



Welcome to Year 1

Parent Information

Transition Booklet



Welcome TO

Year 1

In Year 1, we aim to ensure a smooth and confident transition from the Early Years into Key Stage 1. We aim to provide a nurturing, engaging and stimulating environment where children feel happy, safe and ready to learn. During the Autumn term, the classroom environment and routines closely reflect those experienced in Reception, supporting children to feel secure and confident as they settle. As the year progresses, the balance between child-initiated learning and more formal teaching gradually shifts, carefully preparing children for the expectations of Key Stage 1 and beyond. Through high-quality teaching and a rich, hands-on curriculum, we develop strong foundations in reading, writing and mathematics, while fostering curiosity, independence and a love of learning. We encourage children to take risks, explore new ideas and build resilience, supporting them to grow in confidence both academically and socially. Our goal is for every child to feel valued as an individual and to thrive, developing the key skills and knowledge needed for the next stage of their learning journey.





meet your teacher

Hello and welcome to Year 1!

I am Miss Morgan and I am really looking forward to working with you and your child this year. Year 1 is such an exciting stage in your child's journey as they build on the fantastic foundations from Reception and continue to grow in confidence and independence.

In our classroom, we create a nurturing and engaging environment where every child feels safe, valued and ready to learn. We place a strong focus on developing early reading, writing and maths skills, alongside encouraging curiosity, creativity and a love of learning. We also know how important children's wellbeing is, and we ensure there is a balance of structured learning and opportunities for exploration and play, particularly in the early part of the year.

I am passionate about ensuring every child is supported to achieve their best and feel proud of their successes. I look forward to working closely with you throughout the year and building a strong partnership to support your child's progress.

If you have any questions or need any support, please do not hesitate to get in touch.

I look forward to a fantastic year ahead!

Fun Facts



I love sausage dogs.



I enjoy gymnastics.



I like to go to hot places for holidays.



I love to read.

Meet the KS1 Team



Miss Faye Morgan
Year 1 Class Teacher



Miss Lucy Wildsmith
Year 2 Class Teacher



Miss Amy
McCreedy
Nursery Teaching
Assistant /Nurture
Group



Miss Julie Hamilton
Reception Teaching
Assistant



Mrs Rachel McGregor
Secretary



Mr Scott Brannigan-
Howe
Teaching
Assistant/ELSA



Mrs Catherine Walls
HLTA



Miss Kirsty Keeler
HLTA

Safeguarding Team



Miss Laura Weaver
Headteacher/DSL



Miss Katy Nesom
Acting Deputy
Headteacher/Deputy
DSL



Mrs Clare Hannon
Deputy
Headteacher/Deputy
DSL



Miss Helen Handy
SLT/Deputy DSL



Miss Lucy Scarr
Deputy DSL

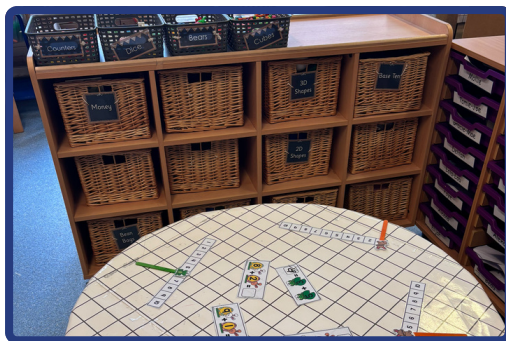
At Leadgate Primary School, safeguarding is everyone's responsibility. We are fully committed to ensuring that all children feel happy, safe, and secure. Creating a safe, supportive, and nurturing environment is at the heart of everything we do.

If you have any concerns about a child's safety or wellbeing, or if you need support or advice related to safeguarding, please do not hesitate to contact a member of our safeguarding team. We are always here to listen and help. Together, we work to ensure that every child can thrive in a safe, caring, and respectful environment.

Concerns Outside of School

If you have concerns outside of school hours about a child or young person who lives in County Durham, please contact First Contact on: ☎ 03000 267 979

Year 1 Classroom



Year 1 Outside

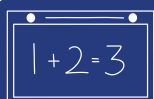


Our Curriculum

Building on the strong foundations established in the Early Years, our Key Stage 1 curriculum follows the National Curriculum, ensuring children continue to develop key knowledge and skills in a structured and progressive way. This approach supports children to deepen their understanding across all subjects, while continuing to nurture confidence, independence and a love of learning as they move through Key Stage 1.



English



Mathematics



Art & Design



Science



History



Computing



Design and
Technology



Geography



PSHE



Music



RE



PE

Phonics & Early Reading

In Year 1, we continue to teach early reading through our phonics programme, Little Wandle Letters and Sounds Revised. This is a structured approach that teaches children how to read and write by linking sounds (phonemes) to the letters that represent them (graphemes). Children learn to blend sounds together to read words and to segment sounds to support spelling, building confidence and fluency step by step.

Handwriting

Alongside phonics, we also teach Little Wandle Handwriting, which supports children to form letters correctly through consistent routines and clear modelling. Handwriting lessons develop correct pencil grip, letter formation and control, helping children to become confident and fluent writers as they progress. Together, phonics and handwriting provide the essential foundations for reading, writing and communication, supporting every child to become a confident and successful learner.



Around the astronaut's helmet and down into space.



From the tiger's nose to its tail, then follow the stripe across the tiger.



Down the penguin's back, up and around its head.



Down the iguana's body, then draw a dot (on the leaf) at the top.



Down the stick, up and over the net.



Down, up and over the mouse's ears, then add a flick on the nose.



Under the snake's chin, slide down and round its tail.



All the way down the jellyfish. Dot on its head.



Down to the bottom of the volcano and back up to the top.



From the top of the wave to the bottom, up the wave, down the wave, then up again.



Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.



Down and round the yo-yo, then follow the string round.



Zip across, zag down and across the zebra.



Round the duck's body, up to its head and down to its feet.



Round the goat's face, up to its ear; down and curl under his body.



All around the octopus.



Curl around the cat.



Down the kite, up and across, back and down to the corner.



Around the elephant's eye and down its trunk.



Down and around the umbrella, stop at the top and down to the bottom and flick.



From the cloud to the ground, up the arch and over the rainbow.



Down, up and over the helicopter.



Down bear's back, up and round his big tummy.



Down the flamingo's neck, all the way to its foot, then across its wings.

Year 1: Phase 5

Phase 5 is all about alternative spellings — learning that the same sound can be spelled multiple ways. Children who know **ai** from Phase 3 learn that the same /ai/ sound can also be spelled **ay** (as in *day*) or **a-e** (as in *make*). There are around 20 alternative spellings taught in Phase 5.

Year 1 also includes preparation for the Year 1 Phonics Screening Check in the summer term.

The Little Wandle books

Little Wandle uses its own set of decodable books, closely matched to the phase a child is working on. Each book is intended to be read three times over the course of a week:

1. First read (decode): focus on accurately sounding out the words
2. Second read (prosody): focus on reading with expression and fluency
3. Third read (comprehension): focus on understanding the meaning of the text

We use an online system to allocate reading books to children, ensuring that each book is carefully matched to their current phonics knowledge and stage of reading development. This allows children to practise and apply the sounds they have been taught in school, helping them to build confidence, fluency and a love of reading.

Mathematics

In Year 1, mathematics is taught through a structured and engaging approach in line with the National Curriculum, building on children’s early number knowledge and experiences from Reception. We focus on developing a strong understanding of number, place value, addition and subtraction, alongside introducing measures, shape and simple problem solving. Lessons are designed to be practical and interactive, using concrete resources and visual representations to support understanding. Children are encouraged to explain their thinking, use mathematical language and develop confidence in tackling challenges. Our aim is to ensure all pupils become fluent in the fundamentals of mathematics and develop a positive attitude towards the subject, supporting them to become confident and capable mathematicians

How to help at home

Key Instant Recall Facts (KIRFs) are important maths facts that children need to learn and recall quickly and accurately. These include key number facts such as number bonds, doubles, halves and simple multiplication facts, which help children to build fluency and confidence in mathematics. By knowing these facts automatically, children can focus more easily on solving problems and developing deeper mathematical understanding. You can support your child at home by practising little and often—short, regular practice is the most effective. This could include quick-fire questions, games, chanting facts, or using everyday opportunities such as counting or sharing objects. Making practice fun and positive will help your child to build confidence and remember these key facts more easily.

	EYFS	Year 1	Year 2
Autumn 1	Can recognise quantities without counting up to 5 (subitise)	Know number bonds to 5.	Know all number bonds for 10 and 20
Autumn 2	Can order and compare numbers using more or less. (numbers to 5).	Count to and across 100 forwards and backwards from any given numbers. Can say 10 more than and 10 less than a number	Count in steps of 2, 3 or 5 from 0 and in steps of 10 from any number
Spring 1	Can name numbers in order to 10.	Recall doubles and halves of numbers to 10	Recall doubles and halves of numbers to 20
Spring 2	Can say 1 more than a given number up to 10	Recall number bonds to 10	Recall multiplication facts for the 2- and 10-times table
Summer 1	Recall some number bonds to 10 including doubles	Count forwards and backwards in steps of 2, 5 and 10.	Recall and use addition and subtraction facts to 100

Science

In Year 1, science lessons introduce pupils to the world around them through exciting, practical learning. Children explore Animals, Including Humans, where they learn about different body parts, use their senses and begin to understand animal groups and diets. Through Seasonal Changes, they observe and describe how the weather and environment change throughout the year. In Everyday Materials, pupils learn to identify different materials and explore their properties. They also study Plants, learning about the parts of a plant, different types of trees, and how plants grow from seeds and bulbs. Through hands-on investigations and enquiry-based activities, children are encouraged to ask questions, observe closely and develop curiosity about the world around them.

Music

In Year 1, music lessons focus on developing pupils' enjoyment of music through singing, listening and exploring sounds. Children learn to keep a steady beat using their bodies, take part in circle and action dances, and enjoy songs and rhymes using props such as animal puppets. They develop their listening skills by identifying different instrument sounds in familiar music and exploring how sounds can represent ideas, such as creating sounds for stories or George Stephenson's engine. Pupils begin to understand musical elements by experimenting with rhythm, pitch, high and low sounds using tuned percussion, and by sorting instruments based on their material and sound (timbre). Through practical activities, children build confidence in performing, creating and responding to music in a fun and engaging way.

PSHE

In Year 1, PSHE (Personal, Social, Health and Economic Education) supports children in developing an understanding of themselves, their relationships and the world around them. Pupils explore important questions such as What helps us stay healthy?, learning about healthy and unhealthy diets, exercise, sleep and hygiene. They also consider what is the same and different about us and what makes us unique, helping them to develop respect for others and celebrate individuality. Children learn to recognise and manage their feelings, understand the role of family members and how they are cared for, and begin to understand concepts such as privacy and the importance of asking permission. Pupils also explore how to keep safe and how their actions can impact others and the world around them. Through discussion, stories and practical activities, children develop the skills they need to build positive relationships, stay safe and support their wellbeing.

Daily Routine

Time	Activity
8.30–8.45am	Breakfast with a book
9.00– 9.20am	Phonics
9.30–10.30am	Literacy
10.30–10.45am	Assembly
10.45–11am	Playtime
12–1pm	Maths
1.00–2.00pm	Lunch
1.00–1.10pm	Handwriting/Reading
1.10pm– 2pm	Foundation Subject Lesson/Science
2pm–2.10pm	Playtime
2.10pm–3.pm	Foundation Subject Lesson/Science
3– 3.15pm	Storytime



Forest School

Forest School is an important part of our curriculum, providing children with regular opportunities to learn and play in our outdoor environment. We have a weekly Forest School session, and children will need to bring wellies and an appropriate coat so they can enjoy all weathers safely and comfortably. Through hands-on, child-led experiences such as exploring nature, building, creating and working together, children develop confidence, independence and resilience. Forest School supports the whole child by enhancing self-esteem, encouraging teamwork and communication, and promoting physical development and wellbeing. It also helps children develop a deeper understanding and respect for the natural world, while inspiring curiosity and a love of learning beyond the classroom

PE

Physical Education (PE) is taught twice a week and is a statutory part of the National Curriculum, therefore all children are expected to participate fully in lessons. PE plays an important role in developing children's physical skills, coordination, teamwork and overall wellbeing. For health and safety reasons, no jewellery is permitted during PE lessons. Any earrings must be removed before the session; if they cannot be removed, children should not wear them on PE days. These expectations help ensure that all children can take part safely and confidently in physical activities.

Assessment

In Key Stage 1, assessment is ongoing and forms an integral part of daily teaching and learning. Teachers use a range of formative assessment strategies, including observations, questioning and written work, to monitor pupils' progress and identify next steps in learning. At the end of Year 1, all pupils take part in the phonics screening check, which assesses their ability to apply phonic decoding skills and helps ensure they are developing secure early reading foundations. Outcomes from this, alongside teacher assessments in reading, writing and mathematics, provide a clear picture of each child's attainment and support a smooth transition into the next stage of their education.

SEND & Inclusion

If you have any concerns about your child's progress or attainment, the first point of contact is always your child's class teacher, who will be happy to discuss any worries and how best to support your child. In many cases, short-term additional support may be put in place through targeted interventions to help pupils keep up with their peers. As children move through school, it may be that they need to access additional support, either on a short-term or longer-term basis. At our school, we use a graduated response to ensure support is carefully planned, reviewed and adapted to meet individual needs. This means your child may have an Individual Support Plan, which will be shared with you and reviewed termly so that you are fully involved in their progress.

We are pleased to work closely with a range of specialist professionals, including an Educational Psychologist, specialist teachers, occupational therapists, and speech and language therapists. We also benefit from a member of the Emotional Wellbeing Team who works in school weekly, supporting pupils both individually and in small groups. In addition, a number of our staff are trained in specific interventions such as ELSA, nurture provision, Theraplay and Lego Therapy. Our aim is to ensure that any child who requires additional support or adaptations receives this quickly and seamlessly, helping them to thrive both academically and emotionally. If you have any concerns, please contact your child's class teacher or the SENDCo.



Nurture Provision

Our Nurture Group is a small group of up to 12 pupils. Nurture provision offers a short term (between 2-4 terms), focused, early intervention strategy, which addresses barriers to learning arising primarily from social, behaviour, emotional or well-being difficulties, in an inclusive and supportive manner. Children follow a structure and routine that is clear to both staff and children which includes group listening and speaking, work tasks from their teacher, individual and shared playing and social skills. The group runs on consistency, positive reinforcement and praise. The group will help to boost confidence and self-esteem, improve social skills and help develop independence. It aims to support pupils:

- To engage, listen and concentrate.
- To work together, sharing taking turns and building resilience. To build friendship and make connections with each other.
- To form happy, safe relationships with others
- To experience and practice the development of positive relationships
- To have opportunities to talk about and understand their feelings.

Nurture Principles:

1. Children's learning is understood developmentally.
2. The classroom offers a safe base.
3. Nurture is important for development of self-esteem.
4. Language is understood as a vital means of communication.
5. All behaviour is communication.
6. Transitions are significant in the lives of children.

If you are interested in finding out more about Nurture,

please visit www.nurtureuk.org

Children who access nurture provision attend 3 x 2 hour sessions per week.



Meals and Snacks

- All children in Year 1 are entitled to a free school meal.
- A minimum of one week's notice must be given if you wish to change from a school lunch to a packed lunch, or vice versa.
- You may choose to provide your child with a packed lunch.

Packed Lunch Guidance

- We are a nut-free school – packed lunches must not contain any nuts or nut products.
- Packed lunches should be balanced and healthy, supporting children's wellbeing and learning.
- Carbonated drinks are not allowed.
- Sugary snacks should be limited.
- You may include a small cake or cake bar, but chocolate bars and sweets are not permitted.

Children should only bring water in their bottles, not juice.

We promote healthy eating habits while ensuring the safety of all children with food allergies. Our policies are designed to provide nutritious options while maintaining a nut-free and allergy-conscious environment.

≡ A HEALTHY SNACK ≡

fuels learning and play!

Healthy snacks give children the energy they need to learn, grow and be their best.

Children will have the option of a **healthy snack** throughout the day.

A selection of healthy snack options:



Apple



Banana



Strawberries



Orange



Mandarin



Melon



Pear

Allergy Awareness & Food Safety

- All staff members are trained in allergy response and emergency medical procedures.
- We are a nut-free school. This is essential to help keep children safe.
- Nut products of any kind must not be brought into school, including spreads, snack bars and items that may contain traces of nuts.
- If your child has any allergies or dietary requirements, please ensure these are clearly shared with the school so we can support them effectively.
- We are happy to celebrate birthdays and do accept cakes to share with the class.
- All items must be clearly labelled with full ingredients.
- Cakes must be completely nut-free. Products labelled as "may contain traces of nuts" will not be accepted into school.
- Due to allergy safety requirements, we are unable to accept homemade baked goods, as these do not provide verified allergen information.



School Uniform

We encourage all children to wear school uniform to help them feel part of our school community and develop a sense of belonging.

Daily Uniform

- School jumper or cardigan (preferably with logo)
- Plain polo shirt (white)
- Grey or black trousers, shorts, skirt
- Black, sensible shoes (no open toes or heels)

PE Kit

- Plain t-shirt (school colour)
- Shorts or jogging bottoms
- Trainers or plimsolls
- PE kit should be kept in a named PE bag

Outdoor Learning

Children access outdoor provision daily in all weather. Please ensure your child has:

- A waterproof coat
- Suitable footwear for outdoor play
- In colder months, children should bring hats, scarves and gloves
- Wellies

All items of clothing should be clearly labelled with your child's name

- Jewellery is discouraged and only small stud earrings are allowed.
- Long hair should be tied back for safety



Communication Between School & Parents

We use a range of communication methods to ensure parents and carers are fully informed and able to stay connected with school life.

- ClassDojo. Used for regular, day-to-day communication, including quick updates, reminders and sharing classroom moments.

We kindly ask parents to note that:

- Pupil absence must always be reported via the main school office, not through ClassDojo
- Urgent or important messages should be communicated by telephone to ensure they are received and acted upon in a timely manner
- Class teachers are teaching throughout the day and may not be able to respond to messages immediately.
- Weekly News Bulletins. Sent out each week to provide key information, reminders and updates about what is happening in school.
- Half-Termly Newsletter. A more detailed overview of school life, celebrating achievements, sharing important messages and highlighting upcoming events.
- Annual Calendar of Events. Shared at the beginning of the academic year to give families advance notice of key dates, helping with planning and ensuring important events are not missed.
- We hold a parents' evening once each term to provide an opportunity for parents and carers to meet with their child's teacher and discuss progress, wellbeing and learning. These meetings are an important part of our partnership with families, allowing us to share information about each child's strengths and next steps, as well as offer guidance on how learning can be supported at home. They also provide a valuable opportunity for parents to ask questions and work collaboratively with school to support their child's development and success.

Attendance

- Regular attendance is essential to ensure your child makes the best possible progress and fully benefits from their learning experiences.
- Children should attend school every day and arrive on time, ready to learn.
- If your child is unwell and unable to attend, please inform the school office as soon as possible on the first day of absence.
- Medical appointments should be made outside of school hours.
- Holidays during term time are strongly discouraged and will only be authorised in exceptional circumstances.
- We carefully monitor attendance and will work closely with families where support is needed to improve attendance.
- Establishing strong attendance routines helps children to feel secure, settled and confident, supporting both their wellbeing and achievement.



Illness Policy

When to Keep Your Child at Home

As a school, we follow NHS and UK Health Security Agency guidance to reduce the spread of infection and ensure the wellbeing of all pupils and staff.

Children should be kept off school if they have:

- A high temperature (fever) Children should remain at home until the temperature has gone.
- Sickness and/or diarrhoea. Children must stay off school and can return 48 hours after the last episode.
- A contagious illness (e.g. chickenpox, measles, mumps, scarlet fever) They should remain off school for the recommended exclusion period (see examples below).
- Severe pain or significant illness symptoms. For example, severe earache, persistent vomiting, or unusual lethargy.

Common Illnesses – Recommended Absence Guidelines

- Chickenpox: at least 5 days from onset and until spots have crusted over
- Diarrhoea and vomiting: 48 hours after last episode
- Measles: 4 days after rash appears
- Mumps: 5 days after swelling begins
- Scarlet fever: 24 hours after starting antibiotics
- Whooping cough: 48 hours after starting antibiotics

Children can usually still attend school if they have:

- A mild cough, cold, or runny nose (if otherwise well and no fever)
- Conjunctivitis (unless very unwell)
- Head lice (treatment should be started)

All children must have a minimum of two emergency contacts.

Medication Policy

Only medication prescribed by a healthcare professional will be administered.

Medication will only be accepted if:

- It is in the original container
- Clearly labelled with dosage instructions
- Within expiry date

Where possible, medication should be arranged to be taken outside school hours

School Hours & Drop-Off/Pick-Up Policy

- 01 Breakfast Club Childcare**
Monday – Friday, from 8am
- 02 Free Breakfast with a Book**
From 8.30am onwards
- 03 School Day**
8.45am–3.15pm
- 04 After School Club**
4pm – Clubs Vary throughout the term
- 05 Pick-Up Authorisation**
Only listed guardians may pick up a child.

Drop-Off Policy

- The gate/door will open at 8:45am and close promptly at 8:50am.
- Parents/carers must remain with their child until they have been greeted by a member of staff.
- Children must not be left unattended on the yard at any time.
- If you arrive after 8:50am, the gate/door will be closed. You will need to go to the main school entrance, where the office staff will sign your child into school.
- A calm and consistent drop-off routine helps children to feel safe, settled and ready to learn. Thank you for your support with this.

Pick-Up Policy

- Only listed and authorised adults are permitted to collect your child.
- We recommend standing in the same area each day on the yard, as this helps staff to quickly and safely identify you.
- We appreciate your patience at the end of the day; staff will only release children once they are confident they are going to the correct adult.
- Children will be handed directly to an authorised adult by a member of staff.



Academic Dates

2026 – 2027 ACADEMIC YEAR CALENDAR

September '26						
S	M	T	W	T	F	S
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February '27						
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Events

30/08/2026	Summer Holidays End
01/09/2026	PD Day
26/10/2026 - 30/10/2026	Autumn Half Term
21/12/2026 - 01/01/2027	Christmas Holidays
04/01/2027	PD Day
15/02/2027 - 19/02/2027	Spring Half Term
26/03/2027	Good Friday
29/03/2027	Easter Monday
30/03/2027 - 09/04/2027	Easter Holidays
03/05/2027	May Bank Holiday
31/05/2027 - 04/06/2027	Summer Half Term
19/07/2027	PD Day
20/07/2027	PD Day
21/07/2027	PD Day
22/07/2027	Summer Holidays

2027 – 2028 ACADEMIC YEAR CALENDAR

September '27						
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February '28						
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16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April '28						
S	M	T	W	T	F	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						

May '28						
S	M	T	W	T	F	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	31			

June '28						
S	M	T	W	T	F	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	

July '28						
S	M	T	W	T	F	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	31					

August '28						
S	M	T	W	T	F	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	31					

Events

30/08/2027	Summer Holidays End
01/09/2027	PDDay
22/10/2027	PDDay
25/10/2027 - 29/10/2027	Autumn Half Term
20/12/2027 - 03/01/2028	Christmas Holidays
04/01/2028	PDDay
14/02/2028 - 18/02/2028	Spring Half Term
30/03/2028 - 09/04/2028	Easter Holidays
01/05/2028	May Bank Holiday
26/05/2028	PDDay
29/05/2028 - 02/06/2028	Summer Half Term
05/06/2028	PDDay
21/07/2028	Summer Holidays



Leadgate Primary School,
West Street,
DH8 7PN
01207 610 355