



Saint Mary's Catholic Primary School



MEET THE TEACHER SEPTEMBER 2025

YEAR 1

Class Teacher

Miss Owen

Year

1

Timetable

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:35 to 9:15	Gospel	Hymn practice	Celebration of the Word	Celebration of the Word	Celebration of the Word
9:15 to 10:15	English	English	English	English	PE
10.15 – PLAYTIME – 10.30					
10.30 to 11:00	Phonics	Phonics	Phonics	Phonics	Phonics
11:00 to 11.55	Maths	Maths	Maths	Guided reading/ handwriting	Maths
12:00 to 12:50	<i>Lunch</i>				
12:50 to 2:00	<i>Phonics intervention</i> RE	<i>Phonics intervention</i> RE	<i>Phonics intervention</i> PE	<i>Phonics intervention</i> Computing	<i>Phonics intervention</i> Science
2:00 – PLAYTIME – 2:15					
2:15 to 3:15	Guided reading/ handwriting	Music	Guided reading/ handwriting		<i>Merit assembly - 2.45</i>

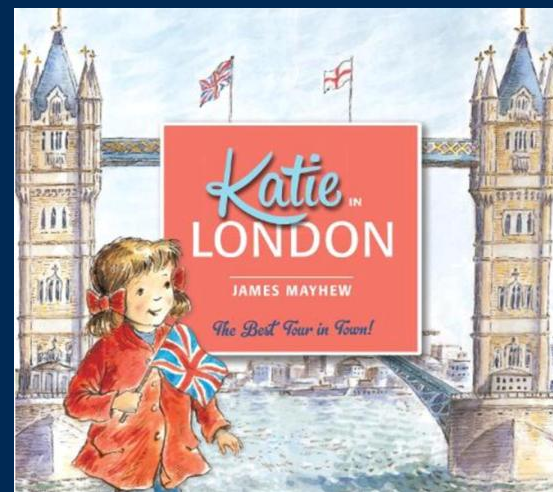
English



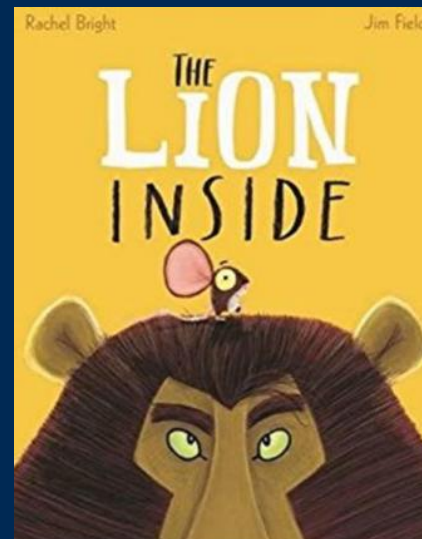
- This will be taught through the Pathways to Write Scheme. All units are linked to high-quality texts to ensure engaging and purposeful lessons are delivered.
- The units of work are aimed to develop vocabulary, reading and writing skills through the mastery approach.
- The scheme includes strategies to develop Greater Depth writers.



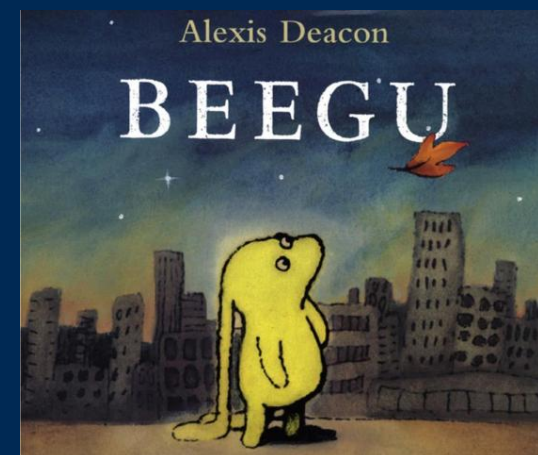
AUTUMN 1
- Meesha
Makes
Friends



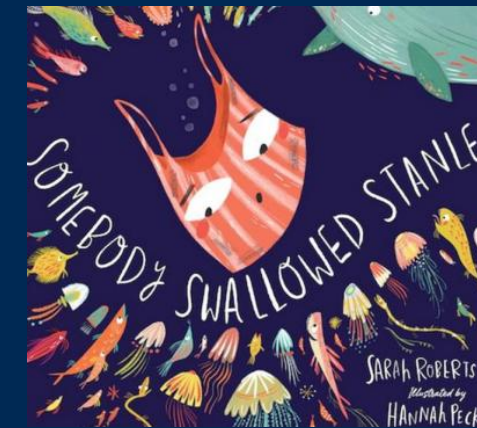
AUTUMN 2
- Katie in
London



SPRING 1
- The Lion
Inside



SPRING 2
- Beegu



SUMMER 1
- Someone
Swallowed
Stanley



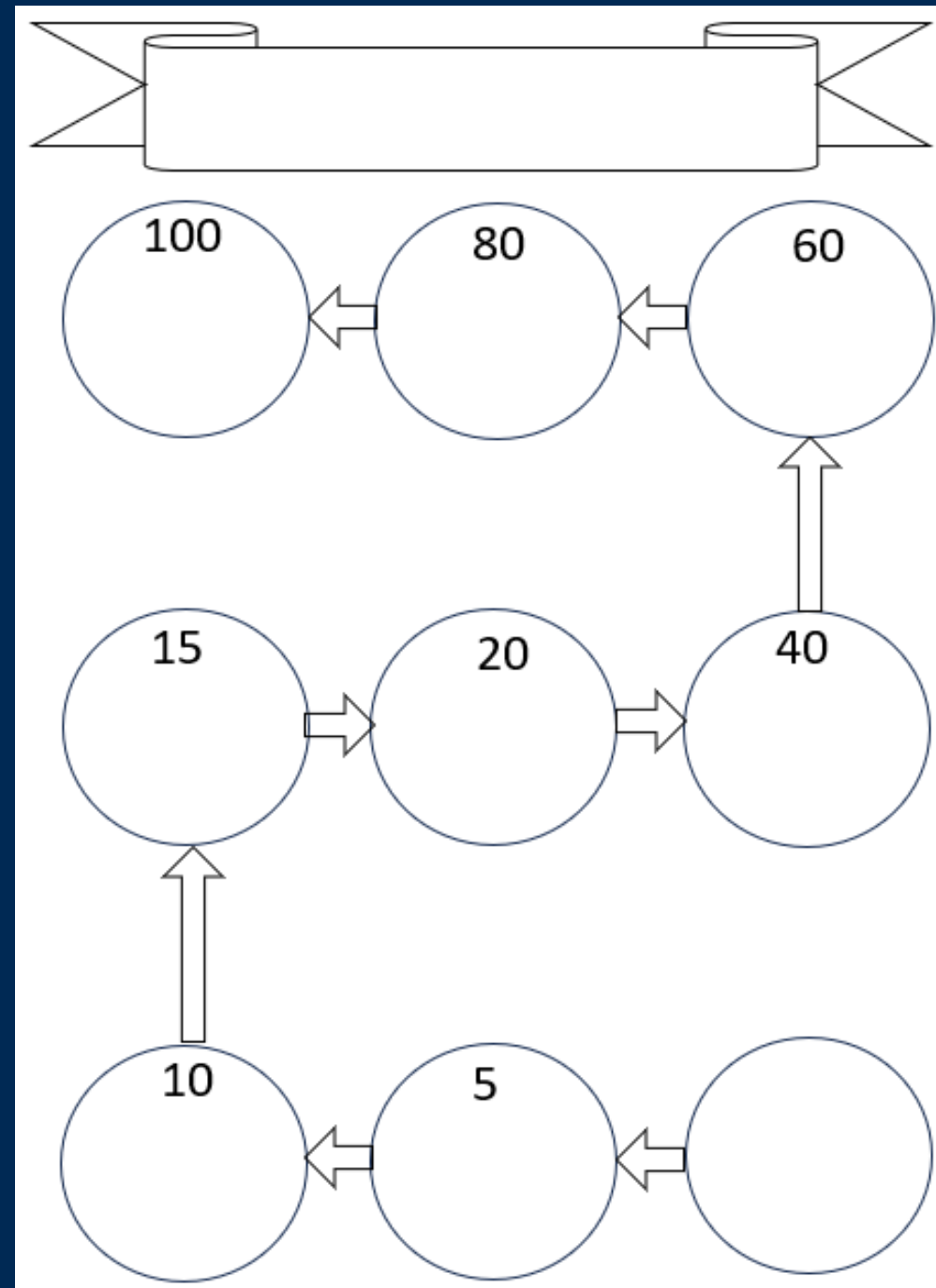
SUMMER 2 -
Midsummer
Nights
Dreams

Your child will read in school with children who are at a similar level of phonics knowledge to them. At the end of the week, the Group Reading book (Monster Phonics) will be sent home to further practise reading. As each child has already read the book in school, we recommend that they independently read the book to an adult at home, receiving support where necessary.

In addition to the independent reading of a decodable book, children will be given an additional non-decodable book to share at home. This can either be read to or with them. This is useful for extending vocabulary, topic knowledge and story structure. Providing as many reading opportunities as possible creates a love of reading for pleasure.

Guided Reading

Our reading reward system!

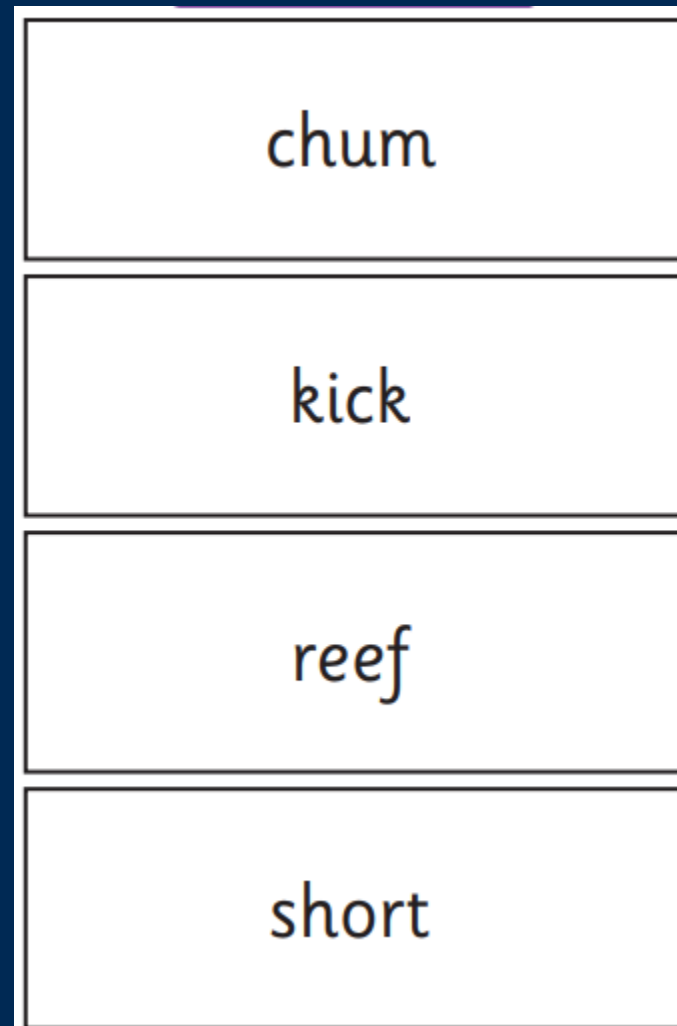
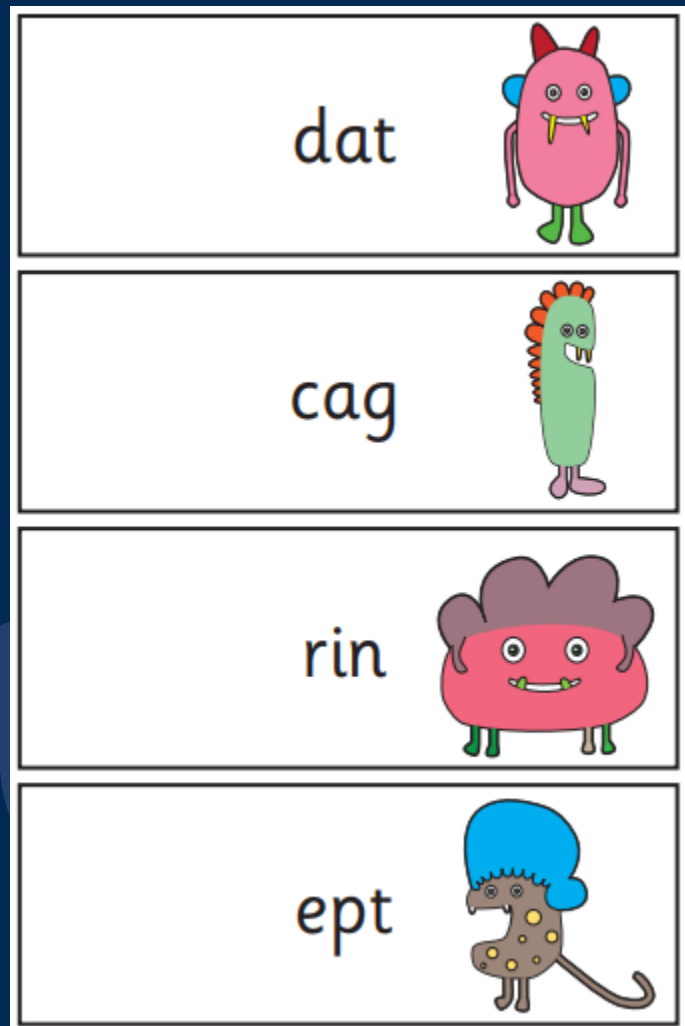


Reading

Each child will be given a card and they can collect stickers and class dojos based on the number of reads at home that they have completed.

- Phonics is very important and at the end of Year 1 the children will take part in the Phonics Screening Check.

Phonics



It is designed to give teachers and parents information on how your child is progressing in phonics.

It checks children's ability to:

- sound out and blend graphemes in order to read simple words.
- read phonically decodable one-syllable and two-syllable words, e.g. cat, sand, windmill.
- read a selection of nonsense words which are referred to as pseudo words.

Maths

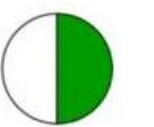
Year 1													
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13
Autumn Term	Place value to 10					Addition and subtraction to 10						Place Value within 20 (part 1 no number lines)	Place Value within 20 (part 1 no number lines)
Spring Term	Place Value within 20 (part 1 no number lines)	Addition and Subtraction to 20				Geometry: Properties of Shape		Money PV beyond 20 (part 1 counting in tens, read write and represent numbers to 100)		Place Value beyond 20 (part 2 counting in 2s, 5s)	Multiplication and division Place Value beyond 20 (part 3)		
Summer Term	Multiplication and division Place Value beyond 20 (part 3)	Measures Height and Length	Fractions – half and quarter of objects & shapes	Fractions – half and quarter of quantities	Place Value within 20 (part 2 placing numbers on marked and blank number lines, numbers as words)	Geometry: Position and direction	Measures – Practical mass – direct comparison through to non-standard units and introducing standard units	Measures – Practical capacity – direct comparison, non-standard units and intro to standard units	Measures Time			Consolidation	

Ensuring understanding

•Concrete



•Pictorial



•Abstract

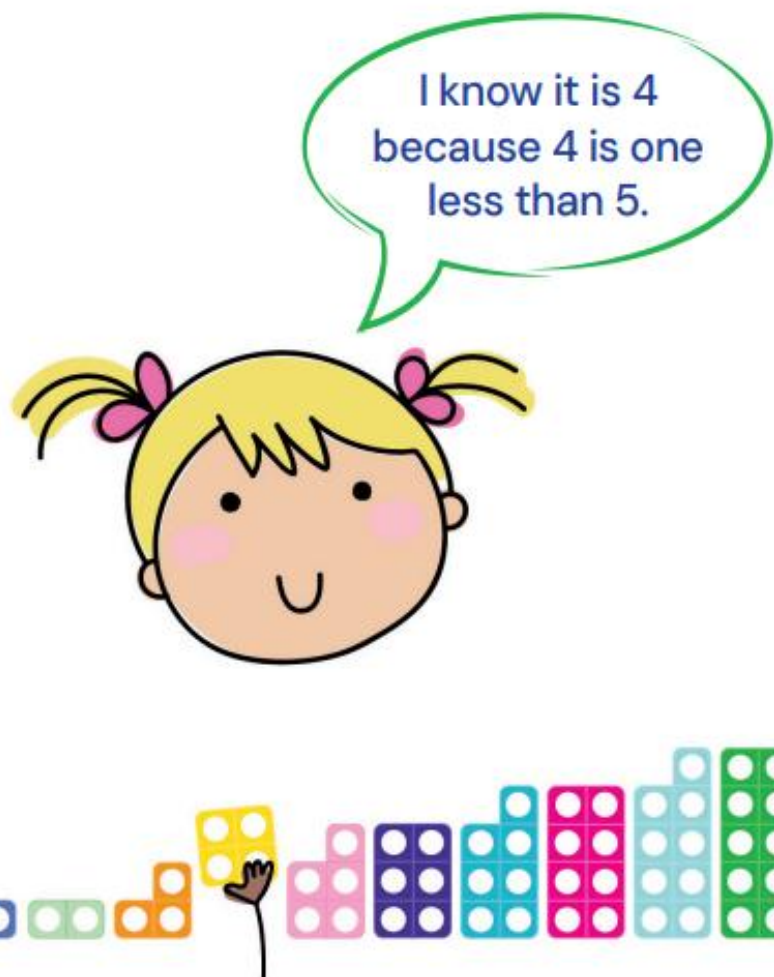
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Play this game with a partner.

- ▶ Make a practical number line using a resource such as number shapes or towers of cubes.

Player 1
Close your eyes.
Player 2
Remove a shape from the ordered number shapes or towers.
Player 1
Identify the missing number and give a one more or 1 less reason for how you know which number is missing.



Maths.

VARIED FLUENCY

- ▶ Using your understanding of one more and one less, complete the number sequences going forwards. Tell an adult how you knew which number to put in a given square.

3	4			7	8		
2	3		5		7		
3		5			8		
		4			7	8	
		5	6			9	

Maths.

REASONING AND PROBLEM SOLVING

What's my number?

**Sam thought of a number.
One more than her number was 6.**

- ▶ What was her number?
- ▶ Can you explain **how** you worked out Sam's number?

What's my number?

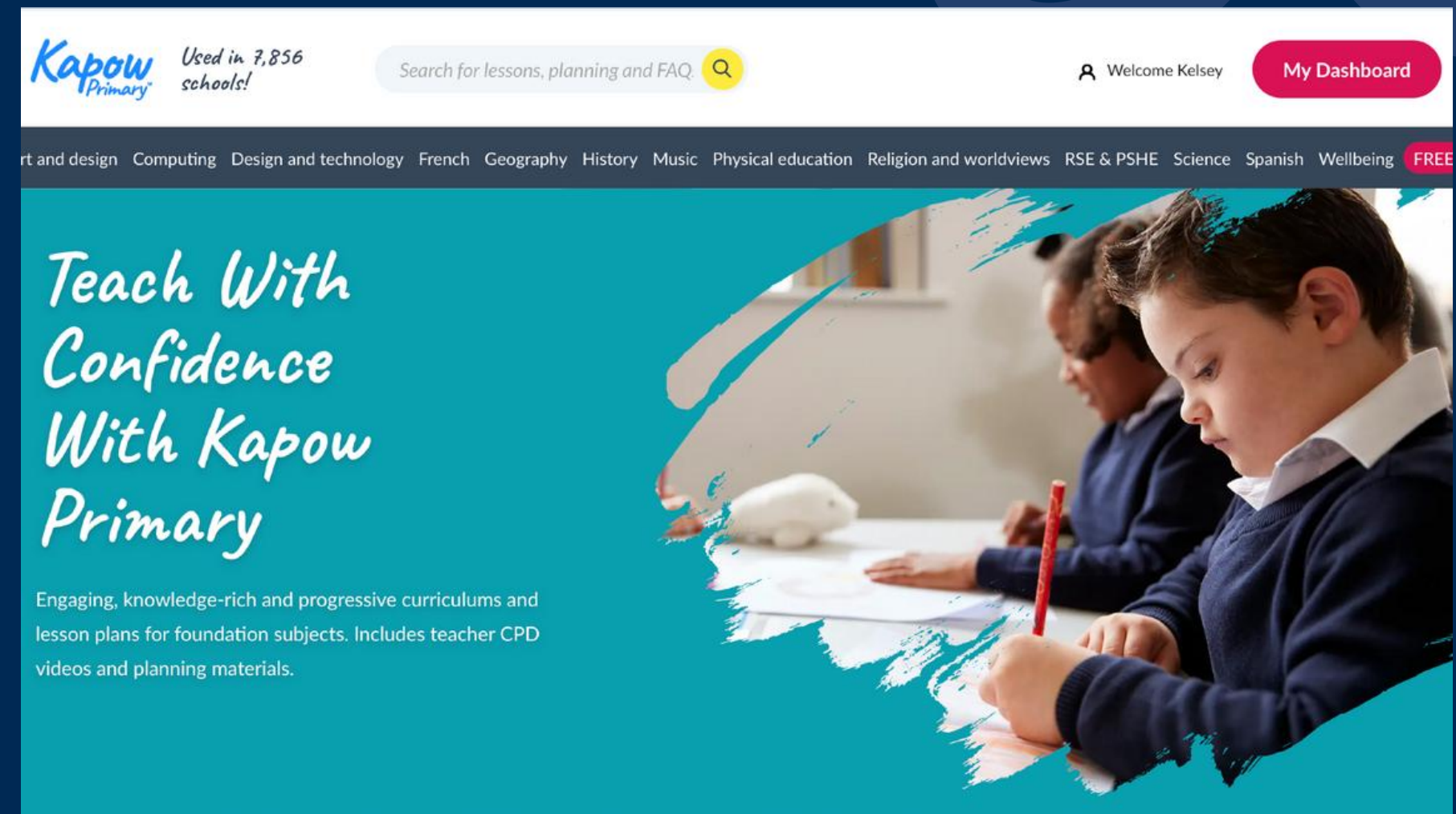
**Ben thought of a number.
One less than his number was 3.**

- ▶ What was his number?
- ▶ Can you explain **how** you worked out Ben's number?

Foundation Subjects

- You will find termly information on Science, History, Geography, Art and D&T on our webpage.
- You will be able to read the knowledge organisers for each subject that we are doing for that half term.

Kapow Primary™



The screenshot shows the Kapow Primary website homepage. At the top left is the Kapow Primary logo with the text "Used in 7,856 schools!". To the right is a search bar with the placeholder text "Search for lessons, planning and FAQ." and a magnifying glass icon. Further right is a user profile icon with the text "Welcome Kelsey" and a "My Dashboard" button. Below the navigation bar is a horizontal menu with links for "Art and design", "Computing", "Design and technology", "French", "Geography", "History", "Music", "Physical education", "Religion and worldviews", "RSE & PSHE", "Science", "Spanish", "Wellbeing", and "FREE". The main content area features a large teal banner with the text "Teach With Confidence With Kapow Primary" in a white, handwritten-style font. Below this text is a photograph of two young children in school uniforms sitting at a desk, focused on their work. Underneath the photograph, there is a short paragraph of text: "Engaging, knowledge-rich and progressive curriculums and lesson plans for foundation subjects. Includes teacher CPD videos and planning materials."

What can you do to help?

- Read regularly with your child- school books, books at home, library books, online books, magazines, newspapers, ANY THING!
- Question your child about what they have read and encourage them to use their developing phonics knowledge to decode unfamiliar words.
- MyMaths- Use the login details to access the MyMaths
- The use of these websites will be reviewed this year as we continually assess and monitor the best resources we can make available. We shall be sticking logins into the children's reading records.
- Letter-Join: Cursive handwriting practise, resources to support this on the website.

Moonster
Phonics

MyMaths

Atom School

Letter-join



Phonics booster sessions will start after Christmas time to help the children in the build up to the phonics screening check.



Boosters and interventions



Behaviour

- Children are involved in making class rules to ensure that everyone understands how we behave at Saint Marys.
- If any issues arise that we need to discuss with you then you will be contacted. The behaviour policy is on the website.

Expectations

- All clothing and belongings to be clearly named eg lunchbox, snack boxes, water bottles, caps.
- Children to come into school in the correct uniform eg only trainers on PE days. Jewellery should not be worn, including small stud earrings. Hair to be tied up if longer than shoulder length.
- Please ensure your child has a labelled water bottle in school everyday.

BEHAVIOUR AND EXPECTATIONS

Our School Rules:

1. Be kind and considerate

2. Be respectful

3. Be resilient

4. Be honest

5. Be helpful

TAKING CHILDREN ON HOLIDAY DURING TERM TIME

A guide for parents and carers



Frequently asked questions

Am I entitled to take my child out of school for a family holiday?

- **No.** Parents have a legal duty to ensure that their children attend school or the alternative provision on a regular basis
- The Education Act 1996 makes it a criminal offence for a parent to “fail to secure their child’s regular attendance at the school”
- The amendments to the 2006 Regulations remove any reference to *family holidays, extended leave and the statutory threshold of ten school days.*
- The amendments make clear that **Head Teachers may not grant any leave of absence (holiday) during term time unless there are exceptional circumstances**
- The amendments give **parents no entitlement** to take their child out of school for a holiday in term time
- The Head Teacher and Governing Body will determine what the exceptional circumstances are

If we decide to take a holiday during term time what should we do?

- The parent/carer with whom the child resides must apply in writing to the school
- The letter/application must explain the exceptional circumstance surrounding the request for the leave of absence

What will the school do then?

- The Head Teacher will determine whether the exceptional circumstance ruling applies, if not the application will be declined
 - Only the Headteacher (or the Deputy) has the power to approve leave of absence applications. When making the decision the protocols and criteria laid down in the school’s attendance policy must be followed.
 - Each academic year, schools inform parents/carers via a letter, newsletter or some other communication; that they may receive a Fixed Penalty Notice if their child has unauthorised absences in term time
- You will receive a written response from the Headteacher (or the Deputy) letting you know if your application has been approved
- If the holiday goes ahead after the application has been declined the absence will be recorded as unauthorised

ABSENCE AND ATTENDANCE



Taking Holidays during Term Time

Please remember that taking your child out of school without the school's authorisation may result in the school requesting the Local Authority to issue a fixed penalty notice to each parent/carer for each child. The penalties are shown below.

Please be aware that only a few days of absence can impact significantly on a child's attendance percentage and consequently the child's education and learning.

Penalties for unauthorised absence		
Timeline	One child	Two children
Paid within 21 days	£80 per parent	£80 per child = £160 per parent
After 21 days and before 28 days	£160 per parent	£160 per child = £320 per parent
After 28 days	You will be summonsed to appear before the Magistrates' Court on the grounds you have failed to secure your child's regular attendance	You will be summonsed to appear before the Magistrates' Court on the grounds you have failed to secure your children's regular attendance

*IF YOUR CHILD
IS ABSENT
PLEASE CALL
SCHOOL IN THE
MORNING AND
LEAVE A
MESSAGE*

*CHILDREN ARE NOT
TO RETURN TO
SCHOOL UNTIL 48
HOURS AFTER LAST
BOUT OF SICKNESS
AND DIARRHOEA.*

IMPORTANT INFORMATION

- If your child has any allergies or requires medication during the school day, please ensure we are kept fully informed of these.
- In relation to any medicines, please ensure the relevant forms are completed and signed from the office and all medication provided is within date.
- Nits- please ensure you check your children's hair regularly, inform us if these are discovered and treat these immediately.
- In relation to break time snacks, please ensure these are healthy and are of a suitable size.
- We do not allow nuts or products that contain nuts in school. This is to ensure all of our children are kept safe at all times.
- Please leave toys at home!

- If you need to contact us we have an open door policy at all times.
- You can contact us by email on admin@saintmaryscongleton.co.uk
- We are also available for phone calls too and these can be arranged through the school office and will have regular parents evenings when progress and any concerns can be discussed.



CONTACT



Thank you!



DO YOU HAVE ANY QUESTIONS FOR ME BEFORE WE GO?

