



Welcome!

Meet the Teacher!

Year 1

Aims



Share important information

Explain how you can support
your child's learning

This PowerPoint will be emailed out to you tomorrow

Staff 1B



Mr Walsh –
Teaching Assistant



Mrs Davis – PPA
Teacher



Miss Foley- PE



Mrs Helps – Music

Staff 1N



Miss Nodoost
– Teacher



Mrs Wilkins –
Teaching Assistant



Mrs Savage – PPA
Teacher



Mrs Helps - Music



Miss Foley - PE

Timetable 1B



1B

	8:45-9:00	Assembly 9:05-9:20	Lesson 1 9:20-10:20	10:20-10:35	Lesson 2 10:35-11:35	Lesson 3 11:35-12:20	12:20-13:15	Spelling / Handwriting 1:15 - 1:35	Lesson 4 1:35-2:15	Lesson 5 2:15-3:15
Monday	S O F T S T A R T	Head Teachers Assembly	English	B R E A K	Maths	Mrs Helps Music	L U N C H	Spelling & Handwriting	RE	RE
Tuesday		Phonics	English		Miss Foley PE & Class Text			Computing	Maths	
Wednesday		Phonics	English		Maths	RE/Gospel		Little Wandle 1N: 1:15 - 1:45pm 1B: 1:45 - 2:15pm	ART & DT	
Thursday		English			Mrs Davis Maths	PSHCE		PSHCE & Science	Science	
Friday		Phonics	English		Maths	Spelling & Handwriting		Little Wandle 1N: 1:15 - 1:45pm 1B: 1:45 - 2:15pm	History/Geography	

Timetable 1N



1N

	8:45-9:00	Assembly 9:05-9:20	Lesson 1 9:20-10:20	10:20-10:35	Lesson 2 10:35-11:35	Lesson 3 11:35-12:20	12:20-13:15	Spelling / Handwriting 1:15 – 1:35	Lesson 4 1:35-2:15	Lesson 5 2:15-3:15
Monday	S O f t A r t	Head Teachers Assembly	English	B R E A K	Maths	RE	L u n c h	Spelling	RE	RE
Tuesday		Phonics	English		Maths	Handwriting		Computing		Science
Wednesday		Phonics	English		Maths	Music		Spelling	Art /DT	Little Wandle
Thursday		Cracy (phases) / Celebration assembly: see rota Mrs Savage	Mrs Savage English		PE	PE		Handwriting Mrs Savage	Mrs Savage Class Text	Mrs Savage Maths
Friday		Phonics	English		Maths	PSHCE		Spelling	History/Geography	Little Wandle

Groups & Interventions

Interventions are used over the year if needed. These are to support learning further and parents will be informed about them if their child would benefit. These may include:

- Speech and Language
- Fine motor skills
- Colourful semantics
- Phonics booster
- Daily readers
- Maths booster
- Social skills

We review these interventions regularly and once the children make the progress they will graduate and other children will be chosen.

After October half term...

We will set the children into Phonics groups.



Our Class Saint - 1B Saint Joseph



Feast Day March 19th



Our Class Saint - 1N Saint Patrick



Feast Day - March 17th

Curriculum Map



Saint Michael Catholic Primary School Curriculum Map 2026 – 2027: YEAR 1



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Writing	Transcription Lists, captions and labels	Sentence pattern building Toy Man	Sentence pattern building Dragons Recount – Dragon post	Setting description Candy House Plot weave Narrative Kind, brave Mother Seacole	Narrative Jack and the Beanstalk Instructions How to grow a plant	Persuasive advert Join our pirate crew Poetry Seaside poetry
Reading	Little Wandle Phase 3 & 4	Little Wandle Phase 5	Little Wandle Phase 5	Little Wandle Phase 5	Little Wandle Revision Phase 3-5	Little Wandle Revision Phase 5
Guided Reading	Class Text – Fiction & Poetry Theme - Spooky	Class Text – Fiction & Poetry Theme - Spooky	Class Text – Fiction & Poetry Theme - Empathy	Class Text – Fiction & Poetry Theme - Empathy	Class Text – Fiction & Poetry Theme – World Literature & Resilience	Class Text – Fiction & Poetry Theme – World Literature & Resilience
	Class Texts The Dark, A Dinosaur At The Bus Stop		Class Texts We're All Wonders, Nature Trail		Class Texts The Boy Who Grew A Tree, Out And About	
	Place value (within 10) Addition and Subtraction (within 10)	Addition & Subtraction (within 10) Shape	Place value (within 20) Addition and Subtraction (within 20)	Place value (within 50) Length and height Weight and volume	Multiplication & Division Fractions Geometry (Position & Direction)	Place Value (within 100) Money Time
Religious Education	Branch 1 Creation and Covenant	Branch 2 Prophecy and Promise	Branch 3 Galilee to Jerusalem	Branch 4 Desert to Garden	Branch 5 To the ends of the earth	Branch 6 Dialogue and Encounter
Science	Animals Animal kingdoms & species	Seasons Seasons and weather Autumn and Winter	Everyday Materials Naming, describing and grouping materials	Everyday Materials Naming, describing and grouping materials Seasons Revisited Spring and Summer	Plant Detectives Common, wild and garden plants	Animals including humans Parts of the body, senses
History	Toys Changes in living memory, similarities and differences between ways of life in different periods		Planes The first flight, The Wright Brothers and Amelia Earhart: Significant events beyond living memory and the lives of significant individuals who have contributed to international achievements		The Seaside Victorian Seaside holidays: Aspects of life in different periods	
Geography		What is it like here? Fieldwork: Use aerial photos to observe the school and key physical and human features of Ashford and create a simple map with a key.		What is the weather like in the UK? Physical Geography: Identify weather patterns in the UK and explain what the weather is like during each season in the UK. Locational knowledge & skills: Use a map to name and locate 4 countries of the UK, capital cities and surrounding seas.		Comparing Places: Shanghai Give examples of human and physical features. Use directional language. Use an atlas to identify the UK and China.
Art and Design	Making your mark Exploring shape, line, colour and markmaking. Using lines to create abstract compositions and working collaboratively to create a class piece of art inspired by water.		Sculpture and 3D paper play Applying paper-shaping skills to make an imaginative sculpture. Designing ideas in 2D and using paper to create 3D structures. Applying painting skills when working in 3D.		Painting and Mix Media Making colour: colour mixing theory. Mixing primary colours to create secondary colours. Painting and printing with colour. Creating a paper plate painting inspired by the work of Clarice Cliff.	
Design and Technology		Structures: Constructing A Windmill Making a stable structure, making functioning sails/blades attaching to supporting structure, making a windmill.		Textiles: Puppets – Punch and Judy Joining fabric to create a puppet		Cooking and Nutrition: Fruit and Vegetable Smoothie Identify fruits and vegetables to design and make a smoothie
Physical Education	Fundamentals 1 Identify areas of strength and improvement for myself	Gymnastics Basic movements, shapes and balances on the floor and low apparatus	Dance Count the beat, copy and repeat and link own movements	Invasion Sending, receiving and dribbling with a range of equipment	Athletics Running at speed, jumping and throwing	Target Games Consider the appropriate technique for the size and distance of the target

Phonics	Letters & Sounds Phase 3-5	Letters & Sounds Phase 4-5	Letters & Sounds Phase 5	Letters & Sounds Revise Phase 3-5 for Phonics Screening	Letters & Sounds Phase 5	Letters & Sounds Phase 5
Personal, Social, Health, Citizenship Education	Zones of Regulation Recognising our feelings, using collective tools and strategies to regulate them. Growth Mindset Different ways to do something tricky, Feelings when things get tricky, identifying challenging things, setting personal challenges	The Importance of Valuing Themselves Let the Children Come, I Am Unique, Similarities and Differences in Girls and Boys, Clean and Healthy (My Body)	The Importance of Valuing Themselves Feelings, Likes and Dislikes, Feeling Inside Out, Super Susie Gets Angry, The Cycle of Life, Beginnings and Endings, Change is All Around	Developing Healthy Relationships and Keeping Safe God Loves You, Treat Others Well..., and Say Sorry, Real Life Online, Rules to Help Us	Developing Healthy Relationships and Keeping Safe Good and Bad Secrets, Physical Contact, Harmful Substances, Can You Help Me?	Relationship with the Wider World Three In One, Who is My Neighbour?, The Communities We Live In, Who Will I Be?, Needs and Wants
Music	Keeping the Pulse: My Favourite Things Children explore keeping the pulse together through music and movement, by exploring their favourite things. Tempo: The Snail and the Mouse Use bodies and instruments to listen and respond to pieces of music with fast and slow speeds; learn and perform a rhyme and a song focussing on fast and slow.	Dynamics: The Seaside Children make links between music, sounds and environments and use percussion, vocal and body sounds to represent the seaside.	Royal Opera House: Hansel and Gretel Use their voices expressively and creatively by singing songs and speaking chants and rhymes. Listen with concentration and understanding to a range of high-quality live and recorded music. Sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. Respond to the pulse in recorded/live music through movement and dance.		Sound Patterns: Fairytales Through fairytales, children are introduced to the concept of sound patterns (rhythms). They explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar fairytale.	Pitch: Superheroes Learning how to identify high and low notes and to compose a simple tune to represent a superhero. Musical Symbols: Under the Sea Children combine all the musical concepts learned throughout Year 1 for an underwater-themed performance incorporating instrumental, vocal and body sounds.
Computing	How do computers work?	Emoji Avatars (Photo & Digital Art)	Pictograms (Handling data using images)	Storyboards (Sequencing a story)	Robot Maze Game (Writing algorithms to complete a maze)	

Knowledge Organisers & Flashback Five

A knowledge organiser contains all the important information from a particular learning topic, summarised in just a few pages. It includes key words, important facts, diagrams, methods and skills relating to the topic

These are available to the children throughout the day.

- Children are able to access pictures and key vocabulary during their lessons to support their learning
- At home children can quiz themselves and talk about what they have learnt in their lessons.

All of the knowledge organisers are available on the school website in your child's [year group curriculum page](#).

Every lesson starts with a 'Flashback Five' which is a low stakes, high challenge quiz of previous year's subject knowledge.



Enrichment

- ▶ As our current theme is animals we are hoping to have a visit from Safari Pete!
- ▶ We provide a range of activity clubs after school across the year. Some are free, some are at a cost.

Look out for details via ParentMail.

- ▶ Information also available on the [website](#)





Assessment & Feedback

Assessment and Feedback Policy on website.

- ▶ Every piece of work is important and every piece of work is marked and assessed. Children receive a 'next step' either verbally or in writing.
- ▶ We know that effective feedback is the most important way we can help children improve.
- ▶ The children also complete an independent writing task and some assessment papers for Maths (PUMA), Reading Comprehension (PIRA), Grammar, Punctuation and Spellings (GaPS).
- ▶ We send their assessment papers home so you can see how they performed in the tests. You may want to revise the areas they got wrong and praise them for how well they did.
- ▶ We use the results of these assessment, plus our ongoing assessment of their classwork, to make an overall 'point in time' assessment against what they have been taught so far this year. This allows us to judge whether your child is 'on track', 'just below', 'below' or working at 'greater depth'.
- ▶ We will share our overall assessments with you at Parents Meetings in November and in March.

Marking: Stamps & Next Steps



Our expectations at school



- ▶ Water bottles available in class throughout the day at appropriate times

E.g. soft start, before and after break and lunch. They can refill at school too if needed.

- ▶ Toilets: Children are very much encouraged to use the toilet during their break and lunchtime. During lessons, of course, children can use the toilet if they absolutely need to.
- ▶ We have a strict uniform policy, please stick to it and PLEASE LABEL UNIFORM, water bottles, etc.
- ▶ We encourage a Growth Mindset and reward effort with 1, 2, or 3 House Points
- ▶ Chilli Challenges are used sometimes to allow children to choose the level of difficulty when working independently
- ▶ We expect children to work in groups, in pairs and independently. Different noise levels are expected
- ▶ We have a clear Behaviour policy. Pupils receive a warning before being put on the 'steps' for continued rule breaking
- ▶ We very much use praise and reward to encourage good behaviour. - House points, stickers and dojos!
- ▶ 'Tell the Teacher' Box - used for any worries or anything they want to celebrate or share

Home Learning

Set: THURSDAY

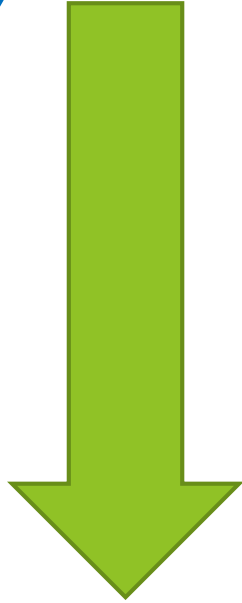
FRIDAY

SATURDAY

SUNDAY

MONDAY

Due: TUESDAY



- RE
 - Maths
 - Spelling & handwriting
 - Reading CGP OR Grammar, Punctuation & Spelling
-
- Don't forget to read every night.



Home Learning Top Tips

- ▶ PLAN YOUR TIME
- ▶ DON'T LEAVE IT TO THE LAST NIGHT
- ▶ SPREAD OUT THE TASKS
- ▶ IF YOU ARE STUCK, ASK FOR HELP
- ▶ LET YOUR TEACHER KNOW IF IT WAS DIFFICULT
- ▶ LIMIT DISTRACTIONS
- ▶ TRY YOUR BEST!



What can you do to help support your child/children in Religious Education?



- ▶ See the dedicated website page <https://www.st-michaels.surrey.sch.uk/religious-education/>
- ▶ Read the Background notes provided on the website the week before a new topic starts.
- ▶ Read the termly RE newsletters and complete the activities as a family
- ▶ Help with home learning-encourage best work
- ▶ Pray together
- ▶ Ask your child what is the Gospel message this week in school.
- ▶ Use CAFOD liturgy <https://cafod.org.uk/Education/Children-s-liturgy> if you would like to discuss the Gospel further.
- ▶ Experience different liturgy together as well as Sunday Mass e.g. praying the rosary, stations of the cross
- ▶ Learn the prayers allocated for your child's year group

Relationships and Health Education

There is new statutory guidance for Relationships and Health Education this year. Our scheme of work, Life to the Full, incorporates this into our curriculum whilst ensuring anything taught is in keeping with the teachings of the Catholic Church.

The new guidance builds on the 2019 curriculum and introduces some new areas of focus. The table below outlines key changes relevant to your year group:



Programme Overview 2026

Life to the Full Plus content in blue

Stage	Module 1 Created and Loved by God				Module 2 Created to Love Others				Module 3 Created to Live in Community	
Topic	Unit 1 Religious Understanding	Unit 2 Me, My Body, My Health	Unit 3 Emotional Well-Being	Unit 4 Life Cycles	Unit 1 Religious Understanding	Unit 2 Personal Relationships	Unit 3 Life Online	Unit 4 Keeping Safe	Unit 1 Religious Understanding	Unit 2 Living in the Wider World
Key Stage 1	Unit Prayer & Assessment Activity Story Sessions Let the Children Come	Unit Prayer & Assessment Activity Session 1 I Am Unique Session 2 Girls and Boys Session 3 Clean and Healthy (My Body) Classroom Shorts	Unit Prayer & Assessment Activity Session 1 Feelings, Likes and Dislikes Session 2 Feeling Inside Out Session 3 Super Susie Gets Angry	Unit Prayer & Assessment Activity Session 1 The Cycle of Life Session 2 Beginnings and Endings Session 3: <i>Change Is All Around Classroom Shorts</i>	Unit Prayer & Assessment Activity Session 1 God Loves You Session 2 Treat Others Well.... Session 3 ...and Say Sorry	Unit Prayer & Assessment Activity Session 1 Special People Classroom Short Session 2 Physical Contact Session 3 ...and Say Sorry	Unit Prayer & Assessment Activity Session 1 Real Life Online Session 2 Rules to Help Us Session 3 Harmful Substances Session 4 Can You Help Me? (Part 1) Session 5 Can You Help Me? (Part 2)	Unit Prayer & Assessment Activity Session 1 Good and Bad Secrets Session 2 Physical Contact Session 3 Harmful Substances Session 4 Can You Help Me? (Part 1) Session 5 Can You Help Me? (Part 2)	Unit Prayer & Assessment Activity Session 1 Three in One Session 2 Who is My Neighbour? Session 3 Needs and Wants Classroom Shorts	Unit Prayer & Assessment Activity Session 1 The Communities We Live In Session 2 Who Will I Be? Classroom Shorts Session 3 Needs and Wants Classroom Shorts

If you have any questions about the RHE curriculum, please contact Miss Brown jbrown@st-michaels.surrey.sch.uk

The full curriculum can be found on the school website.

RHE Parent Portal

Ten Ten understand the foundational role that parents have in educating and nurturing their children on these matters. Within the programme, they have built in resources which will not only keep you informed about what is being taught in school, but will also give you the opportunity to engage your children in discussion, activity and prayer.

To engage with the teaching and deepen the experience for your child, Ten Ten have provided a Parent Portal that provides:

- ▶ Information about the programme we will be following
- ▶ Access to the teaching resources
- ▶ Suggestions for further activity at home

To access the online parent portal please visit: www.tentenresources.co.uk/parent-portal

School Username: st-michaels-tw15

School Password: thames-orange

In the coming weeks we will also send out a Parent Consultation Tool which you can engage with if you so choose.

Phonics

- ▶ Whole class phonics teaching until October half term.
- ▶ Please read with your child every night.
- ▶ Please sign your child's reading record. It is important we know how they have found the text they are reading.
- ▶ Please ensure reading books are returned as we use them for our Little Wandle group reading sessions.
- ▶ We will be holding a Phonics Workshop on Monday 5th October

Grapheme chart

Phase 2 and 3

s	t	p	n	m	d	g	c	r	h	b	f	l	j	v
s	t	p	n	m	d	g	c	r	h	b	f	l	j	v
ss	tt	pp	nn	mm	dd	gg	ck	rr		bb	ff	ll		vv
							ck							
							cc							
w	x	y	z	qu	ch	sh	th	ng	nk	a	e	i	o	u
			zz											
			s											
ai	ee	igh	oa	oo	oo	ar	or	ur	er	ow	oi	ear	air	

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Reading

- ▶ Importance of reading every day
- ▶ We read a class text which is deliberately more challenging than your child's reading level
- ▶ Access to wonderful class library
- ▶ Lots of resources on website: book bands, questions, book lists
- ▶ Reading Records should be completed every time your child reads at home and at school

<https://st-michael-cps.secure-primariesite.net/reading-phonics/>



Reading



- I LOVE reading all kinds of texts
- I read for a purpose
- I can comprehend what I read

Online Safety



- ▶ Online safety is taught across the school through Computing lessons & PSHCE
- ▶ It is very important to know what your child is using technology for and to **monitor** this carefully
- ▶ Any concerns regarding online safety:
Mr Lane or Mrs Tillotson
- ▶ <https://www.thinkuknow.co.uk/>
Excellent website for resources and reporting very serious incidents



Friends of St Michael

Main Events

School Term	Dates
Autumn Term	Christmas Fayre - Friday 20 th November
Spring Term	TBC
Summer Term	Summer Fayre Date TBC



Please get involved!

Come along to the first meeting of the year on
Weds 30th Sept at 5.30pm, either online or in person.

Thank you for your support!

Any concerns, please e-mail during working hours

jbrown@st-michaels.surrey.sch.uk

nodoost@st-michaels.surrey.sch.uk

- ▶ *2 parents evenings will take place over the year and a final written report at the end of the year.*
- ▶ Please read Mr Lane's fortnightly newsletters, which includes all important messages and dates.
- ▶ Please subscribe to the online calendar for you child's year group so that important dates sync to your phone's calendar.