Meet the teacher Year 1

Autumn 2026

NORTH STAR COMMUNITY TRUST

Enfield Heights ACADEMY

Meet the team

Teacher

- Mrs Salik
- KS1 Teaching and Learning Lead and Science Lead.

TA

- Mrs Basaran
- Supporting Year 1 and LASS

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Our School Values

KINDNESS, RESPECT, RESILIENCE & BRAVERY

What underpins our curriculum (school drivers)

To be a Force for Positive Change

We want out children to be the change they want to see in the world

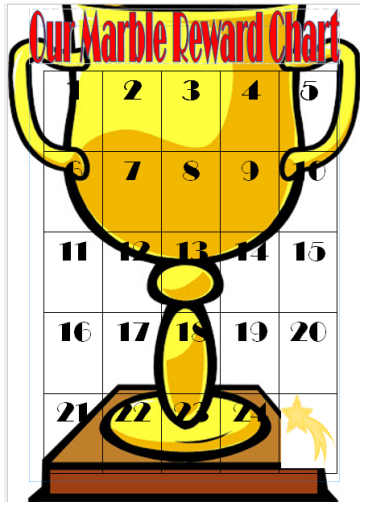
Reading

Reading is the gateway to all learning.

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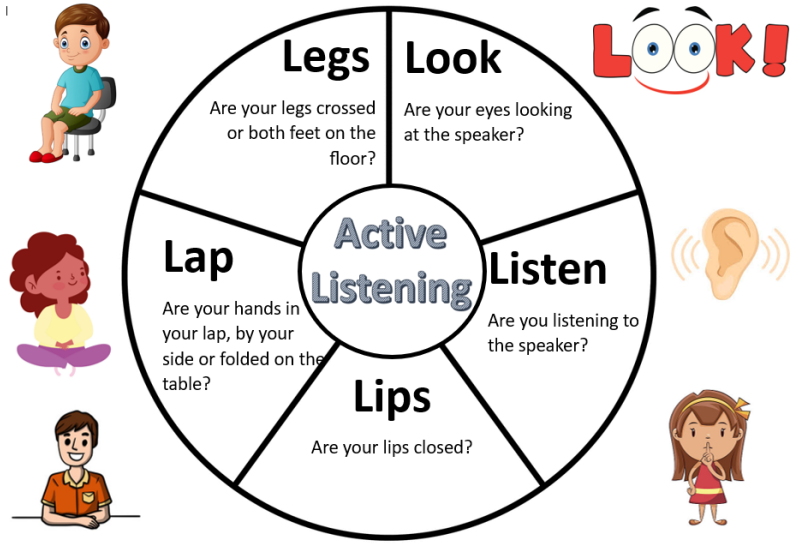
Our Learning Behaviours Expectations

Marbles



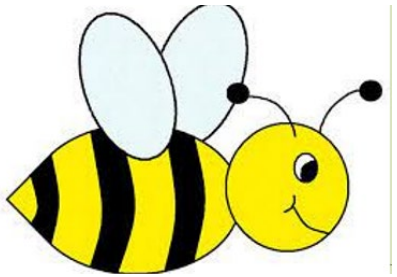


Listening and Learning



Attendance & Punctuality





Celebration

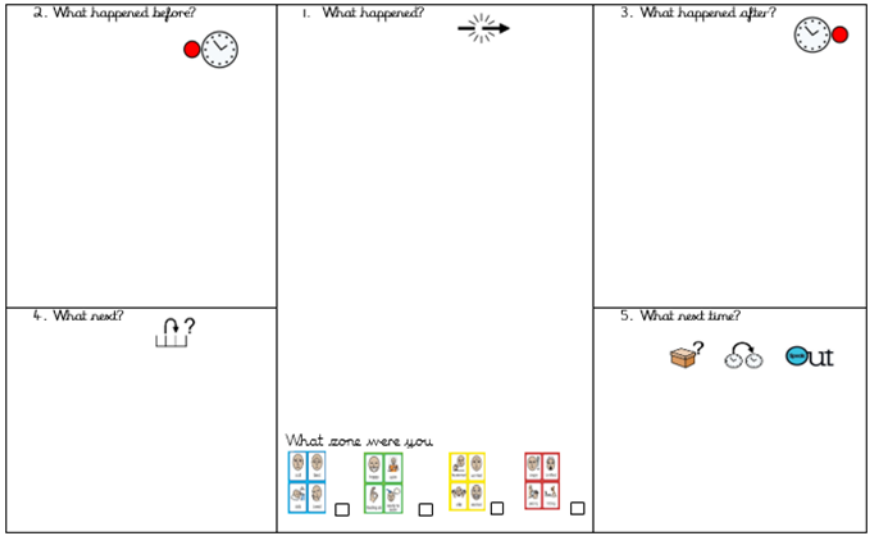




Behaviour

Behaviour Guidance

Yellow Behaviours (CLEAR VERBAL WARNINGS)	Red behaviours (Red Lunch)	Serious red behaviours (Strikes)
• Teasing/name-calling • Pushing/pushing in line • Talking when teacher/adult is talking • Staying in playground after the break/lunchtime is over • Interrupting or calling out • Attention-seeking/clowning around • Distracting others • Avoiding work/wasting time • Careless with school equipment • Running inside/rolling around • Arguing with other pupils • Being uncooperative • Spoiling other pupils' games • Play fighting • Inappropriate cheekiness • Eating in class • Lying	• Persistent Level 1 behaviour • Persistent hindering of other children's learning • Arguing back or rudeness to staff • Spitting (on the floor) • Biting, hitting, kicking • Defacement e.g. scribbling on desk or others' work • Frequent disruption of lessons • Graffiti/vandalism to property • Fighting – squabbles • Cussing and/or swearing • Using swear words in a violent or intimidating way • Inciting trouble	• Persistent Level 2 behaviour • Any perception of abuse, discrimination or prejudice-based bullying because of sex, race, disability, religion or belief, sexual orientation or gender reassignment in line with the Equality Act 2010 • Purposeful, unsafe behaviour online e.g. texting offensive messages to other pupils on mobile phones/through online gaming • Vandalism – deliberate damage to school property • Biting and breaking of skin • Vicious kicking • Dangerous defiance – refusal to follow instructions • Putting themselves or others at risk of harm • Stealing • Extortion/bullying • Spitting at others • Fighting – thuggery • Verbal/physical abuse of staff • Causing bodily harm • Persistent hitting • Spreading dangerous rumours

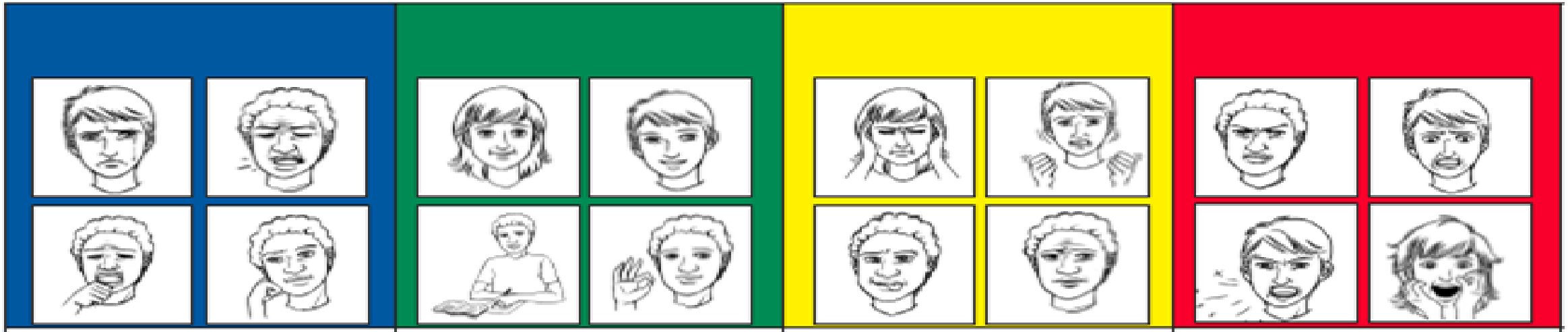




We have a two-strike rule

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The ZONES of Regulation®



BLUE ZONE	GREEN ZONE	YELLOW ZONE	RED ZONE
Sad	Happy	Frustrated	Mad/Angry
Sick	Calm	Worried	Terrified
Tired	Feeling Okay	Silly/Wiggly	Yelling/Hitting
Bored	Focused	Excited	Elated
Moving Slowly	Ready to Learn	Loss of Some Control	Out of Control

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Developing pupil voice

‘Speak out’



- Step 1

If someone makes you unhappy at school through their behaviour or what they say to

you, say “Stop it, I don’t like that.” Speak Out

- Step 2

If the behaviour continues, try again and say “Stop it, I don’t like that.” Speak Out

- Step 3

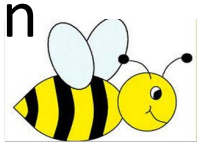
If the behaviour which is making you feel unhappy still continues, find an adult and tell them. Speak Out

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Attendance & Punctuality

- At a minimum we expect children to be in school for **96%** of the time. This can equate to 8 days of learning missed.
- If your child's attendance drops down to below **90%**, this means almost 4 weeks of lost learning!
- Regular days off interrupts children building on their learning and leads to learning gaps – which significantly impacts their progress.
- Attendance and punctuality is tracked weekly and celebrated in our assembly on Mondays.
- There will also be a new attendance raffle. Children will earn a raffle ticket or every week they **Attend school every day and on time.** At the end of a term, tickets will be drawn out during a special assembly and prizes won! The more raffle tickets your child has, the more likely they are to win!
- Parents/carers will be contacted and invited for a meeting with attendance lead (Mr Venn) if your child's attendance is declining to explore why.





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Punctuality

- Every minute counts!
- If a child is late every day, their learning as well as the other children in the classroom is disrupted. Below is a graph how being late to school every day adds up to lost learning time. Missing on morning work



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Uniform expectations

- Dark grey tailored trousers, shorts, skirt or pinafore
- Dark grey tailored knee length shorts in the summer (optional)
- Red and White Gingham dress for Summer (optional)
- White shirt **(not polo shirt)**
- Grey jumper with the academy logo
- Grey cardigans with the academy logo
- Socks and tights need to be plain black, grey or white
- School tie (elastic for KS1 and Reception, full tie for KS2)
- **Please label every item of uniform with your child's name and class**

Children should always be smart:
School jumper (worn or held, not tied around the waist)
White shirt (not polo)– always tucked in

Footwear:

- Plain black school shoes
- Plain black flat boots (winter)
- Black shoes should be flat. They should not have any flashing lights as they as distracting for all children. Children that are not in the correct footwear – we will contact parents.

Please speak to us if you require help with uniform.

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PE kits

- White T-shirt (no logo)
- Black Enfield Height PE jumper.
- Plain black shorts or black jogging bottoms
- Black trainers (outdoor) indoor PE will require bare foot for dance and gymnastics.
- Children need to come to school dressed in their PE kit

- Hair should be tied back if long
- No nail varnish and stud earrings only
- No other jewellery unless for religious reasons (all jewellery must be removed for PE –health and safety)

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Other uniform requirements

- All headwear must be plain black, burgundy or white in colour
- Plain gold or silver stud earrings are permitted but never on PE days. Watches are allowed; they need to have plain straps, preferably in black. Expensive jewellery is discouraged
- Our main uniform provider for Enfield Heights Academy is Uniform4Kids

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Home Learning

At EHA, we believe that homework should provide opportunities to:

- reinforce learning that has taken place in the classroom
- provide opportunities for parents/carers to become more familiar with their child's learning and enjoy a shared learning experience with their child
- prepare children for the next academic stage of their school life
- develop valuable life skills and good work habits such as organisation and time management
- foster independence, confidence and resilience ·inspire creativity and curiosity outside of the classroom

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Home Learning

Expected weekly homework will be found on Google Classroom and will usually require online completion. Homework will be set on a Friday and be expected to be completed by the following Tuesday.

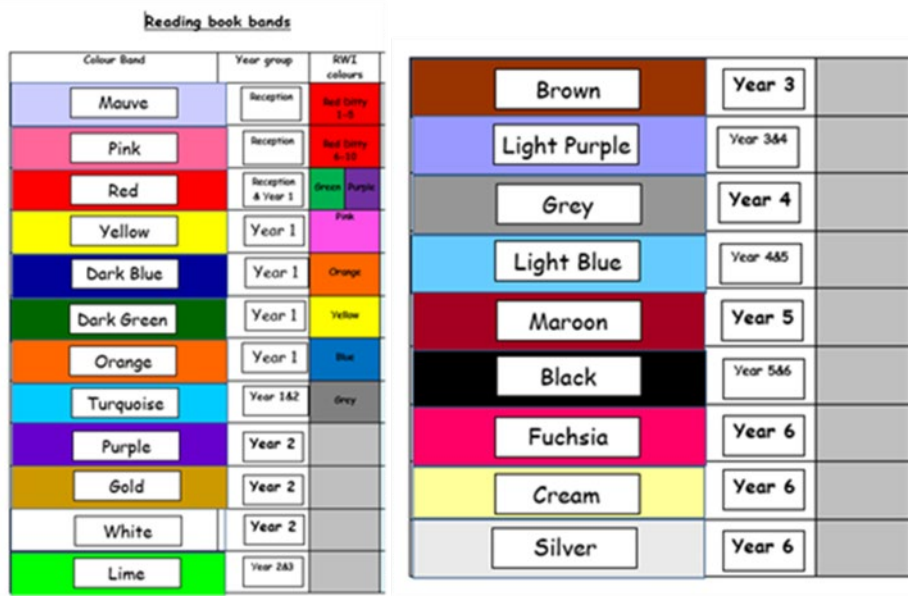
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- **Daily Reading**
- **Daily Timetable practice** –Timetable Rockstars logins will be given out.
- **Weekly English** – This may be a text for them to read over the weekend in preparation for their reading lessons the following week or linked to an aspect of English they have been taught that week.
- **Weekly Maths** – This will consolidate what the children have been learning in class and will be set on Mathletics.
- **Half Term Learning Journey homework** – children may be asked to complete a half termly project linked to their learning journey.

Reading

Children to bring home **two books**: a banded book and a book for pleasure.

Banded books -matched to their attainment reading level. They will work through a series of banded books and work their way through the year groups banded colours. Throughout the year, the child will be monitored and assessed as to when they can move up to the next level by the class teacher.



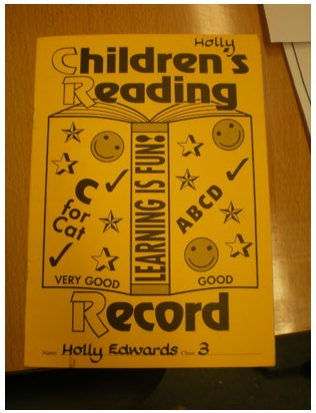
Reading for pleasure – This is a book they have chosen to read for their enjoyment. This could range from a comic, magazine, fiction etc.

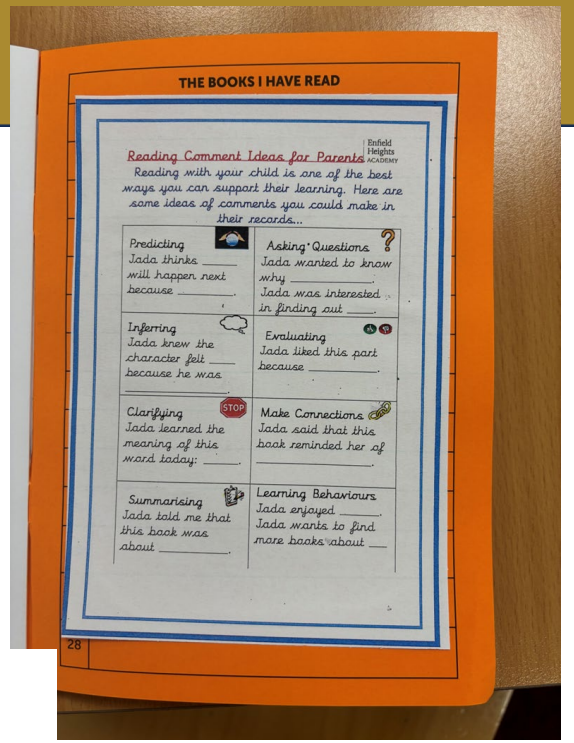
Supporting Reading at home

Frequency of reading expectations

- **KS1** – adults need to sign that they have read daily and can write a comment 2/3times a week.
- **LKS2** – adults needs to sign once a week and child can complete comments for rest of week.
- **UKS2** – children can write their comments. Adults to do it if possible, but we appreciate it is harder for older children.

- Use the questioning prompt at the back of the reading record to support you talking to your child about their book. This will develop key comprehension skills for your child.







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Times Tables

Year group	Multiplication expectations	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Children should be able to count confidently, develop a deep understanding of the numbers to 10, the relationships between them and the patterns within those numbers.						
Year 1	Count in 2, 5, 10	Experience of counting in 2, 5, 10's			Intro 2x	Intro 5x	Intro 10x
Year 2	Count in steps of 2, 3, and 5 from 0, and in 10s from any number, forwards and backwards.	1x 2x	2x 5x Related word problems	10x Intro 3x Related word / reasoning problems	3x Related word/ reasoning problems	Recap all Related word/reasoning problems	Recap all Related word/reasoning problems
Year 3	Count from 0 in multiples of 4, 8, 50 and 100	2x 4x	4x 8x	3x	4x 8x	3x 6x	6x 12x
Year 4	Count in multiples of 6, 7, 9, 25 and 1,000	6x 12x	7x	9x 11x	4x 8x	7x 9x	12x
Year 5	To multiply and divide fluently	Recap 6x 12x	Squared Cubed	Recap 7x 9x	Recap 4x 8x	Recap 3x 6x	Squared Cubed
Year 6	To multiply and divide fluently	Recap 7x 9x & division facts	Recap 3x 6x Cubed & division facts	Recap 2x 4x 8x Squared & division facts	Recap 12x Squared & Cubed & division facts	Gap analysis	See year 7 expectations

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Supporting Times Tables at home

- Practise times tables at home by old fashioned chanting
- Ask your child times tables questions out of order – such as 2 X 2 then 5x2
- Use Apps and games to help build up speed
- Times Tables Rock Stars (logins provided)
- https://www.timestables.co.uk/speed-test/
- https://mathsframe.co.uk/
- http://www.timestables.me.uk/

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Curriculum Webs

Enfield Heights Academy Learning Web: Year 1 Autumn 1
What's the weather?

Force for positive change:
We will save electricity by turning off lights and help the environment by reusing plastic bottles to make useful products. Children will explore how weather changes, record conditions like wind and rain, and use tools such as windsocks and rain gauges. Through role play and dressing for different seasons, they will learn about weather in a hands-on, engaging way.

Key Dates:
Sept 1st, 2nd and 3rd inset days, 4th Chn start school, 8th Sept meet the teacher, 16th October parent consultations, Albany Park 15th Oct depending on weather.

Maths
In **Place Value**, children will count forwards to 20 from any number, find 1 more up to 20, and represent numbers using objects and pictures.
In **Addition**, they will read, write, and understand addition statements, add numbers using concrete objects, and add two one-digit numbers to find a total.
In **Geometry (2D Shapes)**, children will recognise and name common shapes such as circles, triangles, squares, and rectangles, and identify these shapes in their environment.
In **Fractions**, they will recognise ½ as one of two equal parts and find half of a shape.



English
This term, children will create a weather-themed calligram in Poetry.
In Fiction, we will read *The Weather Monster* by Steve Smallman. Children will write a character description of Ron the Weather Monster, retell and sequence the story in five parts, and use simple sentences to retell the narrative.
In Non-Fiction, they will write a weather-related recount using key vocabulary, simple sentences, and correct finger spaces.
Children will learn weekly spellings from the Autumn 1 list and practice pre-cursive handwriting.
They will take part in daily guided reading and phonics sessions to build reading and sound recognition skills.
All activities are linked through the cross-curricular theme of Weather.

Music
- To learn and perform a new song.
- To listen with intent.
- To perform a song.
- To practice and refine a song.



PHSE: Being in my world
In PSHE children will be learning about how to make the community a better place, work well with others and help others feel welcome.



Art: Painting
In art this half term, children will be taking inspiration from Sylvia Paul and looking at tints and shades. They will also explore primary and secondary colours.

Physical Education
In PE, children will be doing athletics outside which involves taking part in obstacles.
For indoor PE, children will be doing dance where they will copy and explore movement.



Science: Weather
In Science, children will observe changes across the four seasons in the context of weather, ask simple questions about the weather, describe and record weather in autumn, and observe how day length varies.



History
This half term as part of the history opportunity children will looking at past and present using significant people and they will also have a go at creating a timeline of objects from old to new. They will also compare cars from the past to cars now.

Geography:
This half term in Geography, children will locate the UK and its four countries, identify seasonal weather patterns, compare the weather across the four seasons, investigate hot and cold areas of the world, and record and identify weather and climate patterns.



Computing
This half term children will be learning to debug and problem solve and using algorithms to create a movement.

Spanish
This half term in Spanish, we'll be learning to greet somebody and respond to them.



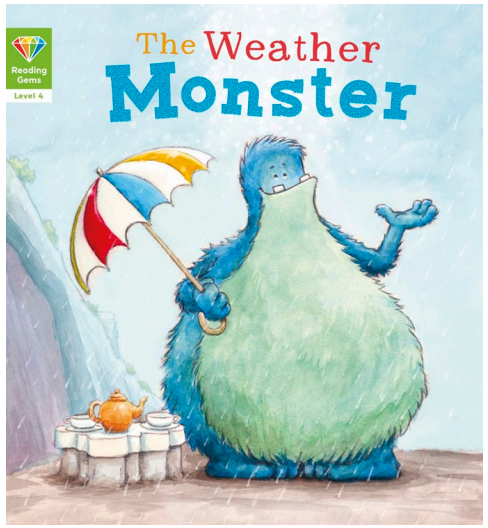
Link messaged to parents.

Please check our website:

https://www.enfieldheightsacademy.org.uk/

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English- Aut 1





We will be innovating the ‘Hansel and Gretel’ fairytale changing one part of the story.

We will also be writing a retell of the story ‘The Weather Monster’ using:

- Capital letters
- Full stops
- Finger spaces
- Correctly formed letters.

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How do I know how well my child is doing?

- Children are continually assessed, through questioning and marking, and teachers plan to address gaps in learning or stretch children.
- Children will complete formal NFER tests in Autumn 2, Spring 2 and Summer 2
- There will be parent consultations in Autumn Term and Spring Term and Reports at the end of Summer Term which will inform parents of your child's progress and attainment.
- However, please come and speak to class teacher should you have any concerns about your child's attainment during the year.

Trips

This term we will attend:

- Seaside trip 24th September
- We will be going for an Autumn walk at Albany park on Tuesday 6th October (weather permitting).
- The trip letter for this half-term will be sent out.
- Supporting our ‘What’s the weather unit?’



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What should I do if you have any questions or concerns?

We are always available to hear your concerns and strive to resolve them in good time. **We kindly ask that you follow the following pathway of communication:**

- Pass any information that could be relevant for the day (office/member of staff at the gate, teacher)
- Address class team first; request appointment
- Speak to Mrs Salik (Year 1,2, 3 Teaching and Learning Lead) or Mr Currie (Year 4,5,6 Teaching and Learning Lead)
- Request a meeting with DHT Mr Venn (contact office)
- If you are still concerned and situation has not been resolved, request an appointment with HT Mrs Gannon
- SEN concerns-Mrs Moore, Inclusion and SEND Lead (working on Mondays, Tuesdays and Thursdays)
- SEND concerns could also be directed via the following email: eha-senco@northstartrust.org.uk; FAO Mrs Moore

Key dates

- PE days – Wednesday (Outdoor PE with Mr Brown) Friday (Indoor PE with Mr Venn)
- Homework days: Sent out Friday, due back in on Tuesdays
- Pupils are expected to read everyday. Books changed upon completion of banded text
- Specialist lessons. Music lesson with Mr Okine and Spanish with Ms Fernandes on Wednesdays
- Trips-Tuesday 6th October, 24th September
- Parent consultation day: Thursday 15th October

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Thank you

Any Questions?

