

# THE LEARNING JOURNEY FROM ASHLEY INFANT SCHOOL TO ASHLEY JUNIOR SCHOOL



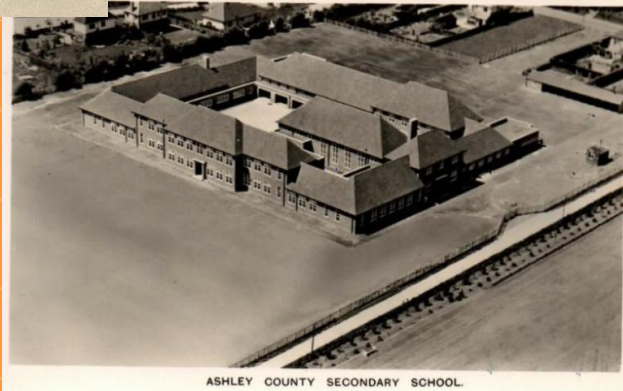


Ashley Infant School



Ashley Junior School

WELCOME



1879 to 2026 = 147 years

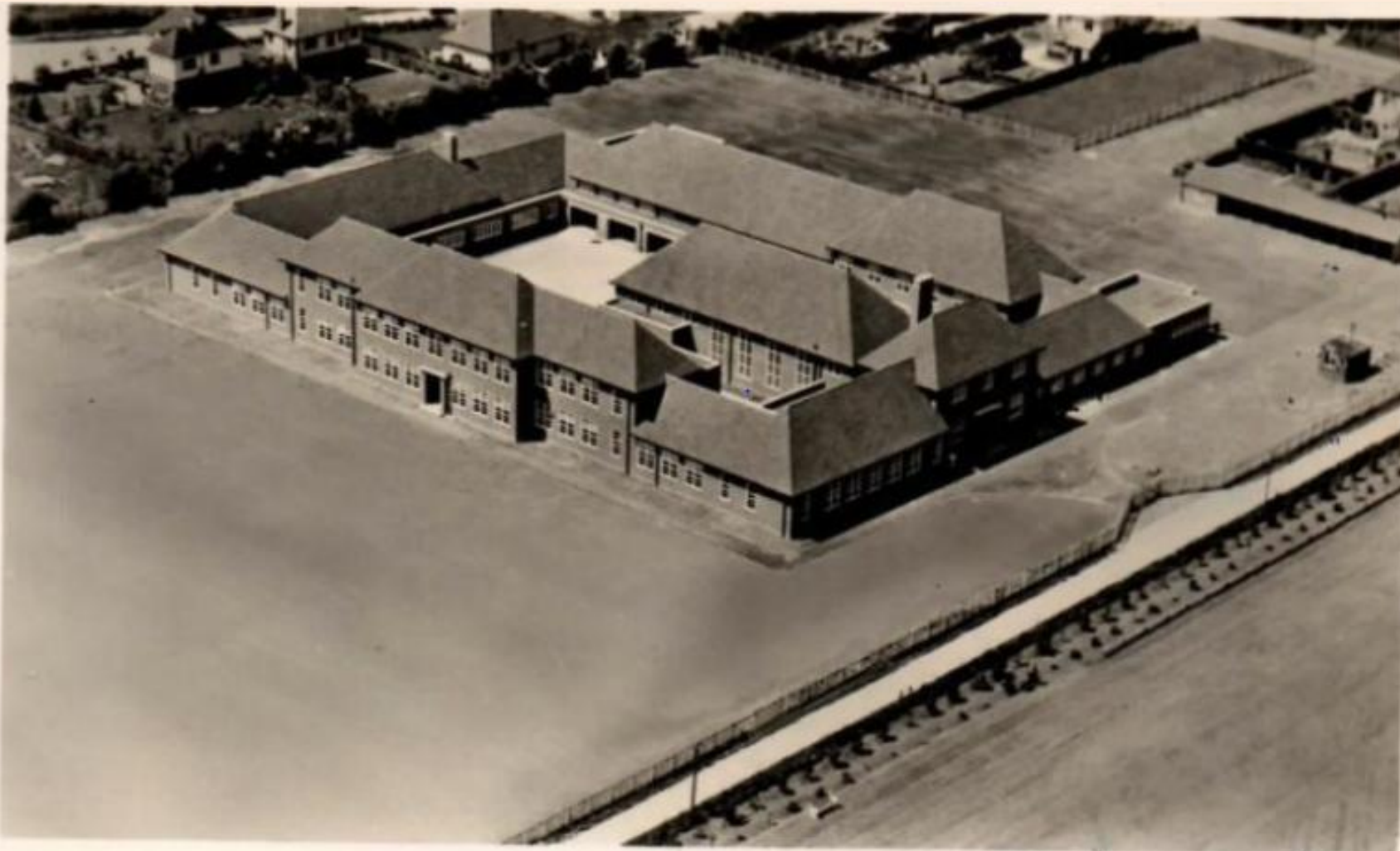




Ashley County Primary School opened in 1879



ASHLEY SCHOOL 14.9.27. D.



ASHLEY COUNTY SECONDARY SCHOOL.

Ashley County Secondary School opened in 1939

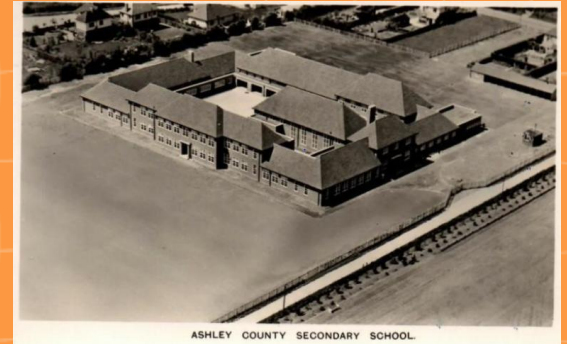




Ashley County Primary School moved to its new site in 1951:



In the early 1970s, over 50 years ago,  
Ashley Secondary School closed.



During one summer holiday, Ashley Primary School  
separated;

Ashley Infant School opened here, and Ashley Junior School  
opened on the old Secondary School site.

# Shared Vision

**Our school vision is To Learn, Grow & Achieve**  
**It is our belief that every child can and will make progress. Our children experience an inspiring and engaging curriculum which enables them to grow in confidence and achieve both personal and academic growth..**

**At AJS we foster a culture that encourages and celebrates effort and achievement, supporting individuals to become independent and reflective thinkers. As part of a wider community, children and adults take pride, enjoy lifelong learning and are secure in an environment of mutual respect and fun.**

# Shared Values



Ashley Infant School

**Our school values are**

**Confidence. Happiness. Achievement.**

**Respect. Motivation.**

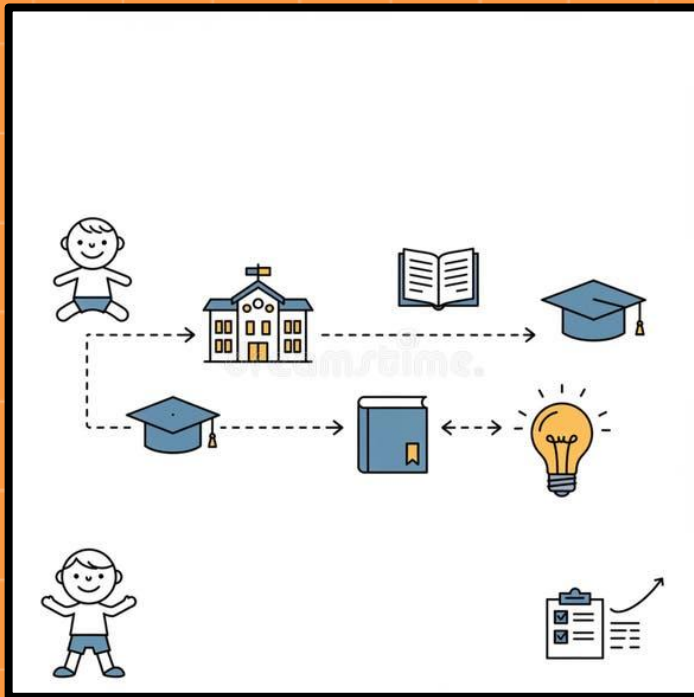
**CHARM!**



Ashley Junior School



# A Smooth Learning Journey



## Seamless Transition Support

Both schools work closely to make the transition positive, familiar and exciting for the children.

## Holistic Child Development

Emphasis continues on nurturing confidence, curiosity, resilience, and independence alongside academic achievement.

## Strong Parent-School Partnership

Trust and clear communication between parents and schools ensure every child is supported effectively.

## Curriculum Continuity and Progression

Skills in reading, writing, and math progress logically while foundation subjects remain engaging and rich.



# Curriculum and Learning Progression



# Curriculum Continuity



## **Broad and Balanced Curriculum**

Both schools offer a wide-ranging curriculum including core subjects and varied foundation topics for holistic learning.

## **Aligned Curriculum Progression**

Curriculum planning ensures logical progression, reinforcing early skills before extending them at the junior stage.

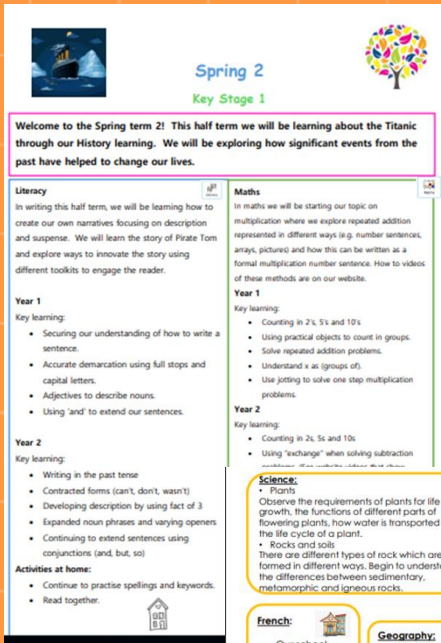
## **Building Knowledge Over Time**

Lessons connect new learning with prior knowledge to support retention and prepare for advanced curriculum demands.

## **Creative and Practical Learning**

Enrichment activities and hands-on experiences inspire curiosity and make learning engaging throughout both school phases.

# How Learning Progresses from Infants to Juniors



**Spring 2**  
Key Stage 1

Welcome to the Spring term 2! This half term we will be learning about the Titanic through our History learning. We will be exploring how significant events from the past have helped to change our lives.

**Literacy**  
In writing this half term, we will be learning how to create our own narratives focusing on description and suspense. We will learn the story of Pirate Tom and explore ways to innovate the story using different toolkits to engage the reader.

**Year 1**  
Key learning:  

- Securing our understanding of how to write a sentence.
- Accurate demarcation using full stops and capital letters.
- Adjectives to describe nouns.
- Using 'and' to extend our sentences.

**Year 2**  
Key learning:  

- Writing in the past tense
- Contracted forms (can't, don't, wasn't)
- Developing description by using fact of 3
- Expanded noun phrases and varying opens
- Continuing to extend sentences using conjunctions (and, but, so)

**Activities at home:**

- Continue to practise spellings and keywords.
- Read together.

**Maths**  
In maths we will be starting our topic on multiplication where we explore repeated addition represented in different ways (e.g. number sentences, arrays, pictures) and how this can be written as a formal multiplication number sentence. How to videos of these methods are on our website.

**Year 1**  
Key learning:  

- Counting in 2s, 5s and 10s
- Using practical objects to count in groups.
- Solve repeated addition problems.
- Understand x as (groups of).
- Use jotting to solve one step multiplication problems.

**Year 2**  
Key learning:  

- Counting in 2s, 5s and 10s
- Using "exchange" when solving subtraction problems.

**Science:**  

- Plants


 Observe the requirements of plants for life and growth, the functions of different parts of flowering plants, how water is transported and the life cycle of a plant.  

- Rocks and soils

 There are different types of rock which are formed in different ways. Begin to understand the differences between sedimentary, metamorphic and igneous rocks.


**Art/DT:**  

- Designing and making a salad
- Andy Warhol volcano art
- Developing sketchbooks



**PE:**  

- Athletics & Rounders in Summer 1
- Tennis & Cricket in Summer 2




**Music:**  

- Learning how to play tunes on the glockenspiels exploring pitch and timbre.
- Exploring scrap/junk instruments




**French:**  

- Our school expressing an opinion on favourite subjects




**Geography:**  

- Volcanoes, linked to our book Escape from Pompeii.




**RE:**  

- Symbolism of Stones.
- Sacred places linked to Buddhism




**Computing:**  


- Google Slides
- Animation
- Online Safety



**PSHE/Philosophy:**  

- Why should we keep active and sleep well?
- What keeps us safe?



**Year 3 Summer 2026**  
**Explorers and Adventurers**  



**Maths:**  
 National Curriculum objectives on statistics, money, time, length, mass and capacity. Regular Times Table Practice in readiness for Year 4. Continued practical application of money through class bank and shop.

**Writing:**  

- Diary account & Newspaper Report based on 'Escape from Pompeii' by Christina Bailt
- Explanation Text based on 'The Boy who Biked the World' by Alistair Humphreys

**Reading:**  

- 'Roman Diary' by Richard Platt
- 'The Pebble in the Pocket' by Meredith Cooper & Chris Coady
- 'The Boy who Biked the World' by Alistair Humphreys
- 'Kids' Survival Guide' by Ben Hubbard



## Infant Learning Approach

Infant years focus on play-based, practical learning to develop early skills like listening, speaking, reading, and number sense.

## Transition to Formal Learning

Key Stage 1 emphasizes more formal tasks, recording work, building stamina, and fostering independent learning skills.

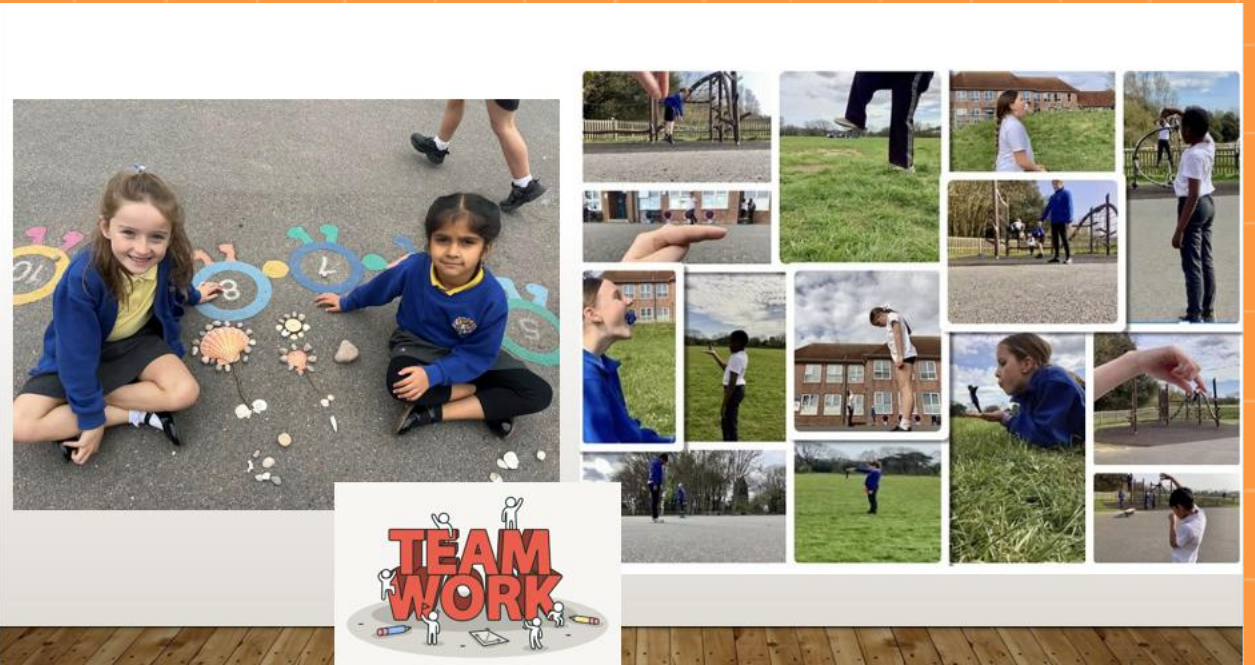
## Junior School Expectations

Junior school focuses on independent thinking, complex problem-solving, reading comprehension, and purposeful writing.

## Development of Independence

Children gain responsibility managing homework, organizing resources, and collaborating, ensuring smooth transition between schools.

# Building on experiences..



PERFORM





**ROLEPLAY**



**CELEBRATE**





# **Behaviour, Wellbeing and Support**



# Behaviour Systems and Expectations

**We can summarise our physical and emotional needs as our 5C Needs**



**When these 5C needs are met well, our brain can focus its energy on learning and play (rather than staying alive).**

## Consistent Positive Approach

Both schools use a consistent system emphasizing positive relationships, clear expectations, and mutual respect to support learning.

## Infant School Expectations

Focus on routines, sharing, listening, and self-regulation helps infants understand effects of their behaviour and make good choices.

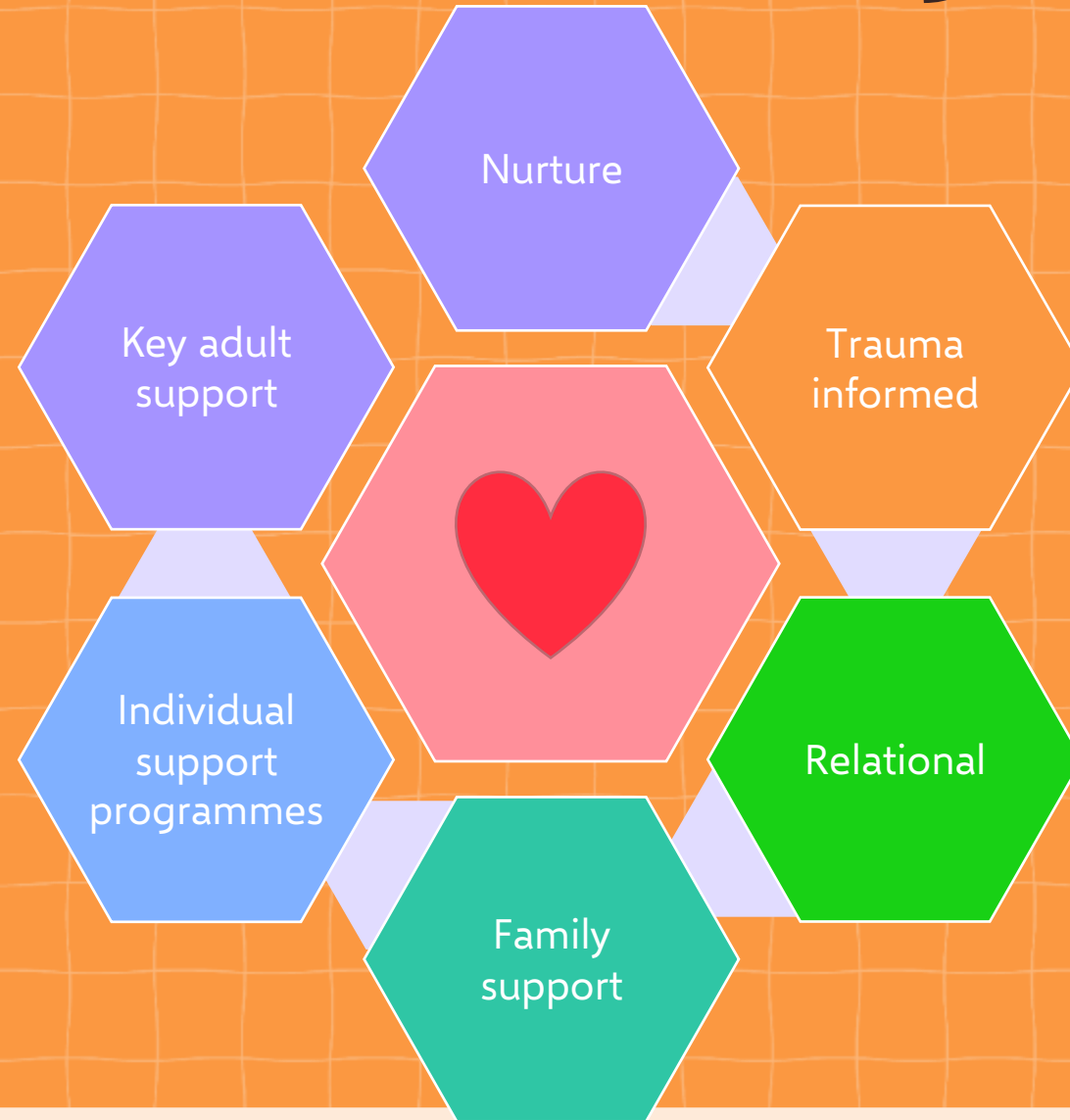
## Junior School Development

Older pupils are encouraged to manage behaviour independently and understand wider impact, with fair rewards and consequences.

## Restorative Practices

Restorative approaches help children reflect on behaviour and learn from mistakes, ensuring smooth school transitions.

# Pastoral Care and Wellbeing





# Working in Partnership with Parents



# Communication with Parents



## Partnership with Parents

Both schools prioritise clear, open communication, recognising parents as key partners in education and child wellbeing.

## Regular Updates

Parents receive letters, social media and digital updates about events, curriculum, and important school information.

## Transition Communication

Information sessions and guidance help parents understand changes during transition from infant to junior school.

## Parental Involvement and Support

Consistent communication ensures parents feel informed, supported, and involved throughout their child's education.



# Transition



# How are classes allocated?

We take a number of influences into consideration and make professional judgements based on these.

Mixed year groups are considered very carefully, depending on each cohort of children.

These include:

- Social learning group
- Emotional development
- Readiness to learn
- Stage of learning
- Gender and age (balance of class and year group)
- Additional needs



All these factors will be taken into consideration by the teams when making a final decision.



READY  
RESPECTFUL  
RESPONSIBLE



# Ashley Junior School

Open Morning **Year 1**

June 2026						
M	T	W	T	F	S	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Tuesday, 9 June 2026

# Year 2



## Ashley Junior School



**Ready. Respectful. Responsible.**



Ashley Junior School

Ready • Respectful • Responsible





Thank,  
**YOU**  
for your  
time