

Freegrounds Infant School

Organisation for September 2025



Key areas families have asked for more information about:

- ▶ How the classes have been organised – selection criteria
- ▶ Staff experience of teaching mixed year group classes
- ▶ Impact on future years
- ▶ How will the curriculum be taught?
- ▶ Impact on school routines, experiences etc.



Why mixed year group classes?

- ▶ Our school 270 school places, representing 90 children in each year group (3 classes of 30 children).
- ▶ The number of children we have on roll from September 2025 is 226.
- ▶ Therefore, we will have 44 empty spaces.
- ▶ School funding is calculated using a per pupil element which is approximately £5,500 per pupil. With 44 empty places this represents a short fall of at least £242,000.
- ▶ We are not able to set deficit budgets and are expected to take measures to ensure this does not happen.
- ▶ Therefore, in September we cannot run three classes in each year group and have looked at how to organise our classes and subsequently the number of classes we have.



Class lists:

- ▶ Class teachers spoke to the children about friendships and who they learn well with. This information from the children was combined with the knowledge of the class teachers to organise class lists. Key stage 1 will comprise 150 children: 67 Year 1 and 83 year 2 pupils.
- ▶ The Year 2 children have been equally spread in terms of ability over 3 classes, with 30 children in two classes and 23 in the third. Friendships were a strong factor which was taken into account.
- ▶ 7 of the Year 1 children will be moving into the class with the 23 Year 2 children. These children have been selected due to having strong characteristics of effective learning and friendships. Within the other Year 1 classes there will be children of a range of abilities and from all three classes.



Staffing:

- ▶ Each class will have a full time equivalent teacher.
- ▶ Each class in Key Stage 1 will have a learning support assistant in the mornings.
- ▶ Several members of staff have direct first hand experience of teaching mixed year group classes. These include:
 - ▶ Mrs Finlay – Key Stage 1 Leader and Scarlet class teacher who has previously taught in Year 3/2 and 4/3 classes.
 - ▶ Mrs Duncan – Turquoise class teacher who has experience of teaching a mixed Year 2/1 class.
 - ▶ Ms Riches – who previously taught a Year 2/1 class for 3 years and before joining Freegrounds was the Headteacher for 4 years in a small village primary school where all classes were mixed year groups – Year R/1, Year 2/1, Year 4/3, Year 6/5.



- ▶ Maths and English leads – Mrs Finlay and Mrs Henderson
- ▶ Together they will ensure coverage of the key stage 1 curriculum for all, and ensure that all children continue to be challenged and supported according to their individual needs





Impact on Future Years

- ▶ We will need to mix year groups in the academic year 2026-2027 as we will have 76 children in Year 1 and cannot run 3 classes.
- ▶ We have put an application in to the Official Schools Adjudicator to reduce our PAN for September 2026 frozen at 60. This has been accepted. As a result of this from September 2026 and in future years we will have two classes in each year group and do not plan to mix year groups.
- ▶ A family has asked about the impact on Freegrounds Junior School and if they would need to mix classes. Freegrounds Junior School are not limited to the Infant Class size cap of 30. As such they have more scope to be able to keep to one year group classes.

Curriculum principles:

- ▶ For many subjects the Key Stage One curriculum is not divided into Years 1 and 2; there is a programme of study to be completed over two years.
- ▶ Currently we have a curriculum overview for Year 1 and for Year 2
- ▶ For the next two years this will become Cycle A (for academic year 2025-2026) and Cycle B (for academic year 2026-2027)
- ▶ We will follow Year 2 project themes e.g Florence Nightingale & Titanic in Cycle A and the Year 1 projects Great Fire of London, Saving the Environment in Cycle B
- ▶ Subject leaders will review the planning to ensure that the Year 2 projects have activities to match the skills and knowledge that we need to deliver for both Year 1, and Year 2 pupils.
- ▶ This approach will be used for all Foundation Subjects i.e. History, Geography, R.E, Art, DT, Music, Computing.



KS1 Long term overview 2025 – 2026 – Cycle A

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	How do I get home?			The Sea	Save the planet	Brilliant Brazil
Trip/visitor	Vidic Temple? St Johns			SeaCity Museum – 26 th and 27 th February	Litter pick?	Marwell – 5 th June?
Role play	Fairy tales	Hospital		On board the Titanic	Save the planet	Vets
English text drivers	Jack and the Beanstalk Jack and the Meanstalk Little Red Riding Hood Little Red	Leaflets Vlad and Florence Nightingale	Picture of boats Sea Shanties Poems on the sea	The Elephant and the Sea Grace darling	Secret Sky Garden The extraordinary Gardener (instruction writing)	Poetry - Hippocrump Marwell recount Non-chronological of mythical creature and Brazilian rainforest animal
Maths	PHASE 1 Place Value Addition and Subtraction Multiplication and Division Time	Fractions, Geometry Measures PHASE 2 Place Value, Addition and Subtraction Time	Multiplication and Division, Fractions, Geometry Time	Measures PHASE 3 Place Value Addition and Subtraction, Multiplication and Division Time	Fractions, Geometry and Measures (PHASE 4 as per needs of children) Place Value Addition and Subtraction Time	Multiplication and Division, Fractions, Geometry and Measures Time
Science	Seasonal change	Everyday Materials	Plants	Plants	Animals	Animals
History		Florence Nightingale and Mary Seacole		Titanic		
Geography	Maps		Around the World – oceans and continents	Revise UK seas, rivers	Climate Change	Brazil – contrasting country (science focus)
DT	Carousel (wheels and axles)	Structures				
Art			Weaving (textiles)	Titanic paintings	Flowers – recycled materials (sculpture)	Food - dips
Computing	Programming – Bee bots	Photography	Typing	Online Safety	Moving game – Scratch Jnr	Stop Motion Animation
RE	Special places	Angels	Holi	Easter (sad & happy)	Creation	God
Music	Tony Chestnut – beat, rhythm, melody,	Carnival of the animals and composing music inspired by birdsong – timbre, tempo, dynamics, pitch	Grandma rap – duration, unison, round	Orawa, trains – beat, rhythm, repetition, structure, tempo, volume, dynamics	Swing-a-long with Shostakovich, Charlie Chaplin – 2- and 3- time, beat, beat groupings, pitch, duration, dynamics, volume	Tańczymy labada – changing beat, tempo, body percussion
PE						
PSHE	Me and my relationships Key themes: Bullying and teasing Our school rules about bullying Being a good friend/self-regulation	Valuing difference Key themes: Being kind and helping others Listening skills	Keeping myself safe Key themes: Safe and unsafe secrets Medicine safety	Being my best Key themes: Looking after my body Growth mindset	Rights and responsibilities Key themes: Co-operation and self-regulation	Growing and changing Key themes: Life cycles Dealing with loss Being supportive





Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.



Subject: Geography		Term: Autumn 1	
Year 1 National Curriculum: <ul style="list-style-type: none"> - Identify basic human and physical features (e.g., beach, forest, house, shop). Use simple maps and globes. Use directional language (e.g., near, far, left, right). 		Year 2 National Curriculum: <ul style="list-style-type: none"> - Use basic geographical vocabulary to refer to key features and describe environments. Use aerial photographs and plan perspectives. Devise simple maps and use symbols in a key. 	
Substantive knowledge: <ul style="list-style-type: none"> I can identify human and physical features I can use simple maps I can use language relating to direction 	Disciplinary knowledge: <ul style="list-style-type: none"> I know the difference between human and physical features, giving an example I know how to read a simple map I know that we need to use directional language to go from place to place 	Substantive knowledge: <ul style="list-style-type: none"> I can use aerial photographs and plan perspectives to identify different viewpoints I can devise a simple map, including a key I can use basic geographical vocabulary to describe the environment 	Disciplinary knowledge: <ul style="list-style-type: none"> I know what aerial means and what an aerial photograph is I know how to devise a map I know what a key is and how it is used I know how I can refer to geographical features using vocabulary
Enquiry Question: What do we do if we get lost?			

Example planning for Geography showing how the same lesson would be differentiated for Year 1 and Year 2 pupils.



<p>Session 3</p> <p>LO: To identify basic human and physical features (e.g., beach, forest, house, shop).</p> <p>Y2- - Use basic geographical vocabulary to refer to key features and describe environments.</p>	<p>Retrieval: Recap what viewpoints do we have? What is a map for?</p> <p>Input: Looking at maps of school. What can you see/identify? Some of these things are physical and some are human. Can anyone guess what these might mean? Define the difference. https://www.bbc.co.uk/bitesize/articles/zr8q7nb</p> <p>Label school map with physical/ features use widget symbols.</p> <p>MODEL Y2 only Model matching descriptions to pictures. Then the field doesn't have a description what would be write? What about the playground? How would that be different. Appearance texture formation A river is meandering, a mountain is steep, high rugged.</p>			<p>Vocabulary:</p> <p>Physical features like seas mountains and rivers are natural they would be here even if there were no people around.</p> <p>Human features are things like roads, house and bridges they have been built by people.</p>
<p>Activity</p>				
<p>Support</p> <p>Y2- word to capture their ideas on word to text talk</p>	<p>Year 1</p> <p>School map with physical/ features use widget symbols.</p>	<p>Year 2</p> <p>School map with physical/ features use widget symbols.</p> <p>Tell me about our school and what you would find when you walk around.</p>	<p>Challenge</p> <p>Extension of language</p>	

Maths

- ▶ Both Years 1 and 2 pupils will follow the Hampshire Assessment Model.
- ▶ This model divides the Maths National Curriculum into six domains – number and place value, addition and subtraction, multiplication and division, fractions, geometry, measurement.
- ▶ Children then revisit each of these domains three or four times across the year.
- ▶ Mrs Finlay is reviewing the planning for Year 1 and Year 2 so that the whole class will be working on the same domain at the same time but at different levels. This is what happens in a straight year group class anyway due to the range of ability, therefore we will just need to extend the range of the activities which are planned.
- ▶ The class teacher will then ensure that all children had access to the support and resources appropriate to their level.



English

- ▶ Phonics will be taught in targeted groups across KS1 following the Pip and Pap scheme as is currently the case.
- ▶ During guided reading sessions children are grouped with children of the same reading ability and this will continue.
- ▶ Handwriting will be taught in mixed ability groups and is planned by stage of development anyway not age.
- ▶ Literacy lessons are based around a key text. For Cycle A we will use the Year 2 texts and for Cycle B the Year 1 texts
- ▶ Advice and models of mixed aged planning are available from HIAS, and Mrs Henderson and Miss Smith are already working to adapt our existing planning.



Further questions that have been asked:



Q - Will the Year 2 children sit on a different table to the Year 1 children so the Year 1 children do not distract the Year 2 pupils?

A - Depending on the lesson the Year 1 children may be sat in groups with the Year 2 children or may be taught specifically as a Year 1 group if they need to be taught a specific Year 1 skill. Either way the children joining Turquoise class have strong characteristics of effective learning and therefore if anyone is being distracted from their learning it is not likely to be the Year 1 children who are causing the distraction.

Q - Will the Year 1 children get to play with their Year 1 friends at playtime and lunchtime?

(Please note since the presentation we have looked at lunchtime arrangements and this answer has been supplemented with an additional response following this).

A - All the Year 1 and Year 2 classes will go out to play at the same time during morning break. We do have two lunch sittings in the lunch hall already at lunch time with two Year 1 classes joining the first sitting and one Year 1 class joining the second sitting. It is not possible to accommodate all children in the hall at once. However, due to the number of children we have in Year R we will be able to offer the Year 1 children in Turquoise class the opportunity to either join the first or second sitting, depending on which friends they would like to play with.

Q- Will there be additional pastoral support for the Year 1 children in Turquoise class?

A - It is not envisaged that these children will need support, however, we are currently recruiting for a Social, Emotional and Mental Health Assistant, (a new role for our school), who will provide ELSA, TALA, Thrive activities and support children with the Empowerment Approach and this support will be available for all pupils.

Q - Will the children in Year 1 get to go on a school trip with their Year 1 friends?

A - Where all classes in Year 1 and 2 are learning the same projects all the children will get to go on the same school trip. Where possible all 5 classes will go on the same day.

Further questions that have been asked:



Q – What is the plan for monitoring performance of the mixed year 1&2 class?

A The school already has a rigorous system for monitoring performance which includes lesson visits, talking to children, looking at children's work and analysing pupil attainment and progress data at key points during the year. Where mixed year group classes are new to Freegrounds this area is also on the School Improvement Plan and there will be governors linked to the class who will visit and monitor the progress of the children closely.

Q – Will the book bands remain the same for the mixed year 1 & 2 class?

A – Yes the book bands will remain the same.

