



# Springfield Primary Academy

## Welcome to Year 1 September 2025-26

# Our Touchstones



## Integrity

Being courageously true to our purpose.



## Leadership

Finding the leader in all of us.



## Learning

Creating exceptional opportunities for learning.



## Enjoyment

Loving what we do.



## Inclusion

Realising the greatness in our difference



## Inspiration

Feeling the power of the possible.



## Responsibility

Unwavering commitment to seeing things through.



# Vision, Mission and Values



# SLT and Designated Safeguarding Lead/Deputies



Deputy DSL

Mr Ahmad

Headteacher



Lead DSL

Mrs Kular-Gill

Deputy Headteacher



Deputy DSL

Mrs Dhani-Ali

Assistant Headteacher/SENCO



Deputy DSL

Miss Gibson

Assistant Headteacher



Deputy DSL

Miss Halima

Health and Learning Mentor



## 1 Donaldson

Mrs Kaur  
Mrs Hussain

## 1 Murphy

Mrs Khan  
Miss Hussain

Meet the team- Year 1 team

# Attendance:

- **School starts every single day at 8:45 and Ends 3:15**
- Avoid medical appointments during school time. Evidence required.
- Absence calls on 0121 464 3618 **before 8:45am.**
- If absent for more than **3 days within one half-term** for the same reason, medical evidence is required.
- Leave of Absence During Term Time request will be denied unless there are exceptional circumstances (**rare, significant, unavoidable and short**). **Any forms and evidence will be required in advance.**
- Referral to LA following 20 sessions (10 days) of unauthorised absence = fine.



# Attendance:

The tables below equate percentage attendance to time missed from school.

**Table 1: Attendance over one whole school year for each pupil**



Attendance	Missed Days
100%	0
98%	Less than 4 days / 8 sessions
97%	Less than 6 days / 11 sessions (school target)
95%	9½ days / 19 sessions
90%	19 days / 38 sessions
85%	28 ½ days / 59 sessions
80%	38 days / 76 sessions

**Table 2: Attendance over 5 years for each pupil**

Attendance	Missed Weeks
85-90%	19 weeks = ½ year absence from school
80%	38 weeks = 1 full year absence from school

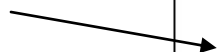


# Springfield Primary Academy Uniform:

Boys Uniform	Girls Uniform
<p>Green jumper, white shirt or polo shirt, black or grey trousers, black shoes</p>	<p>Green jumper, white shirt, green jumper, black or grey pinafore, black or grey skirt</p>
PE Kit Boys and Girls	
<p>White Polo shirt, green school jumper/sweatshirt, black joggers, trainers</p> <p>PLEASE NOTE: Pupils should only wear their PE kit to school on the day they have PE!</p>	
<ul style="list-style-type: none"> <li>• <u>Plain black</u> headscarf may be worn.</li> <li>• Jewellery - a watch and one pair of plain stud earrings are the only items of jewellery permitted. Other jewellery is not permitted.</li> <li>• Under no circumstances may denim be worn.</li> <li>• Pupils should not wear Nail varnish, false nails or false eyelashes No extreme haircuts or unnatural dyed hair colours are acceptable.</li> </ul>	

PE: Year1 PE days are on **Wednesdays**.

Children may come in their pe kit.



# Personal Development/Enrichment

At Springfield Primary Academy we want to:

Promote Holistic Development -

Enrich Through Curriculum -

Develop Talents and Interests -

Examples include:

Supporting the children using **My Happy Mind**.

Providing opportunities linked to these areas including:

- **trips to the House of Parliament**
- **theatre groups** visiting the school to do performances and workshops,
- **assemblies** by different organisations
- taking part in **fundraising and charity events.**



# Enrichment Clubs

- We offer the children a range of **lunchtime and afterschool enrichment** opportunities. Each half term, year groups swap to ensure all children can access a range of opportunities.

	Monday									Wednesday	Thursday	
Club	Multi-skill/ Football	Arts and Crafts	Computing	Construction	French	Choir	Board Games	Arts and Crafts	Elective Music Lessons	Multi- skills/ Football	Music Club	Multi-skills/ Football
Aut 1	Year 1	KS1	UKS2	KS1	Y3/4	KS2	KS2	KS2	Year 5	Year 6	Year 2	Selected Children

	Monday			Tuesday	Wednesday		Thursday	
Club	Multi- skills/ Football	Boxing	Arts & Crafts	Multi-skills	Multi-skills/ Football	Cooking	Multi-skills/ Football	Arts & Crafts
Aut 1	Year 3/4	Y6	KS1	Year 1/2	Year 1/2	UKS2	Year 5/6	LKS2



# Community Engagement



Toy Drive at Birmingham Children's Hospital



Mother's and Father's Day Workshops



Food Bank



Springfield Summer Fair



Y6 SAT's Celebration  
Ice Cream Party



Y6 Graduation

Bake sales  
Children in Need  
Choir at Heartlands Care Home  
KS1 and KS2 Disco  
And many more...

# Communication



- **Face-to-face** - Senior Leaders and teaching staff available (drop off, dismissal, parents' evening, workshops etc)
- **The School Website** - is updated regularly. Check out the 'Primary News' section.
- **Twitter** - used to share and celebrate children's and school achievements and successes. [Springfield Primary Academy \(@SpringfAcademy\) / X](https://twitter.com/SpringfAcademy)
- **Email:** [enquiry@springfieldacademy.org.uk](mailto:enquiry@springfieldacademy.org.uk)
- **Telephone:** [01283 246 433](tel:01283246433)
- **Newsletters** – sent out half termly by SLT
- **Text Message** – Announcements via text message are used by the school to remind you of important information, deadlines, and regular updates.





# Key reminders:

- **Administration of Medication** - Where possible, all medication, such as antibiotics, should be administered at home. Parents must **inform the school** if they wish any **prescribed medication to be administered**. The school will require parents to sign a **consent form** and a Health Care Plan may be created if necessary.
- **Healthy Snacks** - All snacks brought into school must be healthy.
- **Water Bottles** - permitted to bring named water bottles filled with **water**.
- **Free School Meals Entitlement** - If you have not already done so, please check your child's eligibility by clicking on the following link <https://www.gov.uk/apply-free-school-meals> and completing an application.
- **Walk to School** - respect our neighbours, keep pupils safe



# Read Write Inc - EYFS/KS1

ks2 to add what reading looks like in ks2 - add how parents can support with reading



- We teach children to read and write using the **Read Write Inc (RWI)** Phonics scheme.
- RWI is a **systematic, structured approach** to teaching Reading and Writing which is designed to ensure every child can **learn to read and write successfully**. The program is designed so ***no child is left behind.***

- RWI lessons are **taught daily**, beginning as the children join Reception. This ensures children make a strong start in Reading from the outset.
- It is important that children practise their **reading daily at home** to support their fluency and comprehension.
- How can you help? - Scan the barcode to access virtual teaching videos



# Year group Curriculum Overview each year group to add their own



## Year 1 Curriculum - At a Glance:

- **English:** Focus on traditional tales, storytelling, and non-fiction writing.
- **Maths:** Building number fluency, shape, measurement, and time.  
*Hwk: MyMaths*
- **Science:** Exploring seasons, materials, plants, and animals.
- **History & Geography:** Learning about key figures like Florence Nightingale, Neil Armstrong and exploring local and national places.
- **Art & DT:** Creating sculptures, portraits, and practical projects like snack-making and making cars with moving parts.
- **Computing:** Developing basic digital skills, understanding basic algorithms and staying safe online.
- **French, PE, Music, RE & PSHE:** Broad enrichment through language, movement, creativity, and personal development.

Springfield Primary Academy Long-Term Planning - 25/26										
Autumn 1		Autumn 2		Spring 1		Spring 2		Summer 1		Summer 2
<b>Writing</b>	<b>Fiction</b> Transition unit: traditional tales Little Red cap The Three Little Pigs <b>Text</b> The Magic Fighting Fat <b>Plot type</b> Finding a magical object <b>Focus toolkit</b> Setting	<b>Fiction</b> Lost and found <b>Plot type</b> Finding the <b>Focus toolkit</b> Openings and endings	<b>Non - Fiction</b> <b>Text</b> Penguins <b>Text type</b> Non - chronological report	<b>Fiction</b> <b>Text</b> Little Charlie <b>Text</b> Why animals might be scary <b>Plot type</b> Journey Story <b>Focus toolkit</b> Description	<b>Non - Fiction</b> <b>Text</b> The Three Little Pigs <b>Text</b> State agent details for The Three Little Pigs <b>Plot type</b> Defeating the monster tale <b>Text type</b> Persuasion <b>Focus toolkit</b> Characterisation	<b>Fiction</b> <b>Text</b> Mr Guss Gruff <b>Text</b> How to tie a shoelace <b>Plot type</b> Wishing Tale <b>Text type</b> Inclusions <b>Focus toolkit</b> Dialogue	<b>Non - Fiction</b> <b>Text</b> How to tie a shoelace <b>Text type</b> Inclusions <b>Focus toolkit</b> Dialogue	<b>Fiction</b> <b>Text</b> Mr Big <b>Text type</b> Transformation tale <b>Focus toolkit</b> Description	<b>Non - Fiction</b> <b>Text</b> Thank you from the...	<b>Text type</b> Recursion
<b>Reading Texts</b>	<b>Fiction:</b> Jim and the Beanstalk - R.Biggs or How to walk to Woolly Mammoth - M.Robinson <b>Non-Fiction:</b> Weather and the seasons or Seasons: a year in nature - Hannah Wang <b>Poetry:</b> The Tuffin Book of Fantastic First Poems - J.Crebbin	<b>Fiction:</b> Dogger - S.Hughes or On the Way Home - J.Murphy <b>Non-Fiction:</b> The Science Madrasah <b>Poetry:</b> The Train Ride - J.Crebbin	<b>Fiction:</b> Seige - A.Deacon or The Straggling Boat - J.Burningham <b>Non-Fiction:</b> London - Anita Ganeri and Chris Oxlade London - Chris Mother <b>Poetry:</b> The Train Ride - J.Crebbin	<b>Fiction:</b> The Owl who was Afraid of the Dark - J.Magilly or Clon and the Dark - E.Yakoff <b>Non-Fiction:</b> Forest: Nightingale Howell <b>Poetry:</b> The Little Bug: Poems for Little Creatures - J.C.Glar	<b>Fiction:</b> A Squeak and a Squeeze - J.Donohoon or The Princess and the Wizard - J.Donohoon <b>Non-Fiction:</b> Body Parts: How and How Healthy Bodies Live <b>Poetry:</b> How to Tie a Poem: A Very First Book of Poetry - A.Tolan	<b>Fiction:</b> Harold's Surprise - E.Brown or Pablo and the Water - N.Griffin <b>Non-Fiction:</b> Amelia Earhart Mia Isabel Sanchez Vegara <b>Poetry:</b> How to Tie a Poem: A Very First Book of Poetry - J.Tolan				
<b>Maths</b>	<b>Number:</b> Place Value (Within 10) <b>Number:</b> Addition and Subtraction (Within 10)	<b>Number:</b> Addition and Subtraction (Within 10) <b>Geometry:</b> Shape	<b>Number:</b> Place Value (Within 20) <b>Number:</b> Addition and Subtraction (Within 20)	<b>Number:</b> Place Value (Within 50) <b>Measurement:</b> Length and Height <b>Measurement:</b> Mass and Volume	<b>Number:</b> Multiplication and Division <b>Fraction:</b> <b>Geometry:</b> Position and Direction	<b>Number:</b> Place Value (Within 100) <b>Measurement:</b> Money <b>Measurement:</b> Time				
<b>Science</b>	<b>Seasonal Changes</b> Know the seasons, how they make us feel, and how weather changes within them; understanding that extreme weather is becoming more common and problematic.	<b>Building with Materials</b> The children will know about the properties of different materials, including their impact on the environment, and their suitability for a range of uses.	<b>Everyday Materials</b> Explore and name some natural and man-made materials sorting them into groups. Distinguish between a material that is absorbent and waterproof and explain how scientists treat fabrics for different uses.	<b>Plants</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. Identify and describe the basic structure of a variety of common flowering plants, including trees and know their value.	<b>Animals including Humans - our bodies</b> Understand some basic parts of the human body, some variations between individuals and some common changes over time. Recognise that human senses and explore how they work and the information they provide.	<b>Animals including Humans - animals</b> Focus on key features of each kind groups of animals and how to classify according to diet. They will also understand the purpose of camouflage.				
<b>RE/PSHE</b>	<b>RE/PSHE</b> - Weather and the World Around us	<b>RE/PSHE</b> - Building and Making Things	<b>RE/PSHE</b> - Exploring Materials	<b>RE/PSHE</b> - Growing and Gardening	<b>RE/PSHE</b> - Me and My Body	<b>RE/PSHE</b> - All About Animals				
<b>History</b>	<b>RE/PSHE</b> - 19 Light	<b>RE/PSHE</b> - 19 Building a Playhouse	<b>RE/PSHE</b> - 19 Playground Games	<b>RE/PSHE</b> - 19 Farm	<b>RE/PSHE</b> - 19 Animals including Humans	<b>RE/PSHE</b> - 19 Animals including Humans				
<b>Geography</b>	<b>Home Sweet Home</b> Children learn they live in the world and compare the house and physical features around them.	<b>RE/PSHE</b> - 19 My Life and My Family	<b>RE/PSHE</b> - 19 Local Study, Year 1: The Factors	<b>RE/PSHE</b> - 19 Local Study, Year 2: Home Sweet Home	<b>RE/PSHE</b> - 19 Weather	<b>RE/PSHE</b> - 19 Weather				
<b>Art and Design</b>	<b>Self-Portraits</b> Art Study - Deborah Roberts (Mixed Media - collage)	<b>RE/PSHE</b> - 19 Local Study, Year 1: The Factors	<b>RE/PSHE</b> - 19 Local Study, Year 2: Home Sweet Home	<b>RE/PSHE</b> - 19 Local Study, Year 2: Home Sweet Home	<b>RE/PSHE</b> - 19 Weather	<b>RE/PSHE</b> - 19 Weather				
<b>Design Technology</b>	<b>Structures</b> - Playground equipment/Wharfer	<b>Structures</b> - Playground equipment/Wharfer	<b>Structures</b> - Playground equipment/Wharfer	<b>Structures</b> - Playground equipment/Wharfer	<b>Structures</b> - Playground equipment/Wharfer	<b>Structures</b> - Playground equipment/Wharfer				
<b>Computing</b>	<b>Computing systems and networks: Improving reuse skills</b> Lesson 2: Using the internet safely	<b>Programming 1: Algorithms unplugged</b> Lesson 2: Order and emotion	<b>Skills showcase: Rocket to the moon</b> Lesson 2: Always be kind and courteous	<b>Programming 1: Option 1. Bee Bot</b> Lesson 2: Printing and drawing online	<b>Data handling: Introduction to Data</b> Lesson 2: How much time should we spend on technology?	<b>Creating Media: Digital Imagery</b> Lesson 2: How much time should we spend on technology?				
<b>French</b>	<b>Greetings</b>	<b>Colours and numbers</b>	<b>Transport</b>	<b>Under the Sea</b>	<b>In the Jungle</b>	<b>The Circus</b>				
<b>P.E</b>	<b>Indoor Multi skills</b> - Balancing, throwing and catching.	<b>Indoor Gymnastics</b> - Floor (rolls, turms, wider range of jumps and balances)	<b>Indoor Dance</b> (learns and repeats movements, move confidently around a space)	<b>Outdoor Large Ball skills</b>	<b>Outdoor Athletics</b> (Throwing for accuracy target, to each other, at wickets)	<b>Outdoor Athletics</b> (Throwing for accuracy target, to each other, at wickets)				

# Trips and Visitors



Year group	Half Term					
	Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (5 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
<b>Year 1</b>	Allotments – science seasonal changes		RE – LOCAL MOSQUE Linked to Ramadan	Allotments – science planting  History – Florence nightingale workshop		Twycross Zoo Science – Animals including humans





## 11b411:

Across our broad and diverse Trust there is huge diversity. Although this is very much welcomed, it also stimulates a range of life challenges for the young people we support. For example, some of our children will have very little chance to spend time in the countryside, others will never have the opportunity to experience different countries and cultures, similarly many will never consider engaging with the arts.



# What can you do at home to support your child?

- ▶ Read together regularly
- ▶ Make learning part of everyday life
- ▶ Create a positive homework routine
- ▶ Talk about school and learning
- ▶ Use educational games and apps-TTRS, My Maths and EdShed.
- ▶ Stay in touch with teachers



Thank you  
Questions?