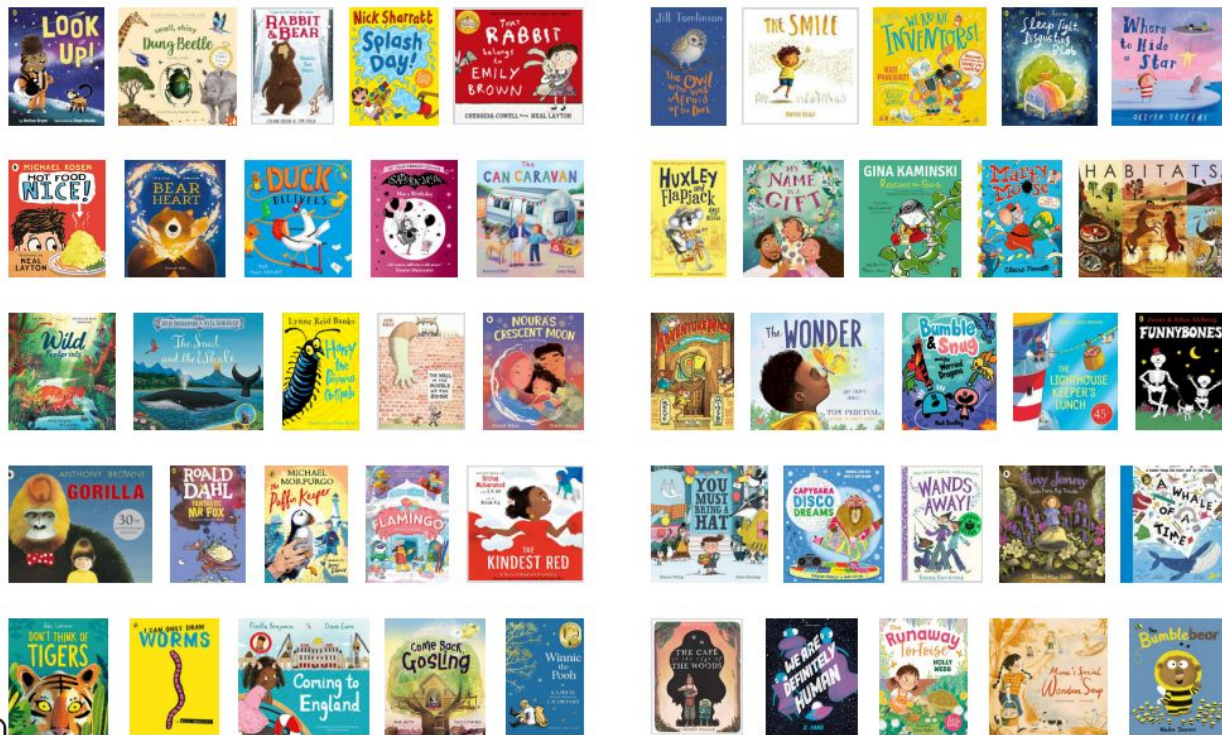
Read
Together



Read
to a
Friend



Or visit www.booksfortopics.com/year-1
to find the online booklist, book pack, reviews and resources



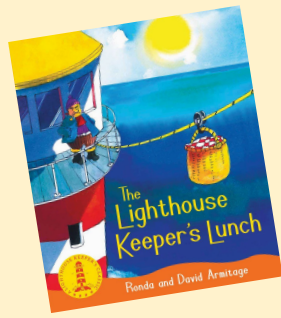
Find booklists by age or topic at booksfortopics.com

Books
for Topics

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.

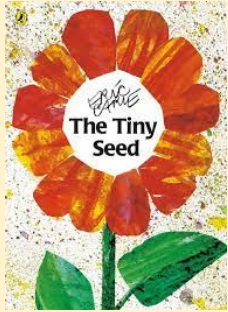


Autumn 1

The Lighthouse
Keeper's Lunch
By David Armitage

Autumn 2

Vlad and The Great
Fire of London
By Kate Cunningham



Spring 1

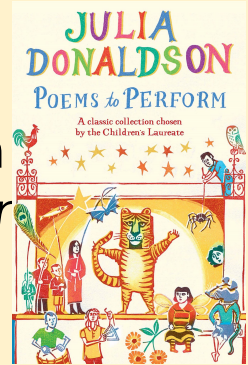
The Tiny Seed
By Eric Carle

Vocabulary
Infer
Predict
Explain
Retrieve
Summarise



Spring 2

Poems to Perform
By Julia Donaldson



READING

(under review)

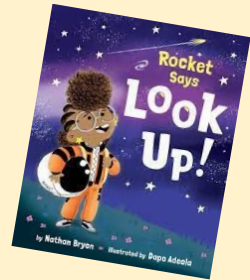
Summer 1

Katie and the Bathers
By James Mayhew



Summer 2

Look up!
By Nathan Bryon



MATHS IN YEAR 1

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.

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

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



CONTINUOUS PROVISION

- Welcoming your child into Year 1 marks as a wonderful new chapter in their school journey. To ensure a smooth transition and give every child the best opportunity to thrive, our classrooms will combine structured, direct teaching with continuous provision.
- This will have similar elements from their Reception classroom they have been used to. It means alongside daily taught lessons such as English, maths, phonics, handwriting and reading they will be able to access a range of carefully planned, open- ended linked learning activities which are designed to extend the Year 1 curriculum through active exploration. Children will also still be taught Humanities, RW, PE, French, Music, PSHE, Art and DT.
- Children learn best when they are curious, engaged and actively involved in their environment - fostering a love of learning.
- Transitioning to a full school day with more formal expectations can be a big step, having independent learning times helps children manage their energy, regulate their emotions and build resilience - supporting emotional regulation.
- By choosing how to apply their knowledge in different scenarios, children develop problem-solving skills, teamwork, and self- confidence - building independence.
- Continuous provision isn't just play, it is purposeful - built practice allowing us to deepen their understanding of the Year 1 curriculum in a way that feels natural, accessible, and enjoyable for every child - achieving curriculum excellence.
- We want every child to leave Year 1 not only meeting their academic milestones, but feeling, happy, confident and excited about coming to school every day.

SCHOOL DIARY

- Your child has been given a new school diary.
- This diary is for communication between home and school and messages will be given and stuck into the diaries so please check this regularly.
- **This diary will also become your child's reading record. Please sign and write a comment about how your child is getting on with their reading every time you listen to them read.**
- Please ensure that the diary is in their bag EVERY day.
- Computer logins and passwords will be stuck in the front of their dairies.

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. All homework set is carrying on from that week's learning to consolidate learning. One maths - Magma maths and one writing. 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. Reward=dojos!

GENERAL INFORMATION

Friday = New Spellings/homework given out in folders

Friday = Spelling test

Wednesday = homework folders to be handed in

PE days

- Tuesday
- Friday

Please can children come to school dressed in their PE kits on these days and for the rest of the week they will wear their school uniform.

A slip has already been stuck into your child's diary.



POSITIVE BEHAVIOUR



JUBILEE

A - F



WINDSOR

G - L



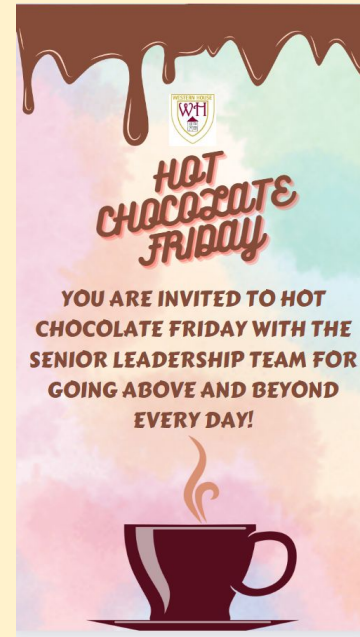
MERCIAN

M - R



ETON

S - Z



POOR BEHAVIOUR CHOICES:

There will be consequences for these choices that are in line with our behaviour policy

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 Fridays (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®			
			
BLUE ZONE Sad Sick Tired Bored Moving Slowly	GREEN ZONE Happy Calm Feeling Okay Focused Ready to Learn	YELLOW ZONE Frustrated Worried Silly/Wiggly Excited Loss of Some Control	RED ZONE 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

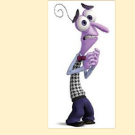
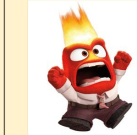
Choose your **zone**. How are you feeling?

Blue	Green	Yellow	Red
			
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

WHAT DOES IT LOOK LIKE IN SCHOOL AND HOW DO WE USE IT?

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

Children are encouraged to talk about their feelings!

Support offered:

- Talk to a trusted adult
- Belly breathing (deep breathing exercises)
- Finding a quiet space to calm down
- Drinking water
- Sensory breaks
- Mindful sketching

At home:

Ask how your child is feeling and which zone they are in. Talk through and think of strategies in their toolbox.

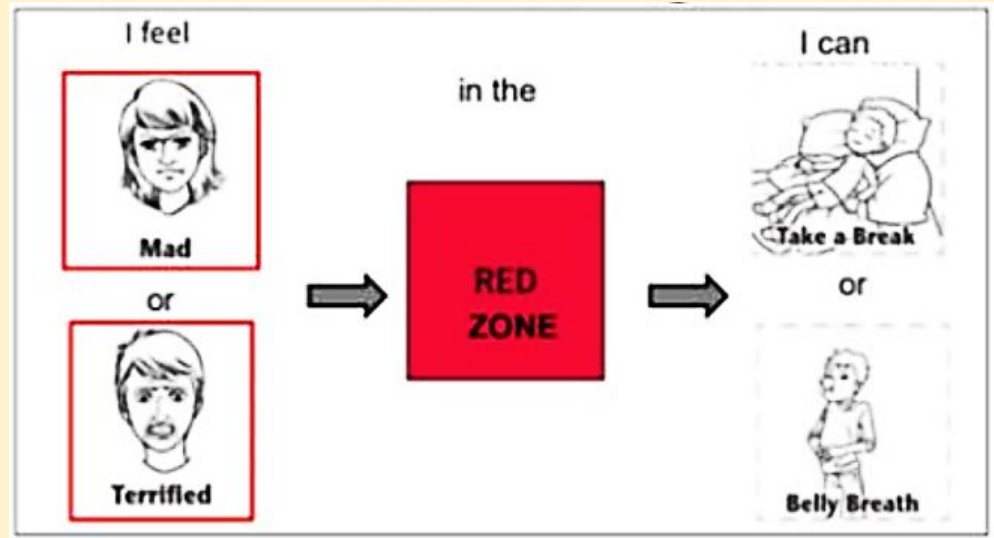


Every morning children will put their lolly sticks into the zone they are feeling and staff will check in with the children.

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

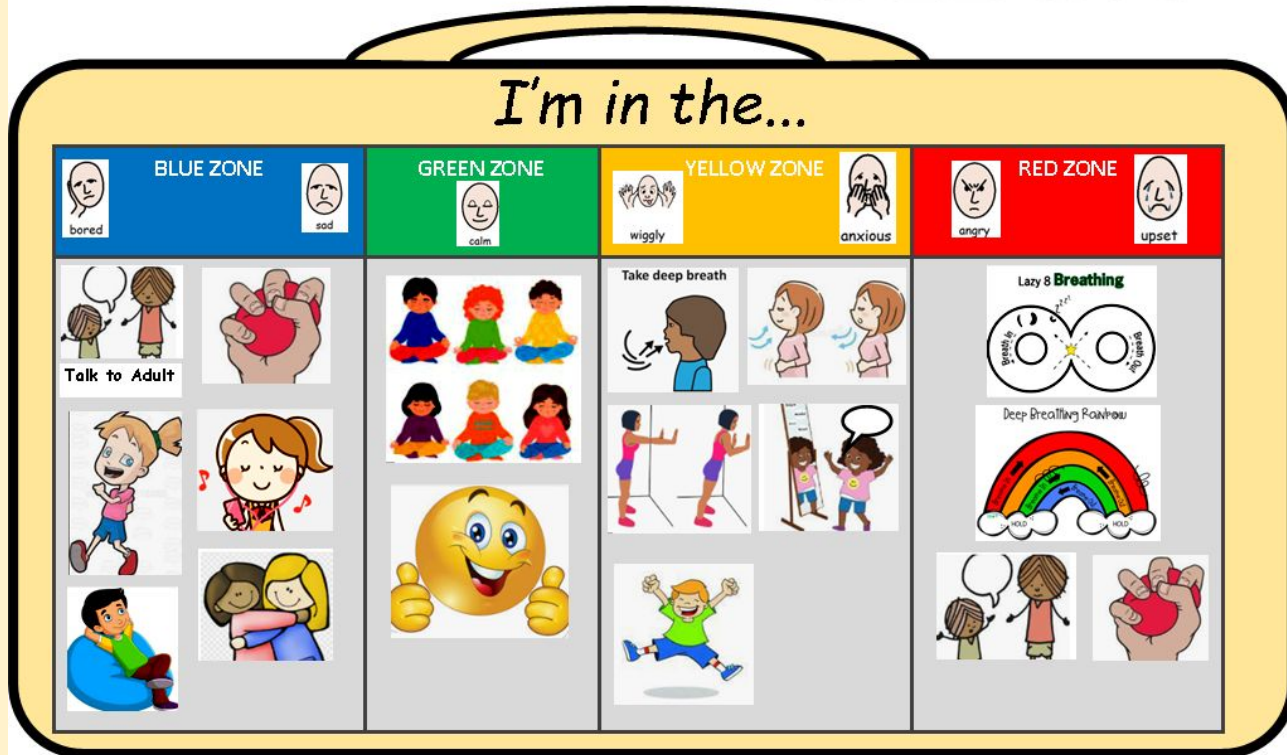
In fact, none of the zones are bad!

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 ZOR BE USED AT HOME?

ZONES OF REGULATION TOOLBOX



10 BY 10 EXPERIENCES IN YEAR 1....

Farm visit

Summer term TBC



Place of worship - church

Autumn term TBC



Other trips..

Toys of the past workshop

Spring term TBC



Local walk - Crippenham

Spring term TBC



SAFEGUARDING OUR CHILDREN IS EVERYONE'S RESPONSIBILITY AND DUTY AND REQUIRES AN OPEN, COMMUNICATIVE RELATIONSHIP BETWEEN SCHOOL AND HOME.

ONLINE SAFETY TIPS



Internet Safety

Speak to:

A trusted adult

**if you are worried
about anything.**



SPEAK

to somebody if you need help.



ASK

an adult before going online.



FRIENDS

are real people we know.



ENJOY

Play, have fun and stay safe.



School Census



Department for Education

Thursday 1st October 2026

Much of our funding is decided based on the school census on

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.



DATES FOR THE DIARY:

- ❑ Wellbeing Day (British values) - Tuesday 15th September 2026
- ❑ Census day - Thursday 1st October 2026
- ❑ Wellbeing Day (Black History Month) - Thursday 15th October 2026
- ❑ Flu immunisations - Thursday 15th October 2026
- ❑ Individual and sibling photos - Friday 16th October 2026
- ❑ Parents consultations - Wednesday 21st October 2026
- ❑ **Last Day - Friday 23rd October 2026.**
- ❑ Half term - Monday 26th October 2026.
- ❑ **Inset Day - Monday 2nd November 2026.**
- ❑ Return to school - Tuesday 3rd November 2026.

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.



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. Children can instead of bringing in sweets and cakes bring something to share for the class such as a story book.

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 Mema.
- 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:

1donaldsonwha@theparkfederation.org

1rosenwha@theparkfederation.org

1murphywha@theparkfederation.org

viceprincipal123wha@theparkfederation.org

THANK YOU, ANY QUESTIONS?

