



Welcome to Year 1 Meeting

Thursday 11th September

Goldfinches and Hummingbirds

Loving Father

Bless our school and fill our hearts
with love, friendship and forgiveness.

Help every child to grow and
achieve the best that they can

When we find things difficult give us the
courage to carry on.

We thank you for all of our friends
and classmates.

Bless our families, our community and
all who help us in our school.

Help us to follow in your footsteps.

Amen

KS1 Team

Hummingbirds

Class Teacher – Mrs Connery

Teaching Assistants – Mrs De Souza
Ms Davis

Goldfinches

Class Teacher – Miss Chenery

Teaching Assistants – Ms Judith
Ms Darlia

Other Staff

Key Stage Leader: Ms Cox

PE Coach – Mr Akkourri

Spanish Teacher – Ms Solano

Music Teacher – Miss McCarthy

SENCO – Mrs Waine

Year 1 School Day

**Start time: 9:00am
(Soft opening from
8.45am – Playground
Gate)**

**Morning Break: 10.45 –
11.00am**

Lunch: 12.00 – 1.00pm

Home time: 3.25pm

Our Golden Rules

- **We are gentle** – we don't hurt others
- **We are kind and helpful** - we don't hurt anybody's feelings
- **We work hard** - we don't waste our own or others' time
- **We listen well** – we don't interrupt and we follow instructions
- **We are honest** – we don't cover up the truth
- **We look after our own and other people's property** – we don't damage things
- **We keep each other safe.**

St Mary of the Angels is an exceptionally welcoming and joyful community. Pupils understand and fully embrace the Catholic identity and mission of the school. The school mission of 'Following Jesus in all we think, do and say' is evident in every aspect of school life. Pupils explain with pride how the school mission relates to their everyday lives and exactly what it means in their school. Pupils told inspectors 'We should always try to love people like Jesus did'. Pupils are happy, confident and feel secure in their daily experience of the school. They greatly enjoy being part of the community and value the support of adults around them.

Catholic School Inspection report June 2024



Religious Education Directory

Curriculum: Religious Education

Term 1 – Creation and Covenant

Term 2 – Prophecy and Promise

Term 3 – Galilee to Jerusalem

Term 4 – Desert to Garden

Term 5 – To the Ends of the Earth

Term 6 - Dialogue and Encounter

Please see the termly RE newsletter for more detailed information; alongside the monthly Ten:Ten parent newsletter.

Catholic Life and Mission of the School

Rooted in Love

A new project to support schools in their journey with Catholic Social Teaching

Half Term	CST Theme
Autumn A	Care of Creation
Autumn B	Preferential Option for the Poor
Spring A	Solidarity and Peace
Spring B	Community and Participation
Summer A	Dignity of Workers
Summer B	Human Dignity

Available Summer 2023

For more information, contact:

caritaswestminster@rcdow.org.uk

Or speak to your RE Primary Advisor



We started our **Rooted in Love** journey in the summer term of 2024 and continue this term with the autumn topics: Care of Creation & Preferential Option for the Poor.

More details in the Curriculum Newsletter.

For more information please visit

<https://education.rcdow.org.uk/rooted-in-love/>

Personal Social and Health Education

Zones of Regulation

ZONES OF REGULATION!			
Blue	Green	Yellow	Red
			
Sick Sad Tired Bored Moving Slowly	Happy Calm Good to Go Focused Ready to Learn	Frustrated Worried Silly/Wiggly Anxious Excited	Mad/Angry Mean Yelling/Hitting Out of Control I Need Time and Space

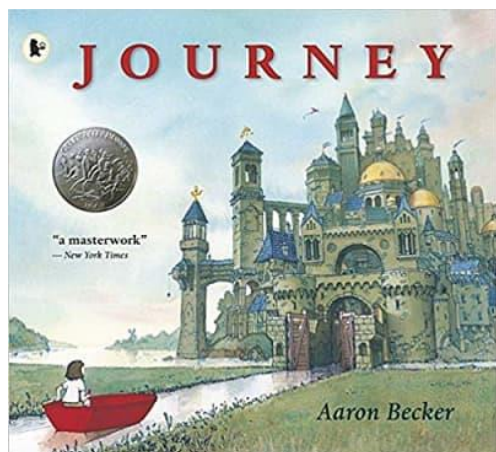
COPYRIGHT - JULIA WISHART, OCCUPATIONAL THERAPIST



- We will also be learning about and identifying our feelings and emotions using the '**Zones of Regulation**'.
- The children will be continuing Brain Breaks throughout the school day.

Relationships and Health Education

- We will be continuing statutory lessons and will be continuing to follow the Life to the Full programme. Information can be found on the school website.



English

Our English curriculum follows the programmes of study from the National Curriculum. At our school, we have designed our English curriculum in partnership with Lillie McCotter from the Reading Room. The English Curriculum is taught using a 'teach-through-a-text' approach, with quality texts as the basis for each writing unit. Each term, classes will start with a poetry focus before exploring various text types connected to a theme. For example we started the school year by studying the whole school text '***Journey***' by ***Aaron Becker***. This focused on visual literacy, and included a short, descriptive piece of writing.

Maths

We continue to use [White Rose Maths](#) scheme of work. This term, we will be looking at Place Value to tens of thousands, Addition and Subtraction, Length and Perimeter, and Multiplication and Division.

Science

From September 2024 we will be following the [White Rose Science](#) scheme of work. This term, we will be looking at Skeletons, Movement, Nutrition and Diet, Food Waste and Rocks.

History, Geography, Art & Design and Design & Technology

From September this year we are teaching the national curriculum for these foundation subjects using Kapow Primary's schemes of work.

Kapow Primary provides engaging, knowledge-rich and progressive curriculums and lesson plans for foundation subjects along with professional development for teachers. Improving teaching and learning in these foundation subjects is a key focus for school improvement this year.

We are continuing to update our school website with more detailed information on the curriculum. The parent guides below can be found on the relevant page in the School Information/Curriculum tab.

[Parents Guide History](#)

[Parents Guide Geography](#)

[Parents Guide Art & Design](#)

[Parents Guide Design & Technology](#)





St. Mary of the Angels Catholic Primary School



Long Term Plan: History and Geography Key Stage 1 (Year 1 & 2)

Cycle B 2025 2026					
Autumn Term		Spring Term		Summer Term	
History	Geography	History	Geography	History	Geography
What is History? Create a personal timeline by ordering three events correctly on a simple timeline. Recognise what is similar and different between the 'past' and 'now'. Identify how people spend their holidays differently. Identify similarities and differences between holidays in the past and now. Use time vocabulary to talk about their memories.	Where am I? Recognising some human features in their locality. Using directional language to describe features on a map in relation to other features (real or imaginary). Responding to instructions using directional language to follow routes. Recognising local landmarks on aerial photographs and basic human features on aerial photographs. Drawing a simple sketch map using simple pictures, colours or symbols to reprise	How was school different in the past? Finding out that schools have been in the locality for a long time but they have not always been the same. Children look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past.	Would you prefer to live in a hot or cold place? An Introduction to the basic concept of climate zones and mapping out hot and cold places globally. Comparing features in the North and South Poles and Kenya as well as in the local area. Learning the four compass points and the names and location of the seven continents.	What is a monarch? Finding out the role of a monarch, children compare the monarchy today with the monarchy in the past. Pupils investigate how William the Conqueror became King and learn how he used castles to rule. They study different types of castles and consider how these evolved over time.	What is it like to live in Shanghai? Identifying continents, oceans and countries outside the UK using a world map (with a focus on China). Identifying physical features of Shanghai using aerial photographs and maps and as well as human features, through exploring land-use then comparing these features to those in the local area. Making a simple map using data they have collected through fieldwork.

St. Mary of the Angels Catholic Primary School

Long Term Plan: Design and Technology / Art and Design Key Stage 1 (Year 1 & 2)

Cycle B 2025 2026					
Autumn Term		Spring Term		Summer Term	
Design & Technology	Art & Design	Design & Technology	Art & Design	Design & Technology	Art & Design
Structures: Baby bear's chair Explore stability and methods to strengthen structures, to understand Baby Bear's chair weaknesses and develop an improved solution for him to use.	Craft and design: Map it out Responding to a design brief, children learn three techniques for working creatively with materials and at the end of the project, evaluate their design ideas.	Mechanisms: Fairground wheel Design and create a functional fairground wheel, learning how different components fit together so that the wheel rotates and the structure stands freely.	Painting and mixed media: Colour splash Exploring colour mixing through paint play, using a range of tools to paint on different surfaces and creating paintings inspired by Clarice Cliff and Jasper Johns.	Mechanisms: Making a moving monster Explore slider mechanisms and the movement they output to design, make and evaluate a moving storybook from a range of templates	Painting and mixed media: Life in colour Developing colour mixing skills, learning about the work of artist Romare Bearden and creating textured papers using paint, children compose collages inspired by their exploration of colour and texture in the world around them.

We use **ELS** to teach phonics.

It is a systematic, synthetic phonics (SSP) programme that teaches children a variety of skills needed for both reading and writing.

Phonics



around the head, down the body



down his body, around his face



over his back and around the tail,
up his neck and down to his feet

AUTUMN 2 WEEK 4 DAY 1

Write the grapheme:
ai

Write the word:
was

Read the words. Match the words to the pictures.

rain	tail	wait

Read the sentences:
It was a pain to sit in the rain.
We had to wait.

Write the sentence you hear.

AUTUMN 2 WEEK 4 DAY 2

Write the grapheme:
ee

Write the word:
her

Read the words. Match the words to the pictures.

bee	tree	seeds

Read the sentences:
A bee sat on her leg.
The queen bee is big.

Write the sentence you hear.

http://www.stmaryangels.co.uk/school_information/phonics/reading.html

Spelling



Autumn 1					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
paid	night	book	turn	fork	coin
rain	bright	Foot	burst	sort	soil
tail	sight	cook	curl	storm	boil
brain	high	look	hurt	sort	spoil
deep	road	car	zoo	owl	ear
sheep	toast	park	moon	down	fear
sleep	coat	market	scoop	town	year
green	goat	shark	rooftop	frown	beard
I	no	of	to	into	as
the	put	is	go	pull	his

Autumn 2					
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
hair	ladder	toasted	cooked	burned	play
chair	dinner	mended	camped	joined	tray
stair	tower	waited	bumped	stormed	sway
pair	runner	pointed	brushed	grabbed	clay
pure	snow	spotted	picked	smelled	loud
cure	grow	painted	checked	looked	shout
picture	crow	frosted	helped	spoiled	mound
sure	low	landed	stacked	turned	found
he	buses	me	push	her	you
she	we	be	was	my	they

Home Learning

Children will be expected to complete home reading each night with physical school books & library books given as well as online oxford reading buddy.

Oxford reading buddy logins will be stuck in your child's reading record.

Spelling Homework – Given out Tuesday – Tested on Tuesday

Homework – Given every Friday.

Reading Books – Given every Monday – Please make sure you are reading with your child every night and that you sign their reading records. These need to come to school everyday.

Physical Education

PE Uniform

- Navy blue school PE shirt
- Navy blue school sweatshirt
- Navy blue school shorts (summer)/tracksuit bottoms (winter)
- Plain black plimsolls/trainers
- Winter/Summer hat.

School uniform policy allows pupils to wear stud earrings – no other jewellery is allowed.

PE lessons

Goldfinches - Tuesday & Friday

Hummingbirds - Monday & Wednesday

After school club / clubs

KS1 Multisports- Monday 3.30 – 4.30pm

Art club - Tuesday 3.30 – 4.30pm

Enrichment

We will continue to offer our children enrichment activities throughout the year. This will include trips to the Forest School, Paddington Children's Library as well as other cultural experiences.

Forest School – the dates will be available on the school website and will be sent home with a letter.

Goldfinches	08.10.25	26.11.25	28.01.26	18.03.26	13.05.26	01.07.26	Wednesday 13:00 - 15:00
-------------	----------	----------	----------	----------	----------	----------	----------------------------

Hummingbirds	01.10.25	19.11.25	21.01.26	11.03.26	06.05.26	24.06.26	Wednesday 09:30 - 11:30
--------------	----------	----------	----------	----------	----------	----------	----------------------------

How can you help?

Talk to your child about how they are feeling.

Provide your child with as much information about their new routine and school day as you can.

Reassure your child.

Re-establish a routine to help ease into school life.

Don't put pressure on yourself.

Think ahead. Seek support if you need it.

Home School Communication

To contact the class teacher:

- Telephone the school and leave a message
- Email office@stmaryangels.co.uk

To contact Mrs Hough (Acting Headteacher), Miss Hulands (Acting Deputy Headteacher) or Mrs Waine (SENCO)

- Telephone the school office and ask to speak to Ms Chadwick (Senior School Administrator)
- Email Ms Chadwick at office@stmaryangels.co.uk

It would helpful if you can give as much information as you feel comfortable with and the class teacher/senior member of staff will call you back as soon as possible.

Social Media Code of Conduct

We are aware that some parents/carers may choose to communicate with other parents on social media platforms. If you do so, the school expects you to behave in a civilised nature online.

A **Social Media Code of Conduct** will be shared with you shortly which will set out clear procedures for how we expect parents/carers to conduct themselves on social media and when using messenger apps, such as WhatsApp.

For now, Mrs Hough has asked us to share with you that the school will not tolerate

- the posting of defamatory content about parents, pupils, the school or its employees.
- the creation or joining of private groups or chats that victimise or harass a member of staff or the school in general.

THANK
YOU!

Thank you for coming!