



Year 1 Welcome Booklet 2026-27

Welcome to Year 1



Welcome to Year 1 at
Frogmore Infant School

Happy learners, great achievers



Year 1 Welcome Booklet 2026-27

We hope you find the information in this booklet informative and useful. We look forward to working with you to ensure a happy and fulfilling year for your child.

Our mission statement and school aims set ambitious targets and high aspirations to ensure children achieve the very best they can. The school's direction stems from its mission statement of:

Happy learners, great achievers

At Frogmore Infant School we recognise the importance of identifying learning values which underpin the work of the school and, together with an understanding of the unique context of our school, help to ensure our school mission and aims are translated into action. We believe that the identification of a mission, aims, values and context is crucial to ensure a firm foundation for effective pupil learning and a means by which the school's approach to learning can be constructed and justified.

As a result, at Frogmore Infant School the school's values and beliefs about learning shape the culture and determine the priorities of the school, serving as the guiding force behind decision making related to the school's curriculum, assessment, policies, procedures and monitoring.

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Year 1 Welcome Booklet 2026-27



Respect

- I am polite and share – TOPS
- I show kindness and understanding

Excellence

- I can feel proud of myself and of others
- I believe I can get better at things

Adventure

- I love learning new knowledge and skills
- I like to feel challenged

Care

- I use kind words and actions
- I look after property and the environment

Healthy

- I make the right choices
- I know how to stay safe



Year 1 Welcome Booklet 2026-27

At Frogmore Infant School we plan to ensure a high quality curriculum that:

- Is based on our own proactive thinking and a shared ethic of excellence
- Is the product of clear consideration of the sequence of content necessary for children to make progress
- Provides children with the knowledge they need for subsequent learning
- Builds deeper understanding and the capacity for skilful performance

We follow the National Curriculum (English, Mathematics, Science, Computing, History, Geography, Art and Design, Music, Physical Education, Design and Technology and Personal, Social, Health Economics (PSHE) and the local syllabus for Religious Education (Living Difference 4).

In addition we have identified key learning experiences for:

- British Values
- Spiritual, Moral, Social and Cultural Development

These, combined with the translation of our learning values into key objectives and clearly defined cognitive skills, provide the basis for the key knowledge, concepts, skills and processes that the children will experience throughout their time at the school. We see the curriculum as all the experiences children encounter during their time in school. These include extra-curricular provision, lunchtimes, off-site visits, visitors into school, theme days and theme weeks.

Progressions of skills and knowledge

We have created Progressions of skills and knowledge (PoSK) for all National Curriculum subjects, RE and PSHE. PoSK detail where we want children to be at given points. These support teachers in ensuring learning is progressive with high quality learning outcomes, linked to developmental stages and appropriately challenging.

When devising PoSK we have:

- Looked at the purpose of each National Curriculum subject
- Identified concepts within the subject to ensure a conceptual thread running through PoSK. Children repeatedly encounter these concepts in different contexts enabling depth of learning over time
- Identified subject specific vocabulary
- Ensured the PoSK prepare children for their next stage in education



Year 1 Welcome Booklet 2026-27

At Frogmore Infant School we plan for blocked themes (topics). Key learning content for each year group (as detailed in our progression of skills and knowledge-PoS) is identified for each half term on a long term plan. We plan learning sequences (Schemes of Work) with the choice of learning objectives being supported by year plans, PoSK, children's prior knowledge and understanding, and our own planning model.

What will my child do in Year 1?

The Year 1 curriculum builds on the firm foundations laid in the Reception Year. Leaving Reception behind and moving into Year 1 can feel like a big step for both children and parents. Your child's Year 1 teachers are there to make this transition easier for everyone by supporting the children (and their parents!) in their next learning step.

The children will still be learning through play, they will still be exploring, discovering and making plenty of use of role play and small world activities. Your child's day may be a little more structured than it was in Reception and they may have to sit at a table for a little longer than they are used to, but they will still also be learning in a variety of ways; while moving, exploring outdoors, in groups, on the carpet or walking around the school!

Your child will have left the EYFS behind in reception, although some goals may be carried on with them as they move into Year 1. This will be their first year of the National Curriculum. Like all year groups, Year 1 has government statutory schemes of learning to follow. There is a Year 1 phonics screening test in June, which helps your child's teachers to identify if your child is secure in sounding out and blending graphemes.

Phonics

Phonics is a big part of Year 1. Your child will continue to expand on their knowledge of phonics and will probably surprise you with just how quickly they develop their reading. They will do 20 minutes of phonics learning each day, just like they did in Reception. These are fun, pacey sessions which involve games and tasks. They will learn tricky words, spelling rules and how to sound out and blend to aid them with their reading and writing. They will be encouraged to 'have a go' at spelling when writing independently, by phonetically sounding out words. Their teachers may well ask them to 'write it like it sounds' and, as the weeks go by, they will learn the correct sounds to replace those guesses.



Year 1 Welcome Booklet 2026-27

Your child will learn that there are different ways to make the same phonic sound. We use rhymes to help your child remember them.

We call these sounds 'Special Friends' and we use 'Fred Talk' to sound them out.

ea: cup of <u>tea</u>
oi: <u>spoil</u> the boy
a-e: make a cake
i-e: nice smile
o-e: phone home
u-e: huge brute
aw: <u>yawn</u> at <u>dawn</u>
are: <u>share</u> and <u>care</u>
ur: <u>purse</u> for a <u>nurse</u>
er: a better <u>letter</u>
ow: <u>brown</u> <u>cow</u>

ai: <u>snail</u> in the <u>rain</u>
oa: <u>goat</u> in a <u>boat</u>
ew: <u>chew</u> the <u>stew</u>
ire: <u>fire</u> <u>fire</u> !
ear: <u>hear</u> with your <u>ear</u>
ure: <u>sure</u> it's <u>pure</u> ?
tion: (celebr <u>ation</u>)
tious / cious: (scrumptious / delicious)
e: <u>he</u> <u>me</u> <u>we</u> <u>she</u> <u>be</u>

ay: <u>may</u> I <u>play</u>
ee: what can you <u>see</u>
igh: fly <u>high</u>
ow: <u>blow</u> the <u>snow</u>
oo: <u>poo</u> at the <u>zoo</u>
oo: <u>look</u> at a <u>book</u>
ar: <u>start</u> the <u>car</u>
or: shut the <u>door</u>
air: that's not <u>fair</u>
ir: <u>whirl</u> and <u>twirl</u>
ou: <u>shout</u> it <u>out</u>
oy: toy for a <u>boy</u>

The following website has lots of good advice for parents:

<https://www.oxfordowl.co.uk/for-home/reading/phonics-made-easy/>

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Cued articulation

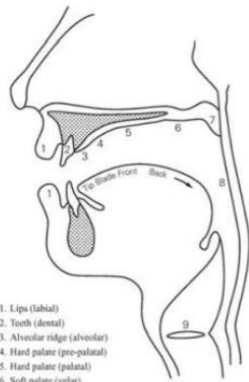
To support our teaching of phonics, we use cued articulation to model to the children (with actions) how the sound is formed.

The following website models these actions:

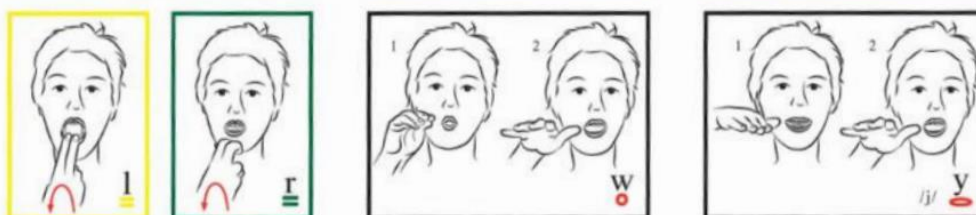
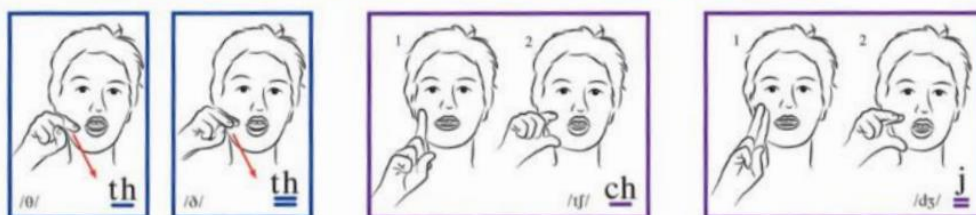
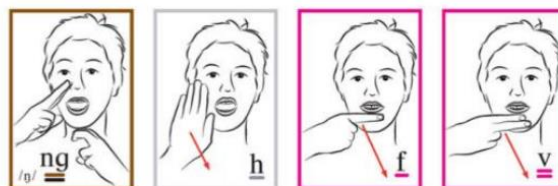
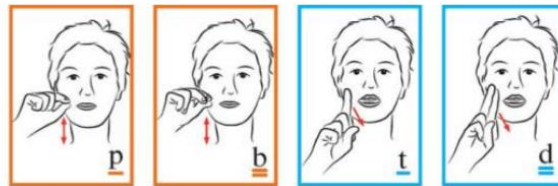
<https://www.youtube.com/watch?v=gyGX3RcLG74>

CUED CONSONANTS

by Jane Passy



1. Lips (labial)
2. Teeth (dental)
3. Alveolar ridge (alveolar)
4. Hard palate (pre-palatal)
5. Hard palate (palatal)
6. Soft palate (velar)
7. Uvula (uvular)
8. Pharynx (pharyngeal)
9. Glottis (glottal)



Cued Consonants. Copyright © Jane Passy 2010



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Topics and stories

Your child will be learning through a topic each half term, which makes lessons relevant and exciting. They will learn English through all sorts of wonderful stories and they will also act out stories that may be familiar to you at home. They will plan and write their own wonderful creative stories, design posters and leaflets. They will learn to write in sentences and to use exciting language — all while improving their handwriting. You will probably be amazed at their development on your first parents' evening!

At Frogmore Infant School we teach the following letter formation:

Letter and digit formation YR and Y1						
A a	B b	C c	D d	E e	F f	G g
H h	I i	J j	K k	L l	M m	N n
O o	P p	Q q	R r	S s	T t	U u
V v	W w	X x	Y y	Z z		
1	2	3	4	5	6	7 8 9 0
Letter and digit formation children Y2- as above except:						
O o	V v	W w				

Carry on reading

Reading at home with your child is so important. It helps them to develop their learning in lots of areas. Your child's teacher will send a reading book for your child to read at home. You may not always have time to read the whole book but just a few pages a day can increase their confidence and get them into the routine of practising and applying their phonic knowledge. Sometimes parents say 'Oh my child wanted to read a book from home'. As long as they are reading, that's fantastic. Most children this age really love to read new and familiar stories.



Year 1 Welcome Booklet 2026-27

If your child is stuck on a word encourage them to:

- Use the pictures
- Sound out the word
- Reread the sentence
- Skip the word and come back to it

- Read lots!! Don't forget to complete our Red Every Day award card every time you read with your child.
- Keep reading time relaxed, comfortable and pleasurable, with the television turned off!
- Talk about the cover and read the title before rushing your child into the text, asking questions, such as: What do you think it will be about? What sort of book is it? Have you read one like this before?
- Look through the book, noticing interesting pictures and words, then read the opening together.
- Don't correct too quickly. If your child makes an error suggest having another go, searching the pictures for a clue, sounding out the first letter or reading on before you 'tell' the problem word.
- If your child is really struggling, take over the reading yourself and let the teacher know.
- When your child brings home a book that has been read before ask for a summary before reading it again, then discuss the book at a deeper level than last time. Re-reading is very important to develop fluency and confidence.

Spelling of Tricky Words (Common Exception Words)

Your child will learn the following words to spell off by heart in Year 1:

Autumn term	Spring term	Summer term
I, the, go, to, we, he, she	said, they, all, like, some, what, when, they, school, house, saw, come, your, put, have	watch, their, one, I'm, there, any, where, here, our, once, friend, today, I've, want, ask, push, full, were

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Year 1 Welcome Booklet 2026-27

We use the Look, Cover, Write, Check method of learning spelling every morning as part of the morning activity.

 Look and say	 Look, say and write	 Fold and write	 Check and correct	 Rainbow write
I				
the				
I				
the				
I				
the				
I				
the				



Year 1 Welcome Booklet 2026-27

Year 1

Vocabulary, Grammar and Punctuation Terminology

Letter

A written mark that stands for a speech sound; specific character of an alphabet. 'A' and 'Z' are the first and last letters of our alphabet.

f

C

Sentence

A complete unit of words in either writing or speech with a clear beginning and a full stop. A sentence usually has a subject and a verb. Sentences can state things, ask questions, give commands, or be exclamations.

- I got a bike and a football for my birthday.
- Would you like chips for tea?
- What a dreadful noise!



Full Stop

A full stop is used at the end of a sentence or abbreviation.

- All their meals arrived at the same time.
- The girl put away her bike.
- etc.
- e.g.

Capital Letter

A letter of the alphabet used for proper nouns and to start a sentence.

- Look at Gary!
- My dog is called Peaches.



Exclamation Mark

An exclamation mark is used after a word or words that express strong feelings.

- "Look up there!" she yelled.
- Ow! That hurt!

Word

A sound, group of sounds, or the symbols for such sounds in writing that have some meaning. Words are a basic unit of language.

Punctuation Marks

Punctuation marks are essential when you are writing. They show the reader where sentences start and finish and if they are used properly they make your writing easy to understand.

Question Mark

A question mark is used at the end of a sentence that asks a question.

- What time are you going to the fair?



Plural

The form of a word that names or refers to more than one thing. The plural of 'cat' is 'cats.'



Singular

The form of a word that names or refers to only one person or thing. You used the plural, 'cats,' when you should have used the singular, 'cat.'





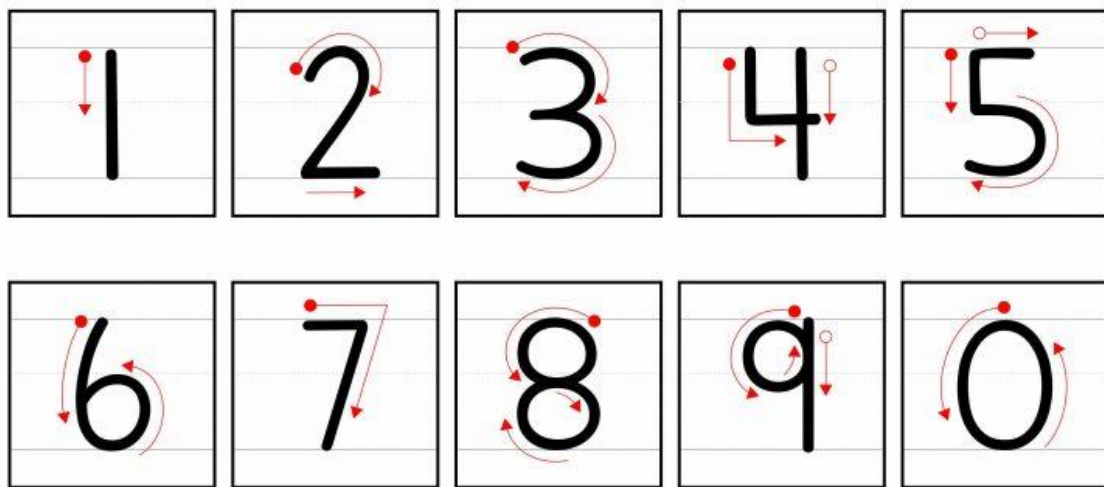
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Maths

Maths lessons have plenty of hands-on activities. Your Year 1 child will count with objects and work in groups to explore shapes and pattern. Now that they are using numbers over 20, they will learn to use a 100 square and number line to help with their adding and subtracting. Number bonds will also be reinforced. They will learn to count forwards, backwards, in 2s, 5s and 10s and they will double and halve. They will do maths inside and outdoors and because we work in a very cross-curricular way in Year 1, he/she will be talking about maths during other subjects, for example; while measuring ingredients for cooking (DT) or drawing maps in geography.

At Frogmore Infant School we teach the following number formation:

Number Formation





Year 1 Welcome Booklet 2026-27

Mental calculation strategies

The ability to calculate in your head is an important part of maths and an important part of coping with every day life! Children are taught to learn number facts by heart and use known facts to work out facts they cannot recall rapidly.

We want our children to be able to:

Recall rapidly all pairs of numbers with a total of 10
e.g. $7+3$

Recall rapidly addition and subtraction facts to 10

Recall rapidly addition doubles of all numbers up to 6 e.g. $4+4$, $5+5$

Begin to recall rapidly all pairs of multiples of 10 with a total of 100 e.g. $70+30$

Count in 2s, 5s and 10s

Begin to know all pairs of numbers with a total of 20 e.g. $17+3$

We teach children to:

Count on and back in ones, always putting the biggest number first when adding e.g. $8+4$, $3+15$

Reorder numbers when adding to find pairs that make 10 e.g. $6+4+5$

Using near doubles e.g. $5+6$... Add $6+6$ and then take one away

Know their addition and subtraction facts to 10 off by heart

What are number bonds?

Number bonds are pairs of numbers that make up a given number e.g. $5+5$ and $3+7$ are number bonds for 10, $3+3$ and $4+2$ are number bonds for 6.



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Representations

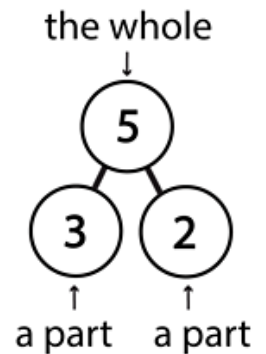
We use a variety of representations to help the children understand the composition of numbers.

Part-part whole model (sometimes referred to as the cherry model)

The part-whole model is the concept of how numbers can be split into parts. Children using this model will see the relationship between the whole number and the component parts. This helps learners make the connections between addition and subtraction.

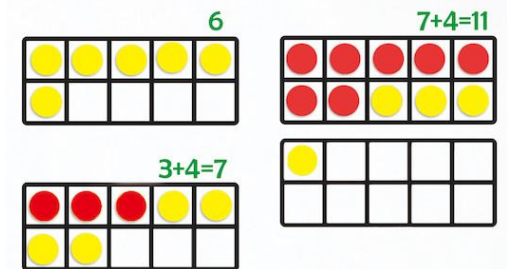
Watch this video to understand the part-part whole model

<https://vimeo.com/239447141>



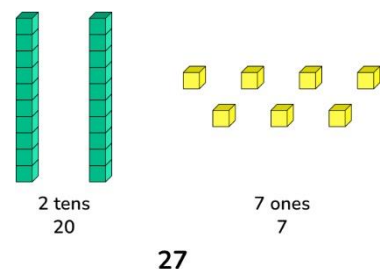
Tens Frame

A tens frame is used to represent numbers within and up to ten. Children can compose and decompose each number in a variety of ways which helps them develop number sense and to understand different visual representations of numbers.



Base 10 (sometimes referred to as dienes)

Base 10 is a method of assigning a place value to numbers. It helps children to understand and represent numbers in tens and ones.





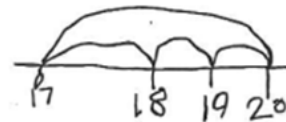
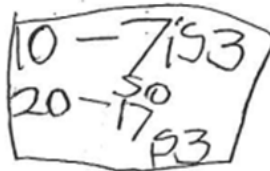
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Written Calculation Strategies

Addition and Subtraction—we teach children to use written notes, pictures etc to aid their mental calculation strategies. We encourage children to:

- Use their own individual means of recording. Many children use pictures, words and symbols. Different methods are often used by different children for the same calculation and this can lead to some useful discussion e.g.

There are 20 children in our class. Three are away today. How many are here?



2 away would be 18
so 3 away must
be 17.

|||||
20-3=17



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Helping with maths at home

Read numbers when out and about e.g. prices, house numbers, car registrations, ISBN numbers on books, signs etc



Practise adding and subtracting numbers when you are in the car. You can practice doubles e.g. $6+6$, $3+3$, all numbers that make 8 e.g. $4+4$, $1+3+4$

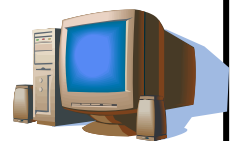


Practise counting in 2s, 5s, and 10s. Remember to count forwards and backwards.

Practise adding one more/less, 10 more/less in your head with any number to 100 and then beyond.



Play games involving maths e.g. snakes and ladders, Monopoly etc
Play maths games on the internet– the following sites have some great games:
<https://www.bbc.co.uk/bitesize/subjects/zjxhfg8/year/zjpqqp3>
<https://www.topmarks.co.uk/maths-games/5-7-years>



Teach your child to tell the time. Start with o'clock then half past.



Let your child handle money. Practise recognising the coins, making different amounts, adding in 10s and 1's and giving change.





Year 1 Welcome Booklet 2026-27

Our Year 1 topics for 2026/27

Date	Topic	Key learning	How you can help at home
Autumn 1	Terrific Toys!	English: list and instructions Maths: Number and place Value Addition and Subtraction History: changes within living memory Comparing similarities and differences between toys then/now Science: Materials Seasons Art: Class artist, Drawing (painting), Bear illustrations, teddy bear illustrations Computing: e-safety/BeeBots DT: Cutting skills – straight and curved lines, cutting to a point Geography: UK introduction (group names) Music: Pitch, tempo, dynamics and timbre PE: Gymnastics – shapes and sequences floor work Games PSHE: Making friends: playing and learning together. RE: Concept special food, theme harvest	Read stories about toys Use information books to find out about materials. Look for items around your home made from different material and name and describe them. Describe pictures of toys- how many different words can you think of? Go for an Autumn walk: describe the weather
Autumn 2	My School	Writing: List, letter writing Maths: Multiplication and Division Shape & Fractions Science: Animals and Seasons Art: Sculpture – Clay, Craft workers, Computing: Paint programme DT: Flaps, pivot/slider Music: Tempo, pitch, Timbre PE: Dance and Games PSHE: Mental Health and Wellbeing RE: Concept: candle light as a symbol Theme: Christingle	Read different versions of the Christmas story Play counting games and games where number lines or tracks are used. Find out about different animal groups Go for a winter walk: describe the changes in weather and temperature
Spring 1	The Great Fire of Frogmore	Writing: Diary and Information Writing Maths: Addition and Subtraction Measurement Multiplication and Division Fractions and Shape History: Significant event beyond living memory – The Great Fire of London – causes and consequences	Practise giving and receiving instructions e.g. left, right, forwards Find out facts about the Great Fire of London

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Year 1 Welcome Booklet 2026-27

		<u>Science</u>: Materials, Seasons <u>Art</u>: Sculpture – mod roc <u>Computing</u>: Text skills/Sound recordings <u>DT</u>: Make a clock with a slider, pivot and hinge join <u>Music</u> contrasting changes in pitch with changes in dynamics <u>PE</u>: GFOL Dance and Games <u>PSHE</u>: Celebrating Me, You and Our Families <u>RE</u>: Concept-remembering Theme-Holi	Go for Spring walk – look at the changes the new season brings
Spring 2	Place Detectives	<u>Writing</u>: Fact File of where I live and Letter. <u>Maths</u>: Number and Place Value Addition and Subtraction Measurement <u>Geography</u>: features of our local area, using maps, simple coordinates <u>Art</u>: Printing, Craft workers <u>Computing</u>: Google Earth, Beebots <u>Music</u>: Timbre, Duration <u>PE</u>: Gymnastics- wall bars/floor apparatus, Games <u>PSHE</u>: Safety at Home <u>RE</u>: Concept- Welcoming Theme- Easter	Looking at maps Go for walk in the local area Read stories about the life of Jesus
Summer 1	Dino Dig	<u>Writing</u>: Instructions and Story Writing <u>Maths</u>: Multiplication and division Fractions and Shape <u>Science</u>: Seasons <u>History</u>: Significant individual beyond living memory: Mary Anning <u>Art</u>: Steven Brown <u>Computing</u>: Internet research, PowerPoint Presentations <u>Music</u>: Pitch, Tempo <u>PE</u>: Dance and Games <u>RE</u>: Concept- Special places Theme - Places of worship <u>PSHE</u>: Being Healthy	Find out about dinosaurs. Create your own artwork in the style of Steven Brown.
Summer 2	Meerkat Mission	<u>Writing</u>: Story Writing, Re-count <u>Maths</u>: Number and Place Value, Addition and Subtraction Measurement	Follow a simple recipe together Find out about different sports.

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Year 1 Welcome Booklet 2026-27

		Science: Plants and Seasons Geography: Hot and Cold Places, Equator Computing: Video/photo DT: A balanced diet. Design a fruit salad and sandwich. Begin to measure and weigh ingredients. Use tools to cut, peel, chop, grate, spread PE: Athletics / games PSHE: Showing Kindness to Ourselves and Others.	Time; learn days of the week, months of the year, tell the time: o'clock, half past Go for a summer walk: discuss weather, temperature, changes
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General Information

Absence from school

Holidays

The Department for Education has recently issued new guidelines on attendance and has made it quite clear that the current law does not give any entitlement to parents to take their child on holiday during term time. Any application for leave must be in exceptional circumstances with the Headteacher being satisfied that the circumstances warrant the granting of leave. In addition, parents can be fined for taking their child on holiday during term time without consent from the school. Please see 'Information on Penalty Notices' leaflet- available on our school website.

Illness

If your child is ill, please inform the school office by telephone or letter on the first day of the illness.

Birthday sweets

Please note that we are unable to distribute sweets/cakes to other children on your child's birthday due to the high number of children who have food allergies.

Charging Policy

Although education provided by the school is free, charges may be made in certain circumstances. The school will usually request a voluntary contribution from parents towards the costs of educational visits or visiting groups. Without these contributions many activities could not take place, although children are never excluded from an event if parents are unable to make a contribution towards the cost. Please note that if your child is unable to attend a school trip and contributions have been paid, all returnable money will be reimbursed to parents.

Contacts

If you have questions about any of the topics in the table below, or would like to speak to a member of staff:

Email adminoffice@frogmore-inf.hants.sch.uk

We'll forward your email on to the relevant member of staff

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Year 1 Welcome Booklet 2026-27

Remember: check our website first, much of the information you need is posted there.

I HAVE A QUESTION ABOUT...	WHO YOU NEED TO TALK TO
Class activities/lessons/homework	Your child's class teachers
Payments	School office
School trips	School office
Uniform/lost and found	School office
Attendance and absence requests	If you need to report your child's absence, call: 01252 872601 If you want to request approval for term-time absence, contact school office
Bullying and behaviour	Class teacher
School events/the school calendar	School office
Special educational needs	Class teacher or Mrs Brooks
Before and after-school clubs	School office
The PTA	PTA website- www.pta-events.co.uk/fis-pta
The governing board	Rita Vasa, Chair of Governors via the school office
School meals	School office

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Year 1 Welcome Booklet 2026-27

Equal Opportunities

One of the fundamental principles on which Hampshire's education policy is based is that all pupils, irrespective of gender, race or disability should have access to, and the chance of benefiting from, the educational opportunities provided by the Council. We have an Equalities Policy which is available on the school website.

Internet Safety

During their time at Frogmore Infants, children will access the internet to support and enrich their learning. We ensure that children are given clear objectives for internet use and that sites used reflect children's age and maturity. Children are not allowed to access public chat rooms and social network sites while on the school premises. We talk to children about responsible internet use and use www.thinkuknow.co.uk as a useful resource as well as Sid's Top Tips. Children are accessing technology and the internet at a younger age than ever before. It's never too early to talk to your child about what they do online and who to tell if they come across anything online that makes them feel worried, scared or sad.



Jewellery

- A single stud earring in each ear is permitted. Children must remove or tape over their earrings for PE. Please note that staff are not allowed to remove children's earrings under any circumstances.
- All children must remove watches for PE.
- The school does not accept responsibility for the loss or damage of any jewellery a child brings to school.
- Children are not permitted to wear bracelets and/or necklaces.

Lost Property

The lost property box is located outside the school office. Please remember to name all school clothing, book bags, etc.



Year 1 Welcome Booklet 2026-27

Medicines in School

If your child requires regular medication (e.g. asthma inhaler) or needs to complete a course of prescribed medicine, we are able to supervise their administration. Please ask at the school office for a medicine form and ensure that all medicines are clearly labelled with your child's name. Please note we are unable to administer non-prescription medicines. Please ensure that prescription medicines are in their original container. If medicines are in dose frequencies, it is helpful that they are taken outside of school hours where possible e.g. medicines needed to be taken three times a day can be taken at breakfast time, after school and at bedtime.

Parents' Cars

Kindly note that the school car park is for staff only. Parents are able to park on Green Lane and in Frogmore Road. Please take care not to park on the yellow markings or to block the driveways of local residents.

Photographs and videos

At the beginning of your child's time in school we invite parents to sign a consent form to allow us to take photographs/videos of your child for the purpose of school activities. We do allow parents to take photographs/videos of their child at school events, although we do insist that images are not displayed on public sites/shared with others e.g. Facebook.

Religious Education

The school follows Hampshire's Living Difference syllabus. All parents have the right to remove their children from RE lessons if they wish to, in which case supervision is provided. Requests should be made in writing to the Headteacher.

Relationships Education

Our Relationships Policy is very much in line with Hampshire guidelines and is taught through science and personal education. We aim to develop children's self-esteem, a caring attitude towards each other and their awareness of themselves as human beings. The policy is available on the school website.

Toys

Children should only bring toys to school in relation to a specific topic, and when indicated by the class teacher. Please note that the school does not accept responsibility for any loss or damage to the toys children bring into school.



Year 1 Welcome Booklet 2026-27

Website

Please remember to use our school website for information about the curriculum and to see photos of the curriculum in action.

www.frogmore-inf.hants.sch.uk

Happy learners, great achievers