
Welcome to Year 1

Parents' Information Evening

Tuesday 23rd September 2025



St. Charles Borromeo
CATHOLIC PRIMARY SCHOOL
AND NURSERY

Mrs Lawton

WHO'S WHO?



- Mrs Lawton -Class Teacher
- Mrs Horton - HTLA teaching on Tuesday
- Mr Seuke -teaches P.E

TLA Staff:

- Mrs Hudson Monday - Wednesday
- Mrs Stewart Thursday- Friday



UNIFORM

KEY STAGE 1 (Reception, Years 1 - 2)

Pale blue polo shirt embroidered with St Charles' school logo

Mid grey skirt
Mid grey pinafore
Mid grey shorts
Mid grey tailored straight leg trousers**

Royal blue jumper or cardigan embroidered with St Charles' school logo

Plain grey tights
Plain grey socks

Black shoes only (no trainers, ankle boots or platform soles/heels)

SUMMER UNIFORM - mid-blue/white gingham checked buttoned up dresses (no white collar) with white socks

Lost Property – Children to independently collect misplaced items from the lost property box (now on the playground) during break and lunch time.

WEEKLY TIMETABLE

Weekly Timetables 2025 - 2026

	8.40 – 9:00	9:00-10:00	10:00 – 10:30	10:45 – 12:00		1:00 – 1:15	1:15 – 3:00		3:00 – 3:10
Mon	Hudson	Maths / Computing	Celebration of the Word	10:45 – 11:15	Writing	MASTERING NUMBER	RE	PSHE	READING FOR PLEASURE
				Little Wandle phonics					
Tues	Hudson	Maths	Little Wandle reading	Class Prayer	RE	MASTERING NUMBER	Art/D&T	Music	
Wed	Hudson	Writing	Celebration of the Word	10:45 – 11:15	Maths	PE (Paul Sebke)	History/Geography		
				Little Wandle phonics					
Thurs	Stewart	Writing	Little Wandle reading	Key Stage 1 Assembly	Maths	MASTERING NUMBER	Science	Celebrate	
Fri	Stewart	Maths	Little Wandle reading	Class Prayer	writing	MASTERING NUMBER	Spelling	PE	

CURRICULUM MAP

English

- Exploring feeling and emotions through the story of Colour Monster.
- Writing labels and caption with finger spaces and full stops.
- Listening attentively to stories and identifying the main characters and setting.
- Exploring poetry.
- Being confident to speak in front of others.
- Phonic knowledge, sounding, blending and segmenting with the Little Wandle synthetic phonics programme.
- Reading practice in Little Wandle reading groups.

Art / D.T.

- Colour mixing
- Printing patterns
- Using drawing, collage and mark-making to explore spirals.
- DT - making soup and printing with harvest

Music

- Developing our music skills through the exploration of sounds.
- Understanding musical rhythm and pulse.
- listening to, performing and appreciating music.

Physical Education

- Ball skills— to move confidently and safely using equipment.
- Fitness—games to develop strength and coordination.
- Sending and receiving—throwing and catching, rolling, kicking, tracking and stopping a ball
- Fundamentals—balancing, running, changing direction, jumping, hopping and skipping

PSHE / RSE

- Racism and Diversity
- Story Sessions: Let The Children Come
- Session 1: God Loves You
- Rule of Law

History/Geography

- Our local area. Weybridge town and landmarks—map and fieldwork.
 - Naming the 4 countries and capital cities of the UK.
- Family History
- What was life like when our grandparents were children?

Mathematics

- Comparing, ordering, reading and writing numbers from 0 to 20 in numerals and words.
- Estimating and counting up to 20 objects and knowing their numeric value.
- Count one more and one less from any number to 10, then to 20.
- Solving problems involving counting.
- Adding and subtracting within 10.
- Ordering numbers on a number line.
- Names and properties of common 2D and 3D shapes.

Homework

- Reading for pleasure should be done daily if possible and reading folders should come into school every day.
- Weekly spellings sent home with Little Wandle phonics revision.
- To be able to type their names on a computer keyboard
- Maths book after half term.

Autumn Term 2025 Year 1



Religious Education

- Creation and Covenant—The story of how God made the World.
- Prophecy and Promise - Understanding God showed us he loved us by sending his son, Jesus.

Science

- Seasonal Changes-seasonal features, months of the year and animal behaviour.
- Everyday Materials—recognising objects and the materials they are made from

Computing - after half term

- Correct ways to handle a computer.
- Rules when using a computer in class.
- Develop skills in logging on and off of the school network using personalised logins.
- Teaching of basic ICT skills and vocabulary e.g. mouse, keyboard, laptop, log in, network drag and drop, etc. Navigating
- Using a mouse pad to scroll and click.
- Online safety.

RE CURRICULUM – DAY BY DAY

We follow the Diocesan approved RE curriculum, Day by Day, which is made up of six branches, one per half term. The curriculum uses a spiral teaching approach, which is an educational approach where fundamental concepts are revisited at progressively increasing levels of complexity, allowing learners to build on prior knowledge and deepen their understanding over time.



DAY BY DAY BRANCHES

Creation and Covenant

In this branch, the children will learn about our Christian belief that all that is comes from God. They will explore the Creations accounts from Genesis and scientific explanations of the process of Creation. They will also explore God's relationship with his people through the Old Testament stories of Abraham and Moses.

Prophecy and Promise

In this branch, the children will explore the Christian understanding of the teaching of the prophets as they point to the fulfilment of God's promise in a messiah, Jesus Christ. They will explore the expectant waiting for the Messiah through the Advent season and how this speaks to Christians today as they wait for Christ. Children will encounter the story of the nativity of Jesus and the mystery of the incarnation.

Galilee to Jerusalem

In this branch, the children will experience the ministry of Jesus. They will learn about the life of Jesus and his revelation of the Kingdom of God through parables, encounters, miracles, and teachings. They will learn about the call of the disciples and the nature of being a follower of Jesus.

DAY BY DAY BRANCHES

Desert to Garden

In this branch, the children will learn about the season of Lent and the events of Holy Week. They will learn about the Paschal Triduum at the heart of the Catholic Church's Liturgy and life. The children will learn about the liturgical journey from the desert of Lent to the garden of Resurrection, and recognise that this Paschal journey takes us from darkness to light, barrenness to fruitfulness, death to life.

To the Ends of the Earth

In this branch, the children will learn about the events from the Resurrection and Ascension to the coming of the Holy Spirit at Pentecost. They will explore the work of the apostles and early Church, and about the Catholic Church today as the apostolic Church and how its liturgy and structures flow from the early Church.

Dialogue and Encounter

In this branch, the children will learn how Christians work together with people of different religious convictions and all people of goodwill towards the common good, respecting the dignity of all humanity. They will also encounter other pathways of belief drawing on the teaching of the Church about how we approach interfaith/intercultural dialogue.

PSHE/RSE

- In 2020, Relationships Education and Health Education became statutory for all primary schools in England.
- As a Catholic school, our mission is to support the spiritual, moral, social and cultural development of all of our pupils, rooted in the wisdom and teaching of the Church.
- The education of children in human sexuality is an important, precious and privileged responsibility.



WHAT IS RSE?

- RSE is the life long learning about physical, moral and emotional development.
- It is the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care.
- It is also about the teaching of sex, sexuality and sexual health.

LIFE TO THE FULL

- We are introducing a new programme this year called **Life to the Full** by Ten Ten Resources.
- **Life to the Full** has been approved by our diocese. Furthermore, Ten Ten Resources have entered into a partnership with the Catholic Education Service and the Department for Education to provide training for teachers in Catholic schools on the subject of the RHE statutory curriculum. Therefore, we are confident that this programme is a very good fit for our school.
- Further details and access to a parent portal will be sent out by Mrs Brown, our RSE Lead.

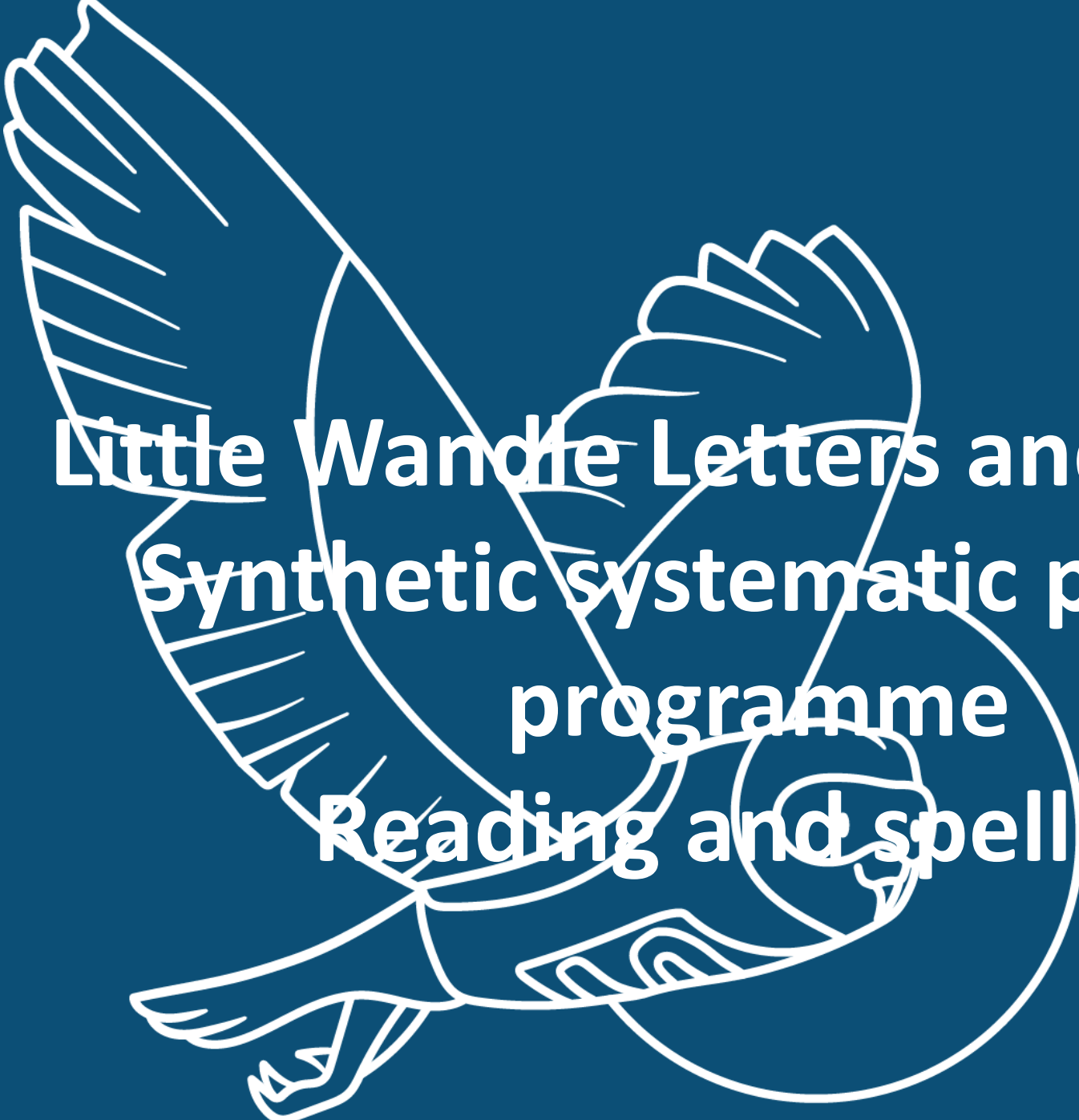


RSE AT ST CHARLES BORROMEO

- RSE forms a part of the RE, PSHE Programme (Personal, Social and Health Education) and science curriculum.
- Our key objective is the well-being of the child.
- We believe parents are the prime educators of their children.
- The school, church and family will work together; our role as a school is to support you.

PE LESSONS

- P.E. lessons take place on a Wednesday and Friday afternoon.
- Wednesday's P.E. lesson is taught by Mr Seuke.
- Please send children in in their PE kits on these days.
- Please remember to remove earrings on these days.

A large, white line-art illustration of a bird in flight is centered on the page. The bird is shown from a side profile, with its wings spread wide and its tail feathers visible. The entire illustration is composed of simple white outlines against the dark blue background.

Little Wandle Letters and Sounds

Synthetic systematic phonics programme

Reading and spelling

It is a very in depth scheme, ensuring the children have a deep understanding of the different sounds each grapheme can make



Reading and spelling

ea

A large, bold, black lowercase 'ea' is centered on a white rectangular card with a thick orange border. At the bottom of the card, there is small, faint text: '©2021 Wandle Learning Trust. All rights reserved. Little Wandle Letters and Sounds Revised'.

Graphemes

The written letters that
make a sound

each /ee/
head /e/
break /ai/

A large, bold, black lowercase 'ea' is centered on a white rectangular card with a thick orange border. To the right of the card, the words 'each', 'head', and 'break' are listed vertically, each followed by its corresponding phonetic symbol in a smaller font: /ee/, /e/, and /ai/.

Phonemes

The smallest unit of
sound in a word



We learn sounds, digraphs and trigraphs.
And all the alternative ways to write
the phonemes eg sh:

shell

chef

special

caption

mansion

passion



Tricky words

Words where the graphemes do not match the phonemes are learned separately.

e.g was
one
the

The tricky word list will change throughout the year as new alternative sounds are learned. e.g once the children are taught that o-e can make the alternative sound u, it is no longer a tricky word.

Spelling

- Say the word.
- Sound talk the sounds. (Segmenting)
- Count the sounds.
- Write them down.



- Children can access a 'grow the code' chart to help them find a suitable grapheme.

Grow the code grapheme mat Phase 2, 3 and 5

S	s	t	p	n	m	d	g	c	r	h
s	ss	tt	pp	nn	mm	dd	gg	ck	rr	
c	se			kn	mb			ck	wr	
ce				gn				cc		
st								ch		
sc										
b	f	l	j	v	w	x	y	z	qu	
bb	ff	ll	jj	vv	wh			zz		
	ph	le	dge	ve				s		
		al	ge					se		
								ze		
ch	sh	th	ng	nk	a	e	i	o	u	
tch	ch					ea	y	a	o-e	
ture	ti								ou	
	ssi									
	ci									

Grow the code grapheme mat Phase 2, 3 and 5

ai	ee	igh	oa	oo	yoo	oo	ar
ay	ea	ie	o	ue	ue	ou	a*
a	e	i	o-e	u-e	u	oul	al*
a-e	e-e	i-e	ou	ew	u-e		
eigh	ie	y	oe	ou	ew		
igh	y		ow	ui			
ey	ey						
ea							
or	ur	ow	oi	ear	air	zh	
aw	er			ere	are	su	
au	ir			eer	ere	si	
aur	or				ear		
oor							
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a							
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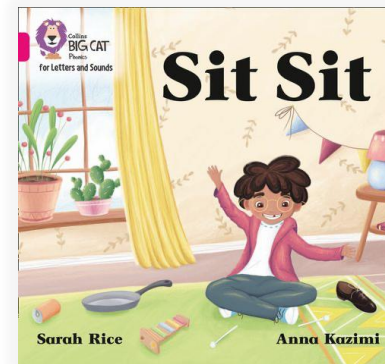
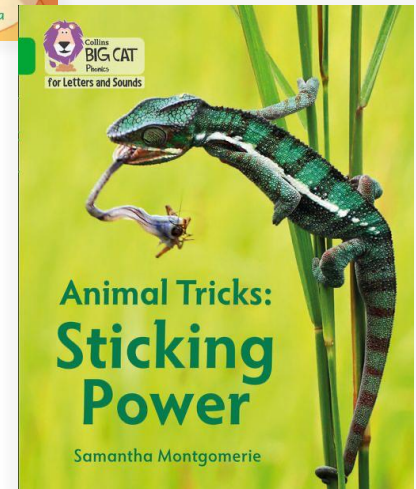
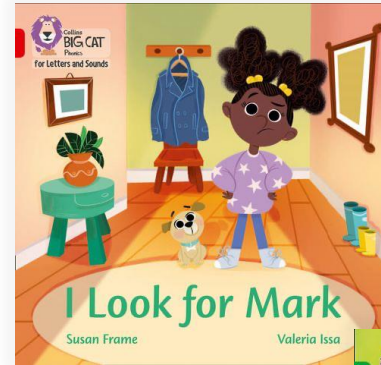
*Depending on regional accents

How do we teach reading in books?



Reading practice sessions are:

- timetabled three times a week
- taught by a trained teacher/teaching assistant
- taught in small groups.
- Same book all week
- On the first practice of the week, we focus on words, phonemes and new vocabulary from the book - words from the book are sent home to practice.
- The second session focusses on Prosody (expression)
- On the last practice of the week discuss comprehension and the book is sent home for children to read to you. They should be able to read with some fluency.
- **It is essential the books remain in the folders in the children's book bags to keep the programme running fluently.**



Replacement Books

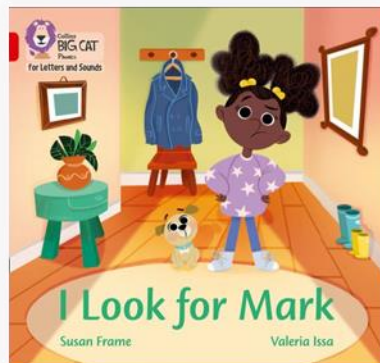


Please be aware lost Little Wandle books have cost the school a lot of money to replace.

We now charge £8 per lost book. Alternatively you could choose to replace the book from an online store e.g Amazon.

We keep records of the books and word cards given to individual children and the children will be reminded to hand it back to the adult during their reading groups. If they are unable to hand it back to the adult in this session they will be reminded to look for it at home. Failing a return after this, an email will be sent from the office.

We thank you for your help and understanding with this.



= £8

We use assessment to match your child the right level of book

Little Wandle Letters and Sounds Revised Reception
Child assessment

Autumn 1

m	a	p	c	o
s	g	k	u	h
i	t	n	r	f
d	ck	e	b	l

sat man hug red peck



Reading a book at the right level

This means that your child should:

- Know all the sounds and tricky words in their phonics book well
- Read many of the words by silent blending (in their head) – their reading will be automatic
- Only need to stop and sound out about 5% of the words by the time they bring the book home – but they should be able to do this on their own.



Supporting your child with phonics

The Little Wandle website has lots of information for parents.

The most useful information is support with the different sounds on the grow the code chart

<https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>



**Phase 2 sounds taught in
Reception Autumn 1**



**Phase 2 sounds taught in
Reception Autumn 2**



**Phase 3 sounds taught in
Reception Spring 1**

This video link below demonstrates the articulation of phonemes ;

https://www.youtube.com/watch?v=BqhXUW_v-1s

Phonics screening occurs in the summer term

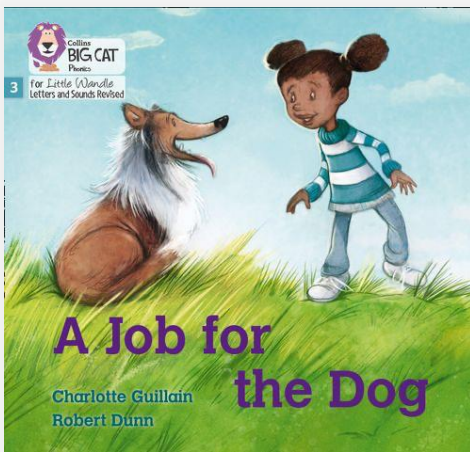


Reading at home

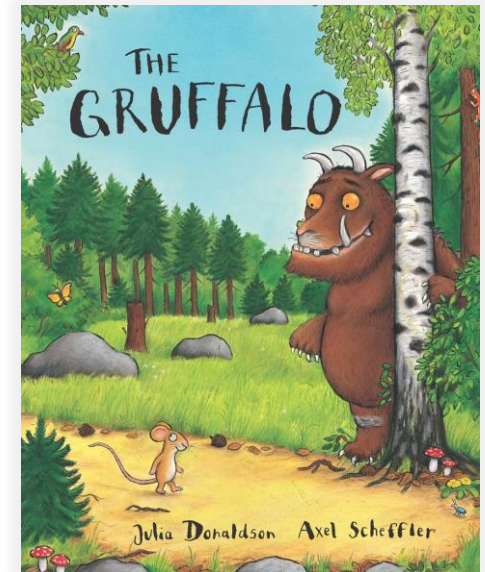


Books going home

1 Reading practice
book



Reading books for
pleasure plus Library
books (support
dependent)



Additional guidance




You tube video below about supporting you child with their reading.

<https://www.youtube.com/watch?v=6QVfbYvPaAM>

Discover your child's next favourite book with the BookTrust Bookfinder: search children's books by theme, genre and age.

<https://www.booktrust.org.uk/books-and-reading/bookfinder/>

This will come home every week. It matches the sounds being taught. It provides the opportunity for support and challenge at home.

Little Wandle - Letters and Sounds Year 1 Phonics Home Learning	
Phase 3 & 4 (review) / Phase 5 - Autumn 1 Week 1 Focus - Review Phase 3 phonemes	

Please support your child to practise and reinforce the phonemes and graphemes we are learning in school. More information and support can be found on the Little Wandle website - <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

Phonemes we will be focusing on this week in school -

ai	ee	igh	oa
oo	ar	or	ur
oo	ow	oi	ear

We will be reading and writing words. Can you see this week's focus phonemes?

tail	feel	right	road
food	bar	born	surf
down	join	near	soap

We will be reading and writing sentences. Can you spot any tricky words? Can you see this week's focus phonemes? Can you read these sentences fluently?

The toads feel so cool.

The boot on my right foot is too hard.

I can see foxes in the car lights.

We can go down to the town on the bus.

We will be practising tricky words. Can you spot the tricky part of the word?

no	go	so	my	by
to	into	out	the	

We will be spelling words. Can you write these words? Can you use the correct phonemes?

right	hard	took	hear
-------	------	------	------



	Words	Monday	Tuesday	Wednesday	Thursday
1	right				
2	hard				
3	took				
4	hear				
5	go				
6	my				
7	so				
	LOOK	SAY	COVER	SPELL	CHECK

Challenge - try to write a word in a sentence.

	<u>Working towards the expected standard</u>	<u>Working at the expected standard</u>
COMPOSITION: PURPOSE & AUDIENCE	Can orally sequence a short narrative and with support, write a short narrative that includes sentences which are sequenced.	Choose to write for a variety of purposes and in a variety of contexts (secure from Foundation Stage).
	Use familiar adjectives to add detail.	Compose sentences orally and in writing.
		Sequence sentences to form a short narrative or non-fiction writing after discussion with the teacher.
		Use basic descriptive language e.g. adjectives, verbs sometimes used.
		Re-read and check writing makes sense.
GRAMMAR		Combine words to form grammatically accurate sentences.
		Join words and clauses using 'and'.
PUNCTUATION	Demarcate some sentences with capital letters and full stops	Demarcate most sentences with capital letters and end punctuation (full stops, question marks and exclamation marks).
	Begin to use capital letters for names and the personal pronoun "I".	Use capital letters for names and the personal pronoun 'I' mostly correctly.
TRANSCRIPTION	Spell some common Year 1 exception words* (when used)	Use phonic knowledge and skills from FS and Y1 to spell phonemically regular words correctly and make phonically-plausible attempts at others.
	Use some words using common digraphs and trigraphs correctly. (e.g. b <u>oa</u> t, ch <u>ea</u> p, l <u>igh</u> t)	Apply simple spelling rules, as listed in Appendix 1 .
	Form lower-case letters in the correct direction, starting and finishing in the right place	Spell many Year 1 common exception words correctly when used.
	Form lower-case letters of the correct size relative to one another in some of the writing	Spell days of the week.
	Use spacing between words.	Name the letters of the alphabet and name the letters of the alphabet in order.
		Add suffixes to pluralise nouns -s or -es e.g. dog/dogs: wish/wishes.
		Add suffixes to verbs where the root word remains the same e.g. help/helped/helping/helper.
		Form lower-case letters in the correct direction, starting and finishing in the right place.
		Write capital letters and digits (0-9) of the correct size, orientation and relationship to one another and to lower case letters.
		Use spacing between words that reflects the size of the letters.

Year 1 Writing Assessment Grid

Working at greater depth

Use some words chosen for effect, and appropriate to the subject matter. (e.g. quickly running, a very hot kettle)

Use some topic related words accurately to convey information.

Use extended simple sentences to add interest.

Use the full range of punctuation taught at year 1 mostly correctly (full stops, capital letters (including proper nouns and personal pronoun I), question marks and exclamation marks)

Use capital letters for most proper nouns.

Use words other than 'and' and 'then' to join ideas together

Consistent in use of lower case and capital letters

Add suffixes to pluralise nouns and endings to verbs (where the root word remains unchanged) mostly correctly in their writing

Spell almost all words in the Year 1 and 2 list accurately.

Begin to use the diagonal and horizontal strokes needed to join letters in their writing.



An example of writing Working towards the expected standard.

10.3.20 I can write sentences to retell the story of The Lucky Seed. I can make sure I have a capital letter, full stop and a conjunction.

G.G.

ed



Capital letters and full stops becoming increasingly consistent.

Using the conjunction 'and' to join some main clauses.

One day a farmer went to sell some seeds at the market. Suddenly the wheel broke on a lorry and a seed fell out of the cart. A bug pushed the seed in to the ground and the seed woke it to life. It began to grow. Finally the bird tried to pull the seed out but it had already had roots.

Correctly spelling year one common exception words: one, day, some, the, pull, to

L.O.: To retell my holiday news,
using conjunctions and description.

Yesterday I went to Merry Hill and I had had ^{nothing} to drink. The things I got were pants, under shirt and socks. After that I needed to go to my boring home. The time we got home I was crying because ^{longer} I wanted to stay a bit longer.

An example of writing Working at the expected standard

An example of writing Working at the expected standard

The title is the hedge hogs.
The main character is called
Max. Max is ^{all} cheeky and brave.
In Max's family there is
Max's three ^{sisters} sisters and
Max's parents called
mum and dad. In the
story Max was trying
to find a safe place for
all hedges to cross the
road safely. Max

Text 1

Dear E elephant listen to a buddhim story
I am writing this
letter to tell you
how to behave.
I all haven't behaved
at all. I all mustn't
copy anyone at all that
throws things at other
people. How would you
feel if someone
attacked you or threw
you?
From T. O. H.

Text 2

the message
or story?

HOMework

- Reading for pleasure - please read regularly (every evening if possible) with your child.
- To support children with particular needs, additional work may be sent home throughout the year- you will be informed if this should be required. It is usually phonics.
- Spellings - quiz at end of week.
- Curriculum support work books - after half term. We order maths books to start and do different booklets in different terms e.g writing phonics and SPAG.


What is the Behaviour Curriculum?

The reasoning behind the curriculum is that it creates a settled, calm environment in which all the children will learn better. It creates boundaries and structure within the classroom and playground.

At the core of our **Xavier Behaviour curriculum** sit three strands-
Ready
Respectful
Safe

We allude to this in every lesson on a regular basis, using this terminology.

All staff are involved and Miss Willcox refers to it in her **Celebration of the Word**

- 
- **The following slides show-**
 - **The keys messages that your children have been told and will continuously hear**
 - **The expectations of all adults in the school**
 - **How you, as parents and carers can support the school but most importantly your children**



Ready

I have all my equipment and books needed for



the day.

I have my homework or reading completed prior



to the lesson.

I wear my correct uniform, in the correct way.

I am calm and able to enter the classroom and



settle to learn.





Ready



Respectful



Safe



Respectful






I can use    +     to


peers.

I can use        to

      when I need attention.

   +   when I need attention.

I can    +   and use it










appropriately.


Ready


Respectful










Safe






Safe











 I  make  others  feel  loved  and  safe  as part of the  school



community.








 I  use  kind  gestures  words  and  actions  with others.

 I  use  equipment  and  furniture  appropriately  and  safely,










 presenting  no  risks  to others.

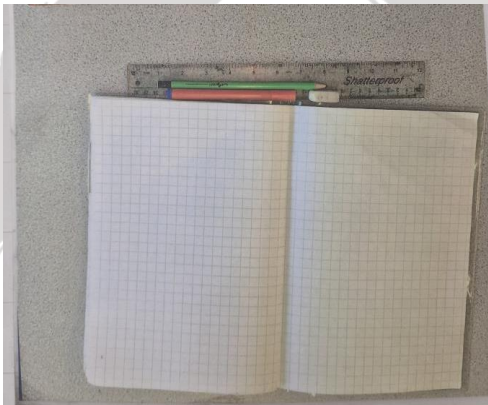
 I  make  sure  my  actions  and  wordskeep  others  safe  both


physically and emotionally.















 I  do not  use  physical  or verbal aggression  towards  others.


Ready

 I  have  all  my  equipment   books  needed for
the  day.

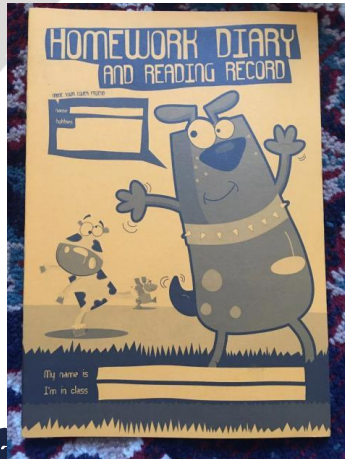


Visual Task Schedule: Sitting at Desk, Circle Time, and Arriving

Sitting at Desk	Feet on Floor 	Eyes Looking 	Ears Listening 	Quiet Hands 	Ready to Work 	
	✂					
	Circle Time	Find Spot 	Sit Nicely 	Quiet Hands 	Ears Listening 	Ready for Circle Time 
		✂				
		Arriving	Coat on a Hook 	Hang up Backpack 	Turn in Homework 	Check Schedule  <small>✓ Check Schedule</small>

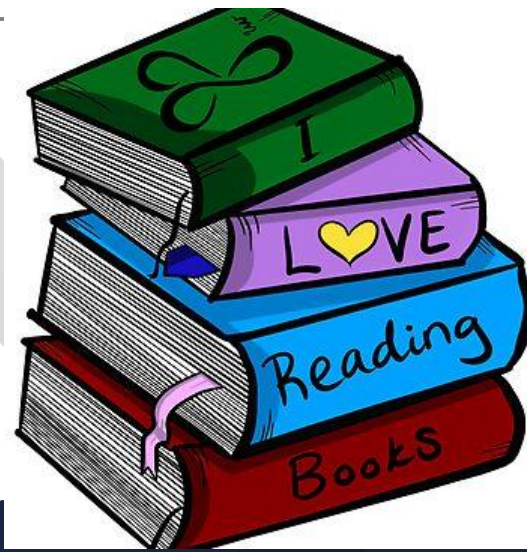


Ready



I have my homework or reading completed prior

to the lesson.












I wear my correct uniform, in the correct way.

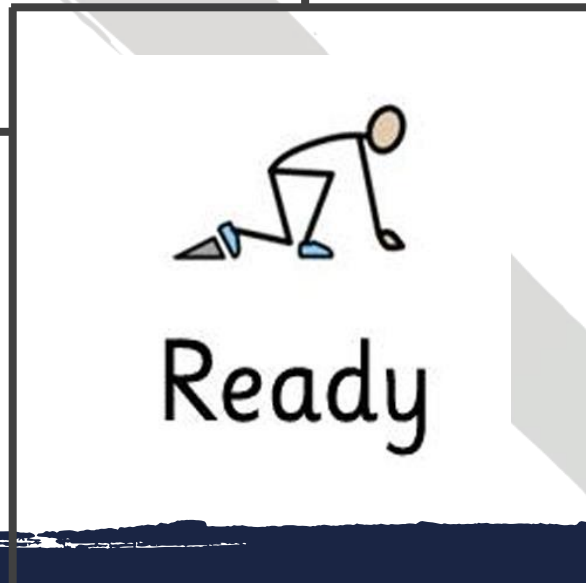
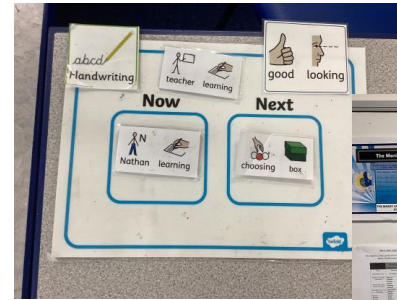


No jewellery other than a watch and stud earrings



 +
 

 +
 
 +

 I am calm and able to enter the classroom and



 settle to learn.





Respectful

I can use polite and kind words when speaking to
peers.



I can use my words to say kind things.



I can use respectful words when speaking to adults.




Respectful

Respect Scenario Cards

Sarah's teacher noticed that she was struggling with her work. She asked Sarah to stay behind to offer some extra help. Sarah admitted that she needed some help and took up the teacher on the offer of more support in class.



Who is showing respect or disrespect? How?

Respect Scenario Cards

Sean and Peter walked down the school corridor quietly. They allow Mr Stevens to pass, make eye contact and greet him. Mr Stevens greets the boys with a smile and responds.

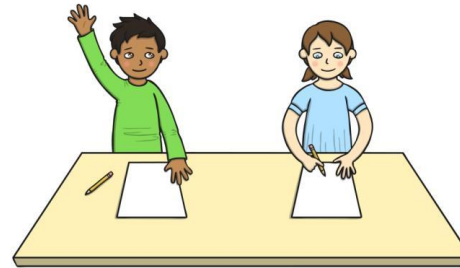


Who is showing respect or disrespect? How?

I can put my hand up when I need attention.



I need help please.



Help!

I have a problem I'm stuck!
I have a question I'm not sure
I'm confused! I need help!



Respectful



I'm OK


No problems here! All is good!
I feel great! I'm full of ideas!
I'm working well! Sorted!

   + 
I can work quietly and calmly.



Respectful



Noise-O-Meter		
		Outside Voices
		Inside Voices
		Whisper
		No Voices

I can respect school equipment and use it

appropriately.

Respectful

I Can Respect Shared Supplies

<p>Markers</p> <p>Do not sharpen us until we're gone you need us all year long!</p> <p>Do not break us, keep us straight so you can color and create!</p>	<p>Dry-Erase Markers</p> <p>Do not break us, keep us straight so you can color and create!</p>
<p>Dry-Erase Pens</p> <p>Do not break us, keep us straight so you can color and create!</p>	<p>Erasers</p> <p>Do not break us, keep us straight so you can color and create!</p>

Respect the lives of your supplies!

Please don't sharpen us until we're gone you need us all year long!

Clean my cap and close it tight all you have to do is turn it to the right!

Take care of your scissors be safe and be fair scissors cut paper not your hair!

Make sure you wash and keep me clean so I can paint a pretty scene!

Do not break us, keep us straight so you can color and create!

Snap my cap so I won't dry you can do it if you try!

I Can Respect Teacher Furniture

Even drawers need a little bit of RESPECT

Chairs

Explicitly teach your expectations

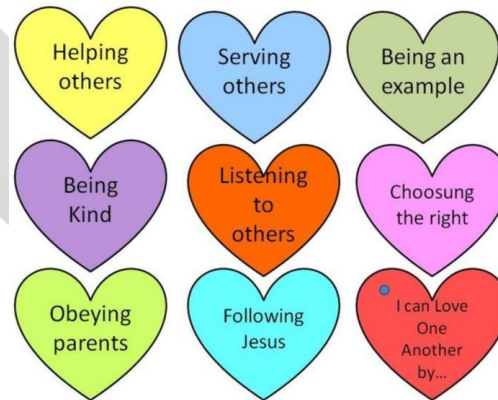
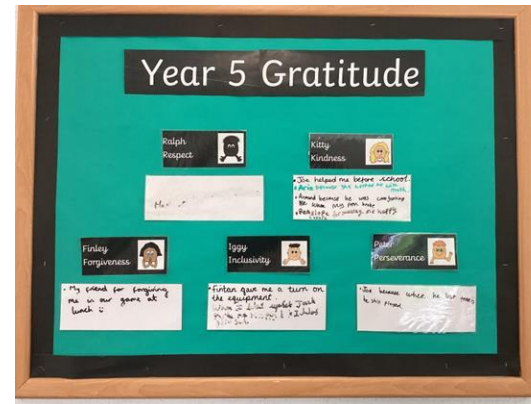
I make others feel loved and safe as part of the school



community.







Safe



I use kind gestures, words and actions with others.




 nice meeting you	 well done!
 I love you	 perfect

Kind Hands,
Kind Feet, Kind Words







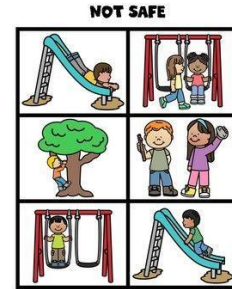
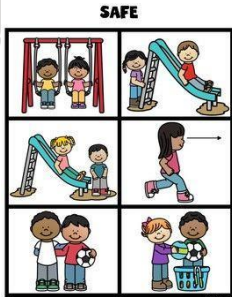

 I use equipment and furniture appropriately and









 safely, presenting no risk to others.



     +    
I make sure my actions and words keep others

  +
safe both physically and emotionally.



Is It OK for Someone to Do This to You?



A girl in your class keeps calling you names like stupid and ugly.

Kam was taking ages on the slide. I pushed him out of the way so I could have a turn. The slide is so much fun!

Kam's thoughts:





Safe

I do not use physical or verbal aggression towards

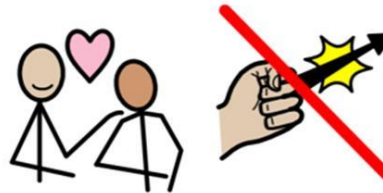
others.

Story about Playtime

At school we need to stay safe and keep other children safe.



We stay safe by using kind hands and feet. This means no hitting or hurting with hands and feet.



If someone upsets me or I get cross I must walk away and do 5,4,3,2,1. I can always ask an adult to help me.



SCHOOL RULES

- Children are familiar with our school and classroom rules
- A warning followed by the 'Steps' system is in place as a reminder for children not following these rules.
- Step 3 or above- a teacher or member of the SLT will have a conversation with a guardian.

Rewards

- Children rewarded individually with class dojos (online points), certificates, merits and stickers. Also Head Teacher awards and certificates in assemblies.
- Class can be rewarded with marbles (stars) which are collected to earn a marble treat.
-

< Ms. East's Class 25 Students 30 Parents

[Classroom](#) [Portfolios](#) [Class Story](#) [Messages](#)

[Students](#) [Groups](#)



Whole Class

7629



317



278



232



408



337



148



354



286



268



298



413



342



348



383



289



399



213



EDUCATIONAL VISITS

- Weybridge Walk – Geography map skills Tuesday 7th October
- Wisley Garden - 23rd October
- Weybridge fieldtrip in Weybridge– Autumn Term
- KSI Nativity – 11th and 12th December 10am
- COAM – Spring Term 21st May 2026
- Whole KSI trip– Summer Term



Y1 Harvest Assembly 2nd October 9.30 am

PARENTS ATTENDING EDUCATIONAL VISITS

We **always** appreciate and value volunteers on school trips – without them trips would not be able to take place.

Please be aware however that the school policy is that parents on school trips will **not** have their own children in their groups.

This is to ensure:

- The safeguarding at all times of **ALL** children in a group.
- The adult is free to focus on **ALL** children in the group for greater safety, rather than concentrating on their own child.
- Increased independence for the children who will need to be responsible for their own belongings.
- Greater social skills – School visits are great for friendship building and this does not happen for all children when they spend the day with their own parent. They are encouraged to eat and socialise in the company of their peers.
- Behaviour is better for all children when they are not with their parent.
- On occasions, there might be exceptional circumstances where we may ask a parent to accompany their child e.g. for medical or SEND reasons.

Parents helpers in school

Parents will need to have a current DBS and undertake Safeguarding training. Parents are also asked to agree to confidentiality when working with children or assisting on trips. Guidance can be provided by the office

In year 1, help is greatly appreciated for:

- weekly computing lessons after the half term (Monday AM)
 - Particular class activities such as food tech (making soup etc)
 - Special occasions such as Christmas craft day
 - Regular book changing
 - Class educational visits
-
- Should you wish to contribute regularly or even for a specific event at any time, please speak to Mrs McNab or Mrs Palmer in the office.

The curriculum information and supporting useful information shared this evening can be found on the St Charles website as seen below



ST CHARLES BORROMEO CATHOLIC PRIMARY SCHOOL AND NURSERY

+ QUICKLINKS



HOME ABOUT US SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) ADMISSIONS NEWS CONTACT US

SCHOOL INFORMATION EARLY YEARS (EYFS) PARENTS INFORMATION



Home > School Information > Curriculum > Year Groups

Year Groups

Please click on the required year group for termly **curriculum** information for each year.

For information regarding "Early Learning Goals" for EYFS, please click on the **Reception** class link

At present, the school children are divided by age, into seven teaching groups. The maximum permitted class size in Key Stage 1 (KS1) is 30 children for one teacher. The school is well-equipped and each child works with books and materials most suitable for them. The children are encouraged to work both independently and to

In this section

Nursery

Reception

Year 1

Year 2

GENERAL POINTS

- Payments – online or place in red box by Office. Please mark envelopes clearly with child's full name, year group, activity & amount.
- Please check children's bags for letters.
- Absences – please try to encourage attendance.
- Forgotten items – place in blue box by Office.
- Holidays – please try to take holidays out of term time.

GDPR

(GENERAL DATA PROTECTION REGULATION)

- We value capturing and sharing the learning and experiences of your children using photographs. We have obtained your permission for the use of photos which may contain your children around the school and for use for a wider audience (ie. web site or newspapers).
- We would like to make it clear how photos of your children may be used within the school. They may be shown in displays. Individual and groups photos could be used in exercise books that are sent home. As already mentioned, sometimes photos may have a wider audience e.g. our website, newsletter, Xavier publication and yearbook.
- You can contact the school office should your 'permissions' preferences change at any point or if you have any questions- preferably via email.
- **We are happy for photos to be taken at special school events for family sharing only. We ask parents helping around school and on educational visits to not use their personal devices for photographs.**
- **We ask that parents do not publicly share any photos that show other children in any way, for example on Social media platforms such as Facebook.**

Year 1 Common Exception Words

the
a
do
to
today
of
said
says
are
were
was

is
his
has
I
you
your
they
be
he
me
she
we

no
go
so
by
my
here
there
where
love
come
some

one
once
ask
friend
school
put
push
pull
full
house
our

End of Day

- Children are encouraged to be independent with their belongings.
- Please make sure belongings are named
- We ask children to inform us when they see their parent/guardian.
- If running late, children will be taken to the office.
- Children attending clubs are sent to correct place



Last, but not least...

- Absences - Please inform the school in the morning for each absence.
- Water bottles every day - the type with a spout please.
- Milk - Cool milk. You need to register online. It may take up to a week to come through.
- Book bags - please limit the large key rings as they do not fit in the trays.
- No toys or valuables in school please.
- If children have very sore lips in winter, it is acceptable to keep a plain tube of lip balm. No novelty lip balms please.
- The best way to contact me is through the school 'info@' email address.



- Dates - some assistance requested

- After half term
- Grandparents talk about childhood in first week if any grandparents want to get involved
- Computing curriculum starts - regular volunteers appreciated



**THANK
YOU**