

A large, stylized yellow crest with a crown on top, serving as a background for the main text.

Welcome to
Ashmole
PRIMARY SCHOOL

MEET THE 
TEACHER

The Year 1 Team



Ms Irvine
Class Teacher
Maths Lead



Ms Tamborrino
Class Assistant

Senior Leaders and Admin Team



Cordelia Cooper
Headteacher



Shelly Griffiths
Deputy Headteacher



Rebecca Coombs
Assistant Head/SEND/CO



Heather Henry
EYFS Leader



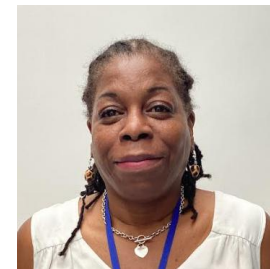
Keith Chambers
Family Welfare



Julie Caine
School Administrator



Constance Angbadi
School Administrator



Claudia Castillo
School Administrator

Ashmole School Uniform

Clothing

- Navy blue sweatshirt, jumper or cardigan with school logo
- White shirt or polo shirt (**No ties should be worn**)
- Dark grey or navy-blue trousers (long or short), skirt or pinafore dress
- Blue and white gingham check dress

PE Kit

- Ashmole PE t-shirt in assigned house team colour with school logo
- Black, grey or navy-blue shorts or jogging trousers
- Trainers or plimsolls



Footwear

- Black school shoes must be worn by all pupils (closed toe sandals and pumps are acceptable)
- **Plain** black trainers without logos are allowed but must be completely black including laces, soles and uppers
- Shoes with heels or open toes are not allowed

Jewellery & make-up

- Jewellery (other than **small stud earrings**) must not be worn
- Watches are allowed- but no Apple Watches.
- Make-up (including nail varnish and lip gloss) is not allowed

Year 1

The National Curriculum

Mathematics

Children are encouraged to:

- Develop a secure understanding of mathematical concepts before moving on.
- Explain their thinking using mathematical vocabulary.
- Make connections between different areas of mathematics.
- Use practical resources and visual representations to support their understanding before moving to abstract methods.
- Apply their learning to increasingly complex, unfamiliar and open-ended problems, justifying their reasoning, exploring different strategies and proving whether statements are always, sometimes or never true.



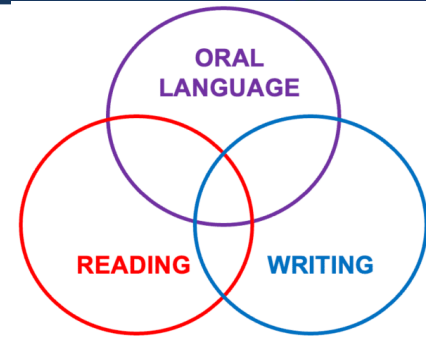
Year 1 Autumn Term 1 (Mastery Approach: Fluency, Reasoning and Problem Solving)

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<u>Number – counting/ordering</u>	<u>Number – counting/ordering</u>	<u>Number – Place Value/partitioning</u>	<u>Number – Addition</u>	<u>Number – bonds to 10/ Addition</u>	<u>Money – value and addition</u>
To be able to recite numbers to 20. To be able to count reliably up to 20 objects. To be able to recognise that the rearranged number of objects stays the same. To be able to order numbers to 20 on a track. To be able to make a sensible estimate of amounts up to 20	To be able to recognise that the rearranged number of objects stays the same. To be able to order numbers to 20 on a track. To be able to make a sensible estimate up to 20. To be able to say the number before/after any given number to 20.	To be able to make each 'teens' number by adding more to 10 (e.g. using cubes or beads). To be able to partition each 'teens' number into 10 and the rest. To be able to partition numbers up to 20.	To be able to understand addition as combining two sets of amounts. To be able to relate counting on to addition. To be able to record addition sentences in relation to sets of amounts. To be able to recognise + as the mathematical symbol for addition. To be able to recognise = as the mathematical symbol for 'equal to' or the 'same as'. To be able to partition 20 into two groups of numbers; recording the related addition sentences. e.g. $13 + 7 = 20$	To be able to establish number bonds to 10. To be able to establish number bonds to 20. . To be able to relate counting on to addition. To be able to record addition sentences in relation to sets of amounts. To be able to recognise = as the mathematical symbol for 'equal to' or the 'same as.'	To be able to recognise 1p, 2p, 5p, 10p coins. To be able to find totals of two coins from 1p, 2p, 5p, 10p To be able to understand addition as combining two sets of amounts. To be able to find amounts using different coins.

Year 1

The National

English



Phonics

Daily phonics lessons in EYFS and Key Stage 1.

Children learn to read and spell by recognising, blending and segmenting sounds.

Reading books are carefully matched to each child's phonics knowledge.

As children become more confident, they are challenged to apply their phonics skills to read with increasing fluency and understanding.

Reading

We encourage children to read every day at school and at home.

Children develop fluency, understanding and a rich vocabulary.

They answer questions, explain their thinking and discuss what they have read.

Children are challenged to make predictions, infer meaning and justify their ideas using evidence from the text.

Writing

Children write for a range of purposes and audiences.

We teach grammar, punctuation and spelling through meaningful writing opportunities.

Children plan, edit and improve their work to produce their best writing.

We challenge children to use ambitious vocabulary, varied sentence structures and write independently with confidence.

At night, it is dark.



2

Look up. You can see the moon.



3

- [illegible]

Year 1 Timetable



8:50	Gates open for pupils and parents to arrive
9:00	Children to come into classroom - register
9:10	Assembly
9:30	Mathematics
10:20	Breaktime
10:45	English
12:00-1:00pm	Lunch
13:00	Handwriting
13:30	Reading
14:30	Topics/PE
15:15	Story time
15:30	Home time

MUSIC MASTERS

Music in Year 1

Music Masters is an exceptional part of the curriculum at Ashmole because it gives every child the opportunity to learn an instrument, regardless of previous musical experience, and are on site from Tuesday-Friday.

Rather than offering music as an optional extra, it is embedded within school life, ensuring all children can develop confidence, creativity and resilience through high-quality instrumental teaching.

For children who do not learn an instrument, our dedicated Musicianship lessons ensure they are equally able to develop their musical skills. Through singing, rhythm work, listening, composing and performing, pupils build a secure understanding of musical elements and gain the confidence to express themselves creatively.



Music in Year 1

This year, and new to Ashmole is **'iRock'** who will be on site every Monday. Lessons are due to take place from Monday 14th September and if you have signed your child up to learn the guitar, drums, keyboard or vocals, you should have received confirmation of the timing of your child's lesson.



iRock is not just about the lessons — just like Music Masters, every term culminates in a special performance. Children prepare throughout the term for their concert, and this performance experience plays a key part in developing children's confidence, self-expression and pride in their achievements.

Trips and Enrichment

- Educational trips and visits will be used to support your child's learning in class.
- Trips usually take place during school hours and volunteers are normally needed.
- We will always inform you of a trip due to take place by letter.
Permission slips are only required if a school trip extends beyond school hours.



Home Learning



- Home learning is sent home each **Friday** and should be returned the following **Wednesday** to be marked by the class teacher.
- Every week, your child will receive a Maths and SPaG task linked to the weeks learning focus.
- There will also be a spelling list of words for your child to learn. They will be assessed on this the following Friday
- If you need any support with home learning, please do let us know!
- We will speak with you if we notice that home learning is **consistently** not being completed.



School Attendance

Regular attendance is one of the biggest factors in ensuring children achieve their full potential both academically and socially.



As a reminder:

- School starts promptly at 9:00am, with registers taken at 9:05am. Please ensure your child arrives on time each day, ready to learn.
- Children arriving after 9:05am must report to the school office and will be marked as late.
- Medical appointments should be arranged outside of the school day wherever possible. If your child needs to attend an appointment during school hours, proof of the appointment must be provided. Without this evidence, the absence will be recorded as unauthorised.
- Holidays during term time cannot be authorised except in exceptional circumstances, in line with national guidance.

Reading in Year 1

Each child will receive a reading book from the Little Wandle scheme every week. This is matched to their phonic knowledge and they should be able to read it almost fluently.

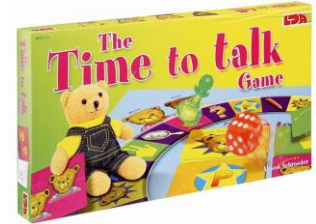
Your child will read to an adult twice a week in school. Please listen to them read at home every day and write at least one comment in their Reading Record every week.

**Buddy
Reading!**



Interventions

- Interventions are used to support children in various areas of learning.
- Usually delivered to a small group during the school day at a time which is least disruptive to other learning.
- Children may be identified for an intervention based on observations or evidence from learning in books or assessments.
- Parents will be informed if their child is attending an intervention by the class teacher and through a termly letter.



External Professionals

At Ashmole, we work with lots of different professionals who come into school at various times to support staff and pupils. These professionals are frequent visitors:

- Kasia Leszkiewicz - Lambeth Autism Advisory Service
- William Bulman - Educational Psychologist
- Rosie Metcalfe - Speech and Language therapist



***For more
information
speak to Ms
Coombs***

Wraparound Care

Breakfast Club (8:00am – 9:00am)

Our Breakfast Club provides a welcoming start to the school day. All bookings must be made through the school office and **cannot be arranged directly with members of staff.** To help us plan staffing, bookings should be made at least two weeks in advance wherever possible.

YPM After-School Club (3:30pm – 6:00pm)

Our after-school provision is run by Young People Matter (YPM). Bookings should be made directly through their website:
<http://www.youngpeoplesmatter.org/>

After-School Activity Clubs

We offer a wide range of after-school clubs throughout the year, giving children the opportunity to develop new skills and interests. Information about available clubs and how to sign up will be sent to families by the school, via a Google Form each term.

PSA And School Fundraising

Ashmole are very lucky to have an active and committed PSA (Parent Staff Association) who raise funds for the school to fund class trips and classroom supplies. Classes may, on occasion, decide to fundraise for individual classes or charitable causes.

Behaviour in Year 1

Good To Be Green Card System

	Green Card This is a visual reminder that the pupil is demonstrating the expected behaviour for learning. Pupils that stay green all day will be praised and receive house points. Pupils that stay green all week will receive a sticker and be praised during our weekly Achievement Assembly. Pupils that stay green for a whole half term or a set number of weeks will receive additional rewards such as a lucky dip prize, an invite to the Good To Be Green Disco or other rewards for exemplifying outstanding behaviour in class.
	Green Card (sideways) After a first verbal warning (second verbal warning in key stage 1) the green card is turned sideways. This is a visual reminder for pupils that they need to demonstrate the expected behaviour for learning.
	White Card If the pupil's behaviour does not change the card is changed to white. This is an additional visual reminder.
	Blue Card If the pupil's behaviour does not change the card is changed to blue. There is an additional consequence of missed playtime.
	Yellow Card If the pupil's behaviour does not change the card is changed to yellow. The pupil will have time out of class and will be spoken to about their behaviour by the phase team leader or a senior leader. There will be additional missed playtime.
	Red Card If the pupil's behaviour does not change the card is changed to red. The pupil will be spoken to by a senior leader and there will be additional sanctions. A letter will be sent home to parents.



Positive Behaviour for Learning at Ashmole

This is the behaviour we expect of all Ashmole pupils	This behaviour is not acceptable at Ashmole and is RED card behaviour
❖ Focus upon the work set and work to the best of your ability. ❖ Avoid disturbing people who are working. ❖ Share resources and responsibilities. ❖ Talk to each other and adults with respect. ❖ Avoid taking part in disagreements and arguments and ask an adult for help if necessary. ❖ Accept responsibility for your behaviour and apologise if needed. ❖ Demonstrate our core values. ❖ Respect your own and each other's property and personal belonging. ❖ Look after the school building and equipment.	❖ Fighting or deliberate acts of violence. ❖ Disrespectful language (e.g. personal insults-written or verbal, racism, swearing-including hand gestures, answering back, ignoring or arguing with an adult. ❖ Stealing or damaging property. ❖ Bullying (a series of deliberate acts to upset or harm another person). ❖ Leaving the classroom, building or school grounds without permission. ❖ Refusal to follow a simple instruction or go to designated adult/classroom. ❖ Deliberately hurting another child or adult.

If your child receives more than 3 card turns, of any colour, during the course of a half term, you will be informed of this by letter.

Home and School Communication

Ashmole would like to work together with you at home to help achieve the best for your child. We can communicate with each other through many different channels*

***See Communication Flyer (CC to**

do)

- Letters are sent in both hard copy, email and are on the school website
- Please check your children's bags for important letters.
- Reminder Texts are sent for important events.
- Parent/Carer meetings are held 2 times a year
- Opportunities to talk with class teacher at the **end of school day**.
- If you would like to arrange a meeting, please do so **via the school office and make an appointment**
- Please check the website and our private Instagram (@AshmolePrimarySchool) regularly for updates of what is happening at Ashmole!



Parent Cafe



2026/27

Autumn Term



PARENT CAFÉ MENU

Starting the Year Together: Oracy & Creative Well Being

ART4SPACE

Join practitioners from **Art4Space** to collaborate in our Ashmole start of year community creation project of **Self Portrait Identity Panels**. We will be using reclaimed fabrics, found objects and simple stitching techniques to create a wall of 150 faces representing community, diversity and belonging at Ashmole. Join us, together with your child, for either one or all of the following sessions, which will take place over the course of a fortnight:

o **Wednesday 23rd September**

o **Thursday 24th September**

o **Thursday 1st October**

MEET THE LEADERS

Thursday 15th October: Meet the Leaders & Governors

Hear from our Senior Leaders & Committee Governors about their vision for Ashmole – and a chance for you to have your say too!

***ADULTS ONLY**



Thursday 5th November: Bonfire Arts & Crafts

Join your child in a Bonfire Night themed crafting activity, with arts + crafts enthusiast, Mrs Armitage.

Thursday 19th November: Maths at Ashmole

Hear from Ms Irvine about Maths at Ashmole and take part in a fun challenge with your child.



Thursday 3rd December: Introduction to Voice 21

Hear from Ms Daly & Ms George about Voice 21 at Ashmole and take part in a speaking and listening challenge with your child.

Thursday 17th December: Festive Quiz

Come together, for an end of term festive family quiz – fun for ALL the family. **ALL WELCOME!**



*** All sessions take place 9-10am, in the Hall. We hope to see you there ☺**

ABM-Ashmole's School Caterers



FUEL FOR YOUNG MINDS

A sneak peak of what you can look forward to...



All our meals are freshly made!

We understand how important it is for every child to receive a healthy, nutritious meal.



All our fresh, seasonal ingredients are sourced through a community of responsible, local suppliers.



