



# **Welcome to Key Stage 1 2026:** Building the Future Together

# Meet the Team

## CLASS TEACHERS

Key Stage 1 Leadership

Miss Smith (KS1 Lead - Year 1)

Mrs Finlay (KS1 Lead - Year 2)

Year Group Teachers

Miss Hunt

Miss Moors

Miss D'Arcy

## SUPPORT & SPECIALIST STAFF

Higher Level Teaching Assistants (HLTAs)

Mrs Sims

Mrs Knight

Mrs Dore

Learning Support Assistants (LSAs)

Mrs Kotch

Mrs Noyce

Mrs Garland

Special Needs Assistants (SNAs)

Mrs Baker, Mrs Carr

Mrs Murphy, Mrs Darnton

Mrs Lucas

Mrs Jones

# Evolving Our Structure for Continued Excellence

## Step 1



### Local Demographic Shifts

Sustained reduction in local birth rates led Hampshire County Council to reduce our Pupil Admission Number (PAN) from 90 to 60 for 2026.

## Step 2



### Protecting School Funding

School funding is calculated per pupil (approximately £5,500). Operating with empty spaces in a 90-pupil structure would create significant financial shortfalls.

## Step 3



### Adapting Class Structures

To maintain our high standards, optimal class sizes, and avoid deficit budgets, we are proactively moving from six classes to five.

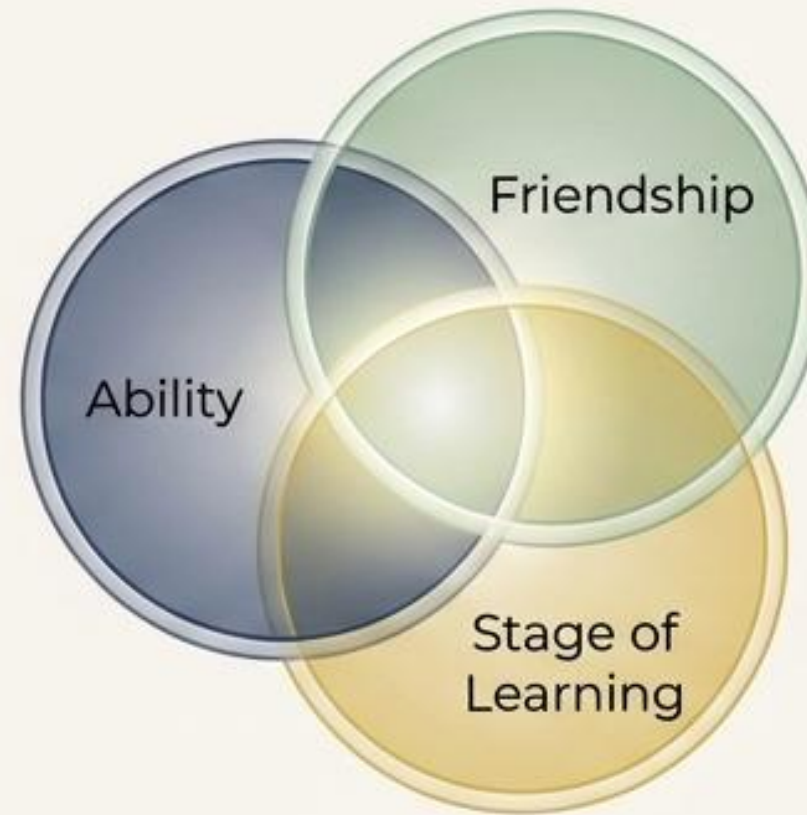
# The Key Stage 1 Classroom Model

For the 2026/27 academic year, our experienced staff will lead a model designed to ensure consistently high-quality provision as intake numbers adjust.



Led by Mrs Finlay (Key Stage 1 Leader with mixed-age expertise).

# The Selection Process

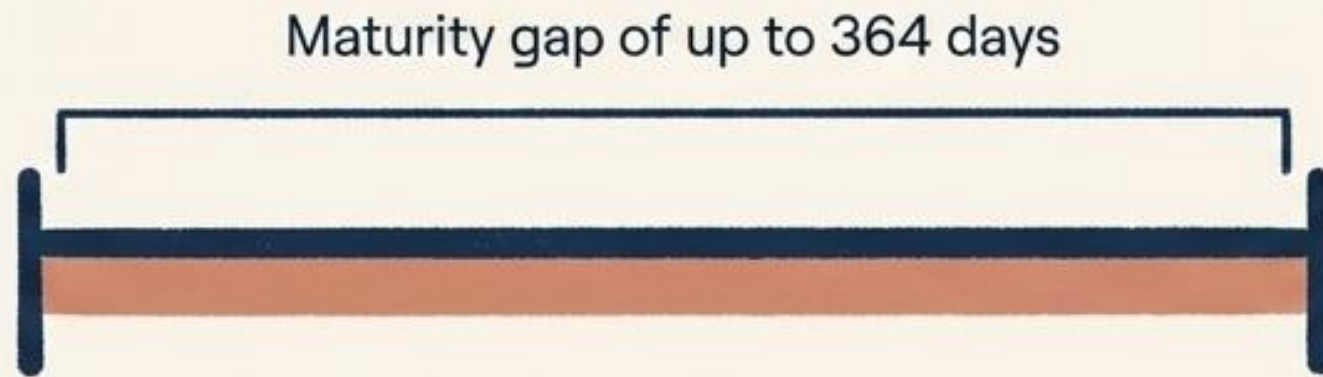


Both Year 1 and Year 2 children have been distributed equally by ability across the classes, with friendships being a significant factor in these decisions.

Children who have been in a mixed class this year will not be in a mixed class next year.

# The Classroom Experience: Flexible Grouping

## The Reality



Even single-age classes must cater to a wide maturity gap of up to 364 days. Children develop at different rates.

## The Approach

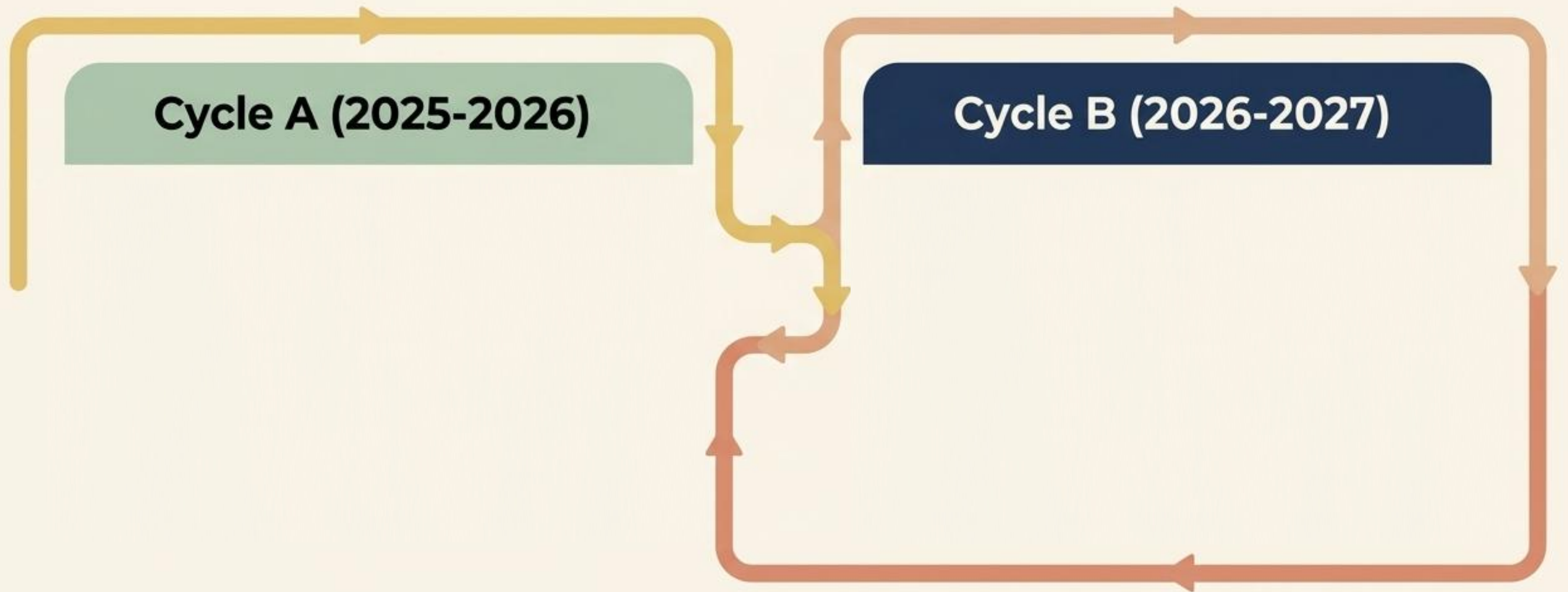


Children begin lessons together. Teachers use 'flexible grouping' to target questions appropriately across the attainment spectrum.
























Children then move to tasks designed to consolidate, practise, or challenge them based on their true standard, supported by the teacher or Learning Support Assistant.

# Progressive Learning Across Two Years

The Key Stage 1 curriculum is a two-year programme. Our rolling cycle ensures full coverage without repetition, adapting activities to match necessary skills. Subject leaders track progress to ensure progressive learning for all.

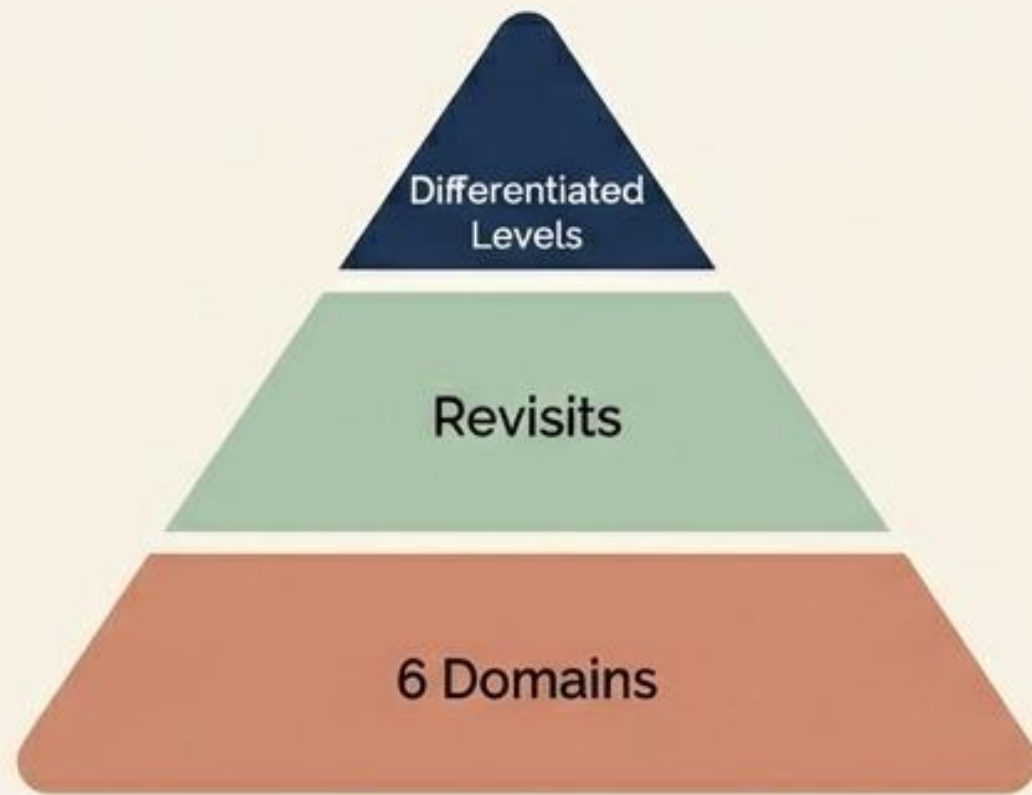


# Learning Journey: 2026–2027 Curriculum Overview (Cycle B)

Autumn 1: Let it shine!	Autumn 2: Winter	Spring 1: What big eyes you've got!	Spring 2: Let it grow!	Summer 1: Kings and Queens	Summer 2: I spy...
<p><b>Theme &amp; Hook</b></p>  <p><b>Hook: Dark hall filled with light</b> An immersive cantory experience to launch the 'Let it shine!' theme and the 'Huma' role play area.</p>	<p><b>Theme &amp; Hook</b></p>  <p><b>Hook: Rupert's Dad Visit</b> A guest visit to spark interest in the 'Winter' theme and the Shop/Post Office role play.</p>	<p><b>Theme &amp; Hook</b></p>  <p><b>Hook: Fairy Tale Dress Up Day</b> A themed event to introduce the Fairy Tale Cafe and the 'What big eyes you've got!' unit.</p>	<p><b>Theme &amp; Hook</b></p>  <p><b>Hook: Planting</b> A hands-on gardening activity to start the 'Let it grow!' theme and the Greengrozer role play.</p>	<p><b>Theme &amp; Hook</b></p>  <p><b>Hook: Mystery Trunk</b> Discovering a mysterious chest to begin the 'Kings and Queens' theme and the Treasure Hunters role play.</p>	<p><b>Theme &amp; Hook</b></p>  <p><b>Hook: Orienteering Clue Trail</b> An outdoor adventure leading to the Beach Hut role play and the 'I spy...' theme.</p>
<p><b>English Drivers &amp; RE</b></p>  <p><b>English Drivers:</b> Sittly Glow, Flashlight, The Night Box <b>RE:</b> Exploring the theme of Candlelight &amp; creating clay oiva lamps in Art.</p>	<p><b>English Drivers &amp; DT</b></p>  <p><b>English Drivers:</b> Esol Ucher's weather books, Over and Under the Snow, Boedbys Antomn, Hello Winter <b>DT:</b> Creating Christmas decorations</p>	<p><b>English Drivers &amp; Geography</b></p>  <p><b>English Drivers:</b> Little Red, Dear Timy Genteather (focusing on character descriptions) <b>Geography:</b> What is it like here?</p>	<p><b>English Drivers &amp; RE</b></p>  <p><b>English Drivers:</b> Lune Locos Gardediug, The Night Gardener <b>RE:</b> Welcoming</p>	<p><b>English Drivers &amp; Music</b></p>  <p><b>English Drivers:</b> The Girl Who Planted Trees, Diiver's Vegetables, Journey <b>Music:</b> 4-beat patterns and 'skiplly' rhythms</p>	<p><b>English Drivers &amp; Geography</b></p>  <p><b>English Drivers:</b> Fletsam and Jotcem, Black Boek, Tidy <b>Geography:</b> What can you see at the coast?</p>
<p><b>Core Subjects &amp; PSHE</b></p>  <p><b>Maths:</b> Phase 1 (Place Value, Addition, Subtraction) <b>Science:</b> Seasons <b>PSHE:</b> Me and my relationships (including bullying prevention)</p>	<p><b>Core Subjects &amp; PSHE</b></p>  <p><b>Maths:</b> Multiplication, Division, Fractions, Geometry, Measures <b>Science:</b> Materials <b>PSHE:</b> Valuing difference</p>	<p><b>Core Subjects &amp; PSHE</b></p>  <p><b>Maths:</b> Phase 2 (Place Value, Addition, Subtraction) <b>Science:</b> Animals <b>PSHE:</b> Keeping myself safe</p>	<p><b>Core Subjects &amp; PSHE</b></p>  <p><b>Maths:</b> Multiplication, Division, Fractions, Geometry, Measures <b>Science:</b> Plants <b>PSHE:</b> Rights and responsibilities</p>	<p><b>Core Subjects &amp; PSHE</b></p>  <p><b>Maths:</b> Phase 3 (Place Value, Addition, Subtraction, Multiplication, Division) <b>PSHE:</b> Growing and changing (life cycles and less)</p>	<p><b>Core Subjects &amp; PSHE</b></p>  <p><b>Maths:</b> Phase 4 (Mixed operations and measures) <b>Science:</b> Habitats <b>PSHE:</b> Being my best</p>
<p><b>Foundation Subjects</b></p>  <p><b>History:</b> Gunpowder Plot <b>PE:</b> Teamwork and Saints Target games</p>	<p><b>Foundation Subjects</b></p>  <p><b>History:</b> Victorian Christmas traditions <b>RE:</b> Journeys End <b>PE:</b> Gymnastics</p>	<p><b>Foundation Subjects</b></p>  <p><b>DT:</b> Baking and cooking <b>RE:</b> Community and Generosity <b>Music:</b> Magical musical squarium</p>	<p><b>Foundation Subjects</b></p>  <p><b>Geography:</b> UR feather patterns <b>PE:</b> Cricket 'chance to shine'</p>	<p><b>Foundation Subjects</b></p>  <p><b>RE:</b> Belonging <b>PE:</b> Saints Het/Well games and Athletics</p>	<p><b>Foundation Subjects</b></p>  <p><b>Art:</b> Sketching chells <b>PE:</b> Striking/Holding games and Dance <b>RE:</b> Remembering</p>

# Delivering Core Academic Excellence

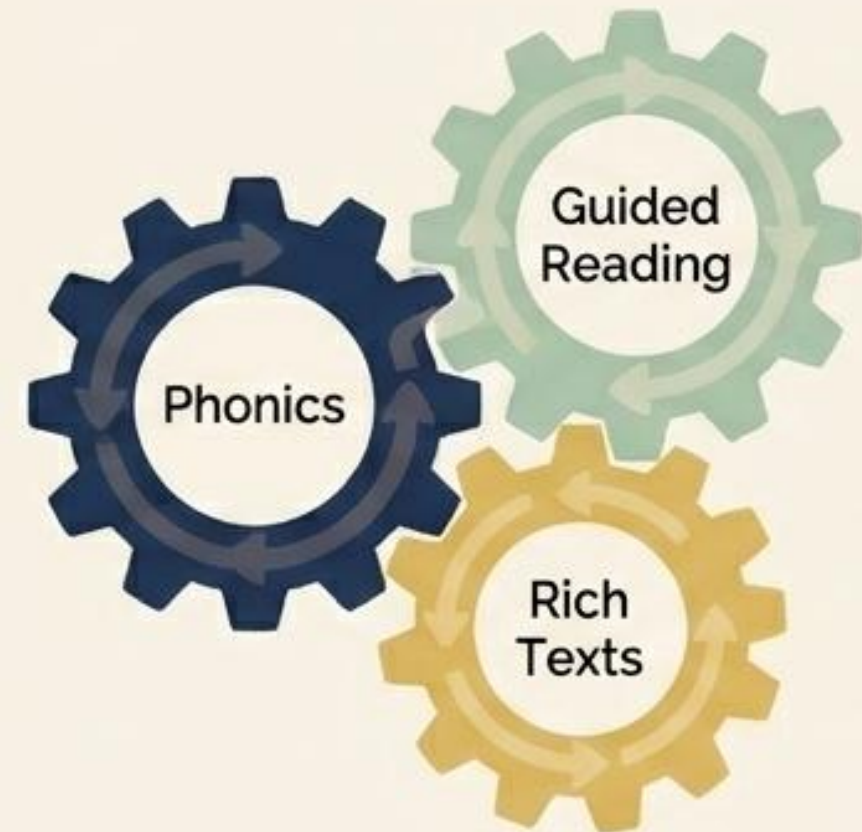
## Maths (Hampshire Assessment Model)



The whole class works on the same mathematical domain (e.g., fractions, geometry) simultaneously. Children revisit domains three to four times a year.

Activities and resources are extended to match the range of abilities, exactly as they are in single-year classes.

## English & Literacy



- Phonics: Taught in targeted, ability-matched groups across Key Stage 1 (Pip and Pap).
- Guided Reading: Grouped strictly by reading ability.
- Handwriting: Taught in mixed-ability groups based on stage of physical development.

# Friendships, Lunch and Breaks



All Year 1 and Year 2 classes go out to play at the same time during the morning break.

At lunchtime, we have two sittings and all children are out together for the **last 10 minutes** every day.

We also vary the order classes come in for the second sitting so the children have a fair and equal opportunity to mix with their peers.



# A Unified Key Stage 1 Experience



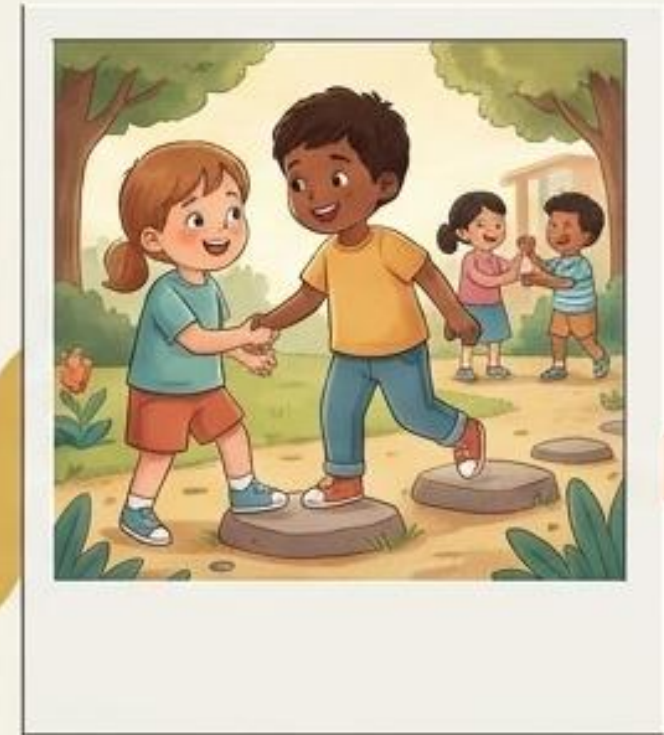
## School Trips

Where classes learn the same projects, all children attend the same trips. Where possible, all 5 classes go on the exact same day to ensure a shared experience.



## Book Bands

Reading book bands remain completely unchanged for the mixed Year 1 & 2 class.



## Wider Friendships

Children relate to broader groups, creating a co-operative atmosphere where learners support one another across traditional age boundaries.

# Ensuring Every Child Succeeds

## Student Success

### Dedicated Pastoral Support

A Social, Emotional and Mental Health (SEMH) Assistant will provide ELSA and Thrive support, alongside the Empower-Approach, for all pupils.

### Rigorous Monitoring

Continuous tracking via lesson visits, pupil data analysis, talking to children, and regular book looks.

### Governor Oversight

Dedicated school governors are linked specifically to the mixed-age class to closely monitor children's progress and wellbeing.