WELCOME TO

Robin Class

Meet the team • Discover the year ahead • Work together

2026–27

Grow • Learn • Persevere • Succeed

Meet the people supporting your child

Class teacher

Miss Parish (Monday and Tuesday)
Mrs Evans (Wednesday, Thursday, Friday)

Support team

Mrs Humphrey (Every day)

Key contacts

Class email: robinclass1@greatleighs.essex.sch.uk
robinclass@greatleighs.essex.sch.uk
School office: 01245 361254
SENDCo: Mrs Chamberlain

Our shared purpose this evening

By the end, you will know

- What your child will learn
- The routines that help the class thrive
- How learning is supported at home
- How to contact us appropriately

Please note

Questions about your own child are usually best discussed privately after the meeting or through an agreed appointment.

A typical week in Robin Class

Learning rhythm

Normal Daily Routine:
Colouring/ Handwriting
Registration
Assembly
English
Phonics
Break
Maths
Lunch
Reading
Foundation subject
Choosing/ Foundation lesson two
Story
Home time

PE days

Tuesday and Thursday
Occasional extra days have been emailed to parents.

Children should wear a white top with red shorts or a black tracksuit.

Long hair tied; jewellery removed.

What to bring

Named water bottle
Reading folder with reading record and book
Homework book
Weather-appropriate clothing

The curriculum is ambitious, broad and connected

English & reading

Reading

- To sound out words correctly.
- To read some common exceptions words.
- To self correct.
- To retell familiar stories and know some features of the text.
- To summarise parts of a book.
- To know how to use the index and contents.
- To make predictions.
- To recognise how texts are organised and presented.
- To say why the author has chosen some words.

Writing

- To write sentences to create short narratives and non-fiction texts.
- To re read their work to check it makes sense.
- To use adjectives to describe.
- To use simple sentence structures.
- To use conjunctions e.g. and, but, because.
- To use some exclamation and question marks.
- To spell most words phonetically.
- To spell most common exception words.
- To use –s and –es to form plurals.
- To use the prefix ‘un’.
- To use suffixes –ing, -ed, -er, -est.
- To write lower case and capital letters accurately.

Mathematics

- To count to and across 100, forwards and backwards.
- To count in 2s, 5s and 10s.
- To use < > =
- To identify and represent numbers using objects and pictorial representations.
- To know the number bonds to 10 and 20.
- To add and subtract 2 digit numbers to 20.
- To solve missing number problems.
- To solve multiplication and division problems.
- To find half and quarter of shapes and amounts.
- To compare, describe and solve problems for length, height, weight and capacity.
- To recognise and know the value of coins and notes.
- To tell the time to the hour and half past the hour.
- To recognise and name 2D and 3D shapes.
- To describe position, direction and movement.

The year's wider curriculum

Autumn

Science – Animals including humans and seasons
History- How am I making history?
Geography – What is it like here?
DT- design and make a healthy sandwich
Art- Fireworks
RE- What do my senses tell me about religion?
PE- Multi Skills and Dance

Spring

Science – Materials and Seasons
History –How have explorers changed the world
Geography- What is the weather like in the UK?
DT- Make a car for a LEGO figure
Art- Starry Night
RE- What do Jewish people remember on Shabbat
PE- Forest School and Gymnastics

Summer

Science- Plants and Seasons
History- How have toys changed?
Geography – What is it like to live in Shanghai?
DT- Construct a ?
Art- Seasons
RE- Diversity
PE- Tennis and Athletics

Building Learning Power develops confident learners

1. **Resilience** — Stay absorbed, manage distractions, notice detail and persevere.
2. **Resourcefulness** — Ask questions, make links, imagine, reason and use resources well.
3. **Reflectiveness** — Plan, revise, distil learning and understand how you learn best.
4. **Reciprocity** — Learn independently and with others through collaboration and listening.

A shared language for the habits children use when they learn.

Reading at home makes a lasting difference

Our class reading approach

Books will be changed on Monday and Thursday.
Children will take home a Rhino Reader book and a 'reading for pleasure' book.
The Rhino Reader book will mirror the Phonics level the children are on.
If children finish reading all the Rhino Reader books before they move onto the next Phonics level they can take home books from our book band scheme which is aligned with the Rhino Reader books. They will also have the option to re read any Rhino Reader books they enjoyed.
The 'reading for pleasure' book is intended to be shared with an adult. It may not be a book that they can read independently.
The children will choose this book from a separate book collection selected by class teacher. This book is to develop the children's love of reading and to spend quality time sharing books.
We aim for an adult to hear children read once every two weeks in school.

How families can help

- build a regular routine
- enjoy books and talk about meaning
- ask: "What makes you think that?"
- record reading as agreed
- contact us if reading becomes difficult

Home learning: purposeful and manageable

What

Maths
English or Topics
Spelling
Reading

When

Set: Friday
Due: Wednesday

If support is needed

Let us know early.
We want home learning to reinforce learning—not create conflict or anxiety.

Trips, visitors and memorable experiences

Key dates

Islam Visitor- November
Nativity- Christmas
Reverend Dan- Christmas
Jewish Visitor- March
Reverend Dan- March
Fairy Tale Day – May (linked to our English unit)
Class Trip to Hyde Hall- June (linked to Science unit on Plants)
Phonics Screening- June

Practical details

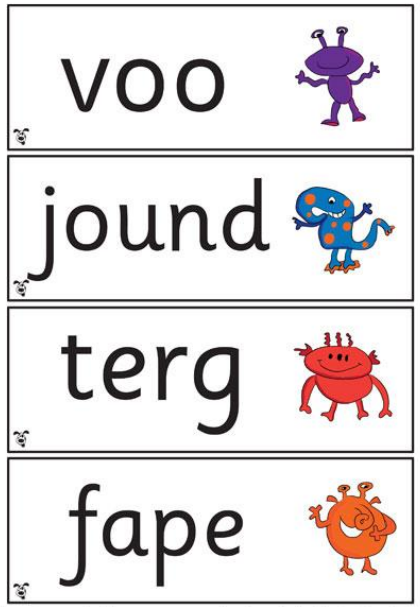
Look out for a Parentmail with additional info regarding Nativity, class trip and Fairy Tale day

Visitors to class are linked to our RE and diversity enrichment and will link to class RE topics

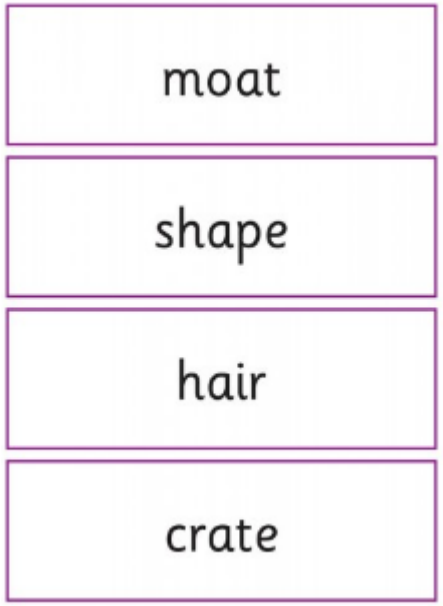
Phonics Screening takes place in June please see next slide.

Phonics Screening

- 40 words – 20 real, 20 pseudo
- 1:1 with teacher
- July
- Letter
- Retake in Year 2
- Pass mark is usually around 31/32



Please be aware that these resources are not endorsed by the Standards and Testing Agency or the DfE. These are created as **practice aids only** and cannot be used during the Year 1 phonics screening.



Our four school improvement aims

1. **Excellent teaching**
   A shared framework builds strong foundations and independence.

2. **Ambitious curriculum**
   Knowledge, vocabulary and oracy help every child flourish.

3. **Belonging & behaviour**
   Taught routines create calm, safe and inclusive classrooms.

4. **Continuous improvement**
   Staff, leaders and governors use evidence and coaching to improve.

Behaviour is taught, practised and retaught

Our shared approach

- clear routines and high expectations
- calm, positive adult responses
- “1, 2, 3 — Eyes on Me”
- regulation, repair and successful reintegration
- reasonable adjustments where needed

What families can do

- reinforce respectful language
- help children arrive ready and on time
- talk through mistakes calmly
- celebrate effort, kindness and perseverance
- contact us early when something may affect the day

Every child should feel included and able to succeed

Support in class

Teachers adapt teaching while maintaining ambition. Support may include explicit instruction, scaffolds, flexible grouping, targeted practice and purposeful adult help.

Working together

If you have concerns about learning, wellbeing or additional needs, contact the class teacher first. The teacher may involve the SENDCo or another leader when this will help.

Respectful communication helps us solve concerns

Please do

- speak calmly and respectfully
- use the class email or school office
- request an appointment for sensitive or complex matters
- share enough information for us to understand
- allow staff reasonable time to investigate and reply

Please avoid

- confrontational, abusive or threatening language
- discussing another child or family
- challenging staff in front of pupils
- repeated messages before there has been time to respond
- using personal social-media accounts to contact staff

How to raise a question or concern

1. **Start with the class teacher**

   Email robinclass@greatleighs.essex.sch.uk or ask the office for an appointment.

2. **Allow time to understand**

   We will acknowledge the message and investigate where needed.

3. **Escalate appropriately**

   If unresolved, follow the school's concerns/complaints procedure.

4. **Urgent safeguarding concern**

   Contact the school office immediately. Do not wait for email.

Attendance, punctuality and daily readiness

Every day matters

Children should arrive by 8:45am.

Report absence to the office.
Please read the current Attendance Policy on the school website for authorised absence and penalty-notice information.

Daily readiness

- breakfast and sleep routine
- named water bottle
- correct uniform / PE kit
- medication managed through the office
- school informed of changes affecting wellbeing

Healthy snack provided all week.
Please ensure special snack is a small chocolate bar or bag of crisps. No sweets or lollies.

Keeping children safe

Safeguarding

All staff share responsibility.
DSL: Mr Garlick
Deputy DSLs:
Mrs Clark
Mrs Chamberlain
Miss Plumb

Report concerns promptly.

Online safety

Know the apps and games used.
Use parental controls.
Keep devices in shared spaces.
Talk regularly about online experiences.

Medical & collection

Update contact and medical details.
Tell the office about collection changes.
Use the school's agreed medication procedures.