

Meet the teacher September 2025

Year 1

Who is Who?

- **Mrs Orchard**– Class Teacher
- **Miss Morris**– Teaching & learning assistant
(Monday, Tuesday, Wednesday & Thursday)
- **Mrs Camano**– Teaching & learning assistant
(Friday)
- **Mrs Stenning**– PPA Teacher
(Wednesday morning)
- **Montyz Music**– Music Teachers



Start of the Day



- Children are expected to be in school between 8:45am and 8:55am.
- No cycling or scootering in the playground at this time.
- Year 1 need to enter the building via the main entrance.
- Parents/carers should leave the playground once their child is in school.
- If you are late, please ensure your child comes into school via the Main Office. They will be signed into the late book.
- If your child is absent, please contact the school and inform us. An indication of your child's symptoms would be beneficial so that we can support you and your child.



End of the Day



- Children should be collected at 3:15pm from the Main School Entrance.
- Please arrive and exit the playground promptly through the main school gate.
- If for any reason you are late, please notify the Main Office. Late collections will be registered in the late book.
- Please inform us if your child is being collected by someone else by phoning the school office or via email.
- No cycling or scootering at these times.



Uniform

- All school uniform and kit should be **clearly named**.
- Every **Tuesday** and **Wednesday**, pupils should come to school wearing their PE kit.
- Indoor PE kit: Sacred Heart maroon t-shirt, navy blue school shorts or skort, white socks and trainers.
- Outdoor PE kit: Sacred Heart tracksuit jumper and bottoms, white socks and trainers.
- Children should not be wearing jewellery .
- Hair tied back for school at all times.
- Ties are expected to be worn with winter uniform.
- Winter uniform after half-term until after the Easter holiday.



Equipment

- Children should bring their Book bag, reading journal, reading book to school every day.
- Every child should have a named water bottle (and a packed lunch if they have one).
- Your child will need to bring in a coat as the weather becomes cooler.



Behaviour

Rewards	Consequences*
✓ Stickers	✗ Timeout
✓ Beanstalk	✗ Down the beanstalk
✓ Marbles	✗ Reflection activity (Restorative Approach)
✓ Star of the Week	✗ Discussion with another teacher
✓ Reader of the week	✗ Discussion with the headteacher\deputy headteacher
✓ Writer of the week	
✓ Writer of the month	
✓ Good Manners	
✓ Headteacher Award	

* Please note that while in some instances the consequences escalate as written – this may not always be the case.



Transition from Reception to Year 1

- Now your child has entered Year 1 they will be following the KS1 National Curriculum. Teaching is based around a theme similar to the Foundation Stage e.g. Space. We try to make learning as enjoyable as possible for the children.
- The Foundation Stage provides a solid foundation of which all future learning builds upon. Moving into Year 1 children are introduced to a slightly more formal curriculum. We recognise that Key Stage 1 is different from the Foundation Stage and so we do everything we can to ensure the children feel happy and comfortable during this transition.



Transition from Reception to Year 1

Our Goals are:

- To support pupils adapting to the Year One routine.
- To develop children's level of independence and maturity.
- To provide an environment suitable to more formal learning with interesting and fun interactive activities.
- To provide a balanced and stimulating curriculum based upon the National Curriculum.
- To develop a love of learning!



Curriculum

- English:
 - Reading: fluency, prosody and comprehension skills.
 - Grammar, Spelling and Punctuation 'Non-negotiables'.
 - Phonics.
 - Class Text this term:
Peace at last
Mini Rabbit not lost
- Mathematics:
 - White Rose curriculum and Mastering Number.
- Curriculum newsletter issued every term.
- A weekly email will be sent out every Friday:
 - Any changes to school routines and events will be communicated via email.



Daily Routine

Year 1 Autumn 1 Timetable 2025

Time	Monday	Tuesday	Wednesday	Thursday	Friday
8:45 - 9:15	Prayers & Register 9:00 - 9:20 Themed Assembly	Prayers & Register Sensory circuit	Prayers & Register Sensory circuit	Prayers & Register Sensory circuit	Prayers & Register Sensory circuit
9:00 - 9:20	English	Music	Art/DT	Maths	Spellings
9:20- 10.15		PE- Indoor			Computing/Library
10:15 - 10:30	Break	Break	Break	Break	Break
10:30 - 11:15	Maths	English	10:30-11 PSHE	10:30-11:00 KS1 Hymn Practice	Science
11:15-11:45	Phonics	Phonics	Phonics	Phonics	Phonics
			Class Liturgy & Prayer	French	
11:50 - 12:50	Lunch	Lunch	Lunch	Lunch	Lunch
12:50 - 1.05	ERIC/ Reading practice	ERIC/ Reading practice	ERIC/ Reading practice	ERIC/1:1 reading	ERIC/1:1 reading
1:05 - 2:00	Geography	RE	PE - Outdoor	RE	Maths Problem solving
2:00 - 2:10	Break Spellings	Break	Break	Break	Break
2:10 - 2:55	English/SPAG	Maths	English	RE	Celebration assembly 2.25 - 3.05
	Spellings/handwriting	Spellings/handwriting	Spellings/handwriting	Spellings/handwriting	
2:55 - 3:15	Story	Story	Story	Story	Story



Phonics in Year 1

- The Year 1 phonics screening, school-based check is one that all children in England take at end of Year 1.
- We assess progress continually but is an additional check the government like us to do. It is another way for teachers to ensure that children are making sufficient progress with their phonics skills to read words and that they are on track to become fluent readers who can enjoy reading for pleasure and for learning.

Grow the code grapheme mat Phase 2, 3 and 5

S	s	t	p	n	m	d	g	c	r	h
s	tt	pp	nn	mm	dd	gg	ck	rr	wr	
ss			kn	mb			ck			
c			gn				cc			
se							ch			
ce										
st										
sc										
b	f	l	j	v	w	x	y	z	qu	
bb	ff	ll	ge	ve	wh			zz		
	ph	le	al					s		
								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	u*	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		
aigh	y		ow	ui			
ey	ey						
ea							
or	ur	ow	oi	ear	zh		
aw	er	ou	oy	ere	su		
au	ir			eer	si		
aur	or						
oor							
al							
oar							
ore							

*depending on regional accents



Phonics in Year 1 – How can I help at home

- Encourage your child to 'sound out' when reading or writing. Focus particularly on spotting more unusual sound patterns.

- Digraph- 2 letters making one sound = cow

- Trigraphs- 3 letters making one sound = night

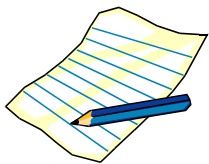
- Split digraphs- 2 vowels with a consonant in between. spine -
i_e

- **Reading daily is still the best practice to help your child learn their phonic sounds and progress in their reading and writing.**



Home Learning: English

- Home Learning :
 - Maths.
 - Phonics flashcards.
- Spellings: weekly list of words to learn.
- Reading:
 - To read aloud 10 minutes each day recorded in their Reading Journal.
 - Parents must sign the reading journal 5 times a week.



Home Learning

- Weekly home learning tasks will focus on consolidation.
- Home learning will be set on a Friday and should be handed in by the following Tuesday.
- Children will receive Spellings and Maths/Handwriting home learning every week. As we progress through our Phonics lessons, Flashcards of graphemes we are learning will be sent home to consolidate their learning.
- They may get half termly home learning linked to RE and half-termly home learning linked to History or Geography and Science.



Home Learning: Maths

- One piece of Maths Home Learning a week linked to class content.
- Some tasks may be computer-based using an online platform like Mathletics.

3

7

10



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The importance of a good home and school partnership - for reference

Enhances the educational experience for the children and supports their overall development.

Key advantages

1. **Enhanced Academic Performance:** Improved academic results through consistent educational support.
2. **Improved Behaviour and Attendance:** Better behaviour and attendance from early issue resolution.
3. **Stronger Parent-Teacher Relationships:** Mutual respect and understanding between parents and teachers.
4. **Personalised Learning:** Tailored teaching strategies based on a deeper understanding of each child.
5. **Increased Parental Engagement:** Greater parental involvement in school activities and decision-making.
6. **Better Social and Emotional Development:** Supportive environments for emotional and social well-being.
7. **Consistency in Values and Expectations:** Consistent messages about education, behaviour, and effort.
8. **Resource Sharing:** Exchange of resources and strategies to support learning.
9. **Enhanced Community Ties:** Stronger sense of community among families and the school.
10. **Early Identification of Issues:** Timely support for academic, social, or emotional challenges.



Feedback Expectations

- Verbal feedback is a priority.
- Written feedback will be given as follows:
- Consistent use the codes detailed on our school marking policy.
- Children will have one focused mark in RE, Science and Learning Themes per topic.
- Children will receive Next Steps in Maths, once a week.
- Opportunities for Self and Peer Assessment will be introduced in activities that lend themselves to the process.



Our Mission

“Our mission is to create a harmonious community, where each one of us is a valued member who can ‘grow in love’, guided by the teaching of the Catholic Church.”

Our Vision

We work to fulfil the vision that each Sacred Heart pupil will:

- Demonstrate our school values and be active contributors at school, home and in the wider society.
- Value and develop their unique talents and gifts to reach their full academic and spiritual potential.
- Be effective communicators.
- Be aspirational for themselves and their peers.
- Develop their skills, knowledge and understanding to thrive as lifelong learners.

Our Values

- Achievement
- Care
- Consideration
- Generosity
- Love
- Mutual Respect
- Patience
- Prayer
- Tolerance

Values work continues each year—delivered via assemblies, lessons, the way we operate in class and the way we respond daily to situations.



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We work on these things at school not just the academic...

Behaviour & Attitudes

- Attitudes to learning
- Behaviour
- Attendance and punctuality

Personal Development

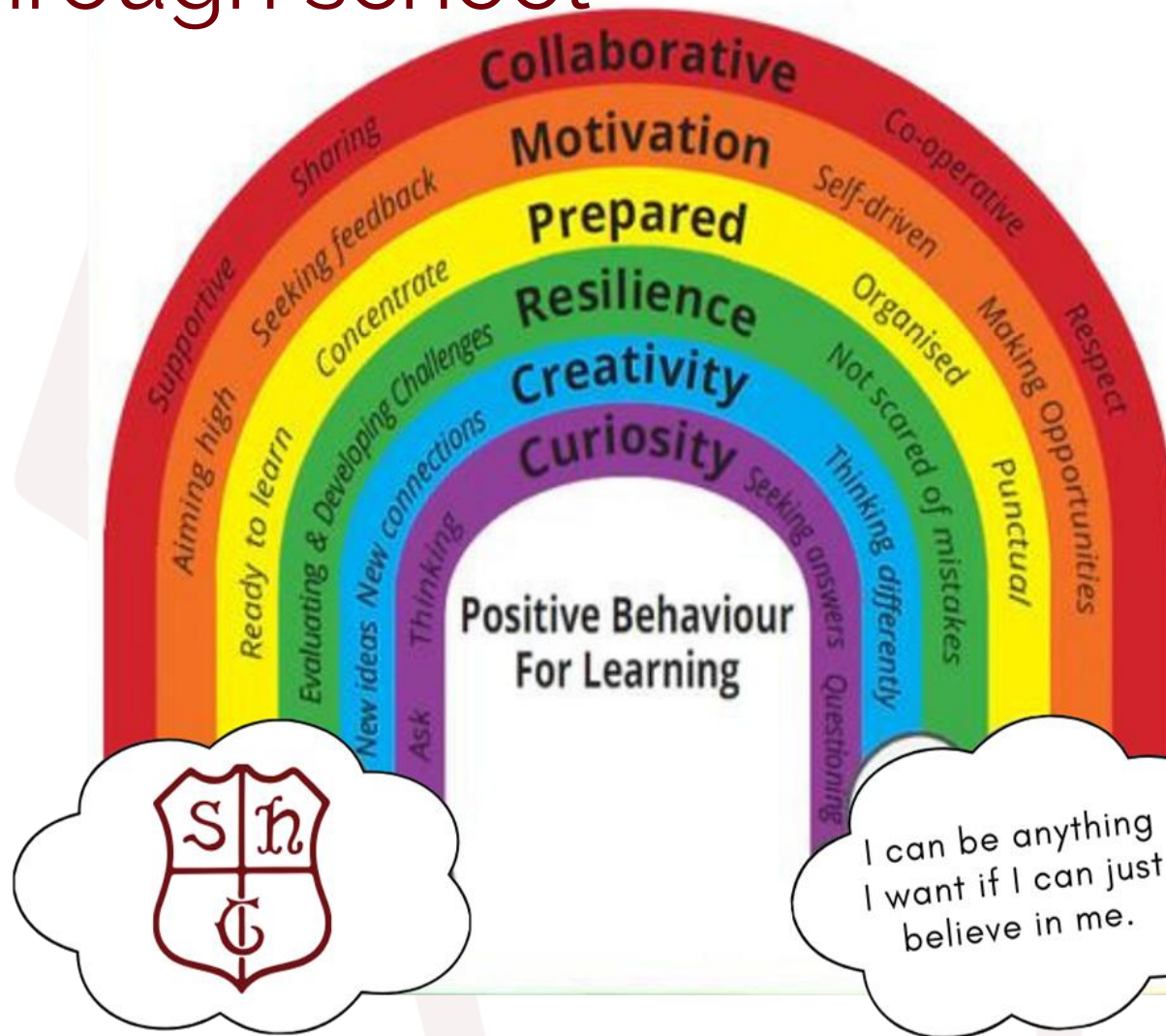
- Enrichment
- British, School and Gospel values
- Health and wellbeing
- Citizenship
- Equality and diversity
- Preparation for next steps – socially ready

Quality of Education

- Curriculum design, coverage and appropriateness
- Curriculum delivery - expert teaching ensuring progress, knowledge and skill development for all
- Pupils ready for next stage of educational journey

Pupils' spiritual and emotional wellbeing is underpinned by our RE curriculum, Collective Worship and Catholic Social Teaching

The Thrive Curriculum – continues all the way through school



The six developmental strands are:

1. Learning to be 0-6 months (Being)
2. Learning to do 6-18 months (Doing)
3. Learning to think 18 months – 3 years (Thinking)
4. Learning to be powerful and have an identity 3-7 years (Power and Identity)
5. Learning to be skilful and have structure 7-11 years (Skills and structure)
6. Learning to be independent and secure in your sexual identity 11-18 years (Separation and sexuality)

Let's help every child
thrive



There is a reason for every behaviour...

The Zones of Regulation Curriculum – continues

How can you help yourself?

The BLUE zone	The GREEN zone	The YELLOW zone	The RED zone
			
How might you feel?	How might you feel?	How might you feel?	How might you feel?
sad tired bored moving slowly	happy okay focussed ready to learn	nervous confused silly not ready to learn	angry frustrated scared out of control
What might help you?	What might help you?	What might help you?	What might help you?
Talk to someone Stretch Take a brain break Stand Take a walk Close my eyes	The goal of this exercise is to get to the GREEN zone. What can you do to be happy, calm and ready to learn?	Talk to someone Count to 20 Take deep breaths Squeeze something Draw a picture Take a brain break	Stop what I'm doing Make sensible choices Take deep breaths Ask for a break Find a safe space Ask for help



Restorative practice in school

The infographic is titled "Restorative Practice in School" and is enclosed in a blue border. It features five cartoon characters, each with a speech bubble containing a question. The questions are: 1. What happened? (green bubble, girl with red hair), 2. What were you thinking about at the time? (orange bubble, boy with brown hair), 3. What have your thoughts been since the incident? (purple bubble, girl with brown hair), 4. Who do you think has been affected by your actions? In what way were they affected? (pink bubble, girl with brown hair), and 5. What do you need to do now to make things right? (blue bubble, boy with blonde hair). The text "Restorative Practice in School" is written in blue, bubbly font in the center. At the bottom left is the URL "www.elsa-support.co.uk" and at the bottom right is the text "Images from My cute graphics".

1. What happened?

2. What were you thinking about at the time?

3. What have your thoughts been since the incident?

4. Who do you think has been affected by your actions? In what way were they affected?

5. What do you need to do now to make things right?

Restorative Practice in School

www.elsa-support.co.uk

Images from My cute graphics



The importance of reading



A love of reading is the best indicator of future academic success.



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Why is reading crucial for young minds?

1. It improves vocabulary
2. Boosts self-esteem – read often - speak and write with confidence
3. Improved concentration and memory
4. Enhances creativity
5. Builds critical thinking skills

Important: Please read with your child all the way through primary school. Continue to read aloud together even after they are a 'free reader' as this develops and maintains fluency.

Reading is key to everything in a child's education.



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Absence, Attendance and Punctuality

Absence is only authorised in exceptional circumstances. Please read the new Attendance Policy as new government guidelines are now effective.

Regular school attendance is an essential important part of giving your child the best possible start in life.

The school cannot authorise absences for holidays and all such requests will be unauthorised. In addition, any absence from school for holiday for longer than a period of 5 school days will be automatically referred to the Education Welfare Officer for follow up.

Please write to Mrs Green, Headteacher, if you require time off school at least two weeks in advance. A written response either email/letter will be sent back informing you of any decisions regarding the requests for absences.

Fines

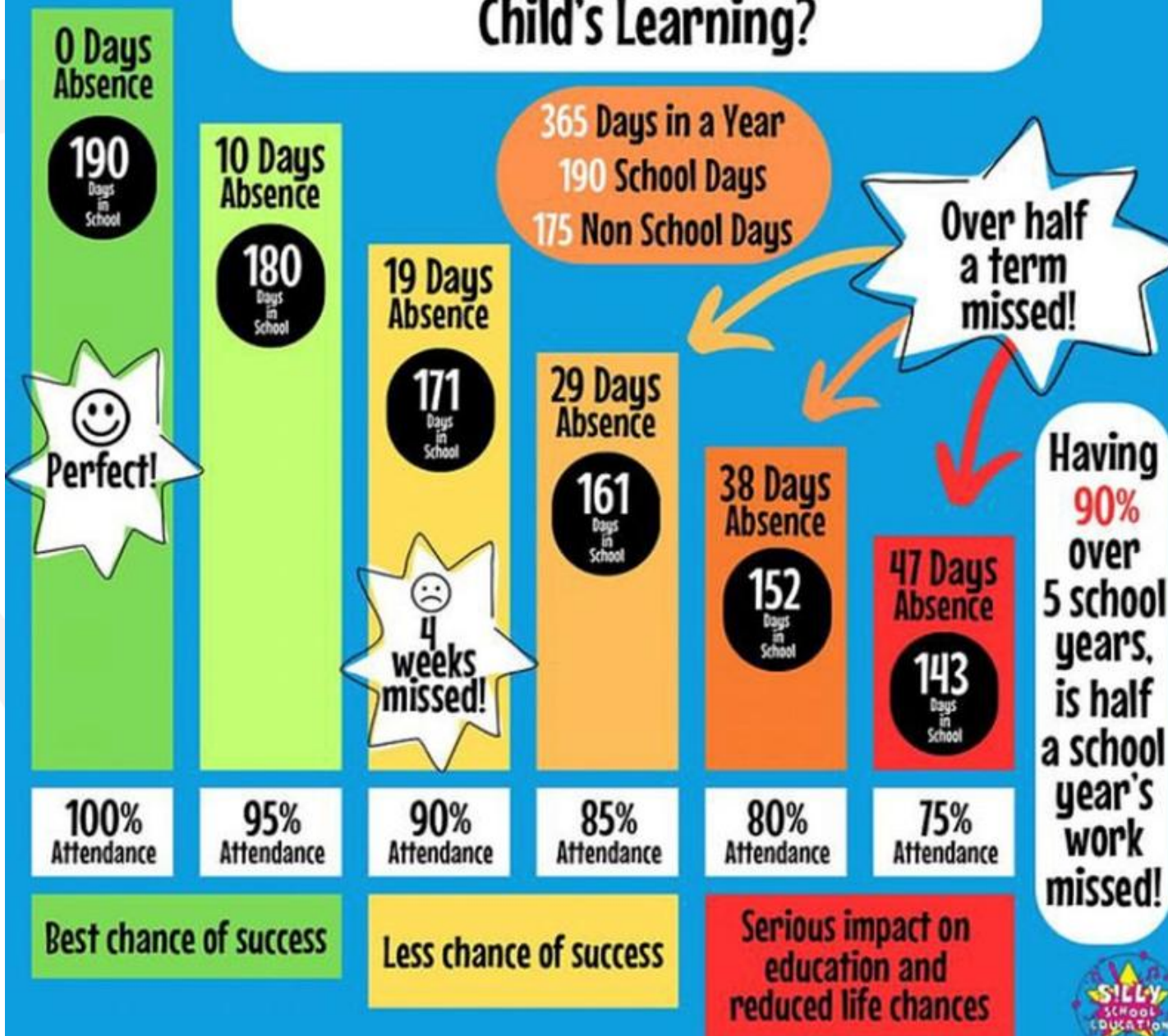
- Under new national rules, all schools are required to consider a fine when a child has missed 10 or more sessions (5 days) for unauthorised reasons. *Note these absences do not have to be consecutive.*

The school expects attendance of at least 95%. Children already have 175 days of each year not in school.

They are expected to attend 190 unless they are sick or there are exceptional circumstances.

Punctuality – children must arrive by **8.55 am**. Helping your child learn punctuality at an early age builds good habits for school and life. Being on time supports their learning, confidence and respect for others who are waiting on them.

How Does School Attendance Affect a Child's Learning?



HOW DOES YOUR ATTENDANCE IMPACT YOUR FUTURE?

Data released by the UK Department for Education shows that the lower your attendance the less likely you are to achieve in your GCSES.

100%

82%

Achieved 5 GCSES
grade 5+

(inc. Maths & English)

OVER 95%

77%

Achieved 5 GCSES
grade 5+

(inc. Maths & English)

92-93%

53%

Achieved 5 GCSES
grade 5+

(inc. Maths & English)

BELOW 90%

43%

Achieved 5 GCSES
grade 5+

(inc. Maths & English)

RESEARCH SHOWS THAT FOR EVERY 17 DAYS YOU MISS ACROSS YOUR SCHOOL CAREER, YOUR GCSE RESULTS GO DOWN BY 1 WHOLE GRADE!



ACHIEVING 5 OR
MORE GCSES AT
GRADE 5+ HAS
SHOWN TO INCREASE
YOUR LIFETIME
EARNINGS BY **41%**

There are
365 DAYS
in a year

175
are not spent
in school!

*That gives you plenty of time for holidays, TV, shopping and video games!

A message
from the...

Sacred Heart PTA

What we do...

- Fundraise vital funds for our school
- Run Events, creating memories for the children and families.
- Bring the SH community together.

You are already a member of the Sacred Heart PTA!

No need to sign up, everyone with a child at our school is automatically a member. The PTA welcome anyone who has time, talents or skills to offer, or can help in any way with our fundraising activities.



We ask **EVERY FAMILY** to get involved in the PTA in some way, with the common goal of supporting and enriching our childrens primary school years.

Any questions,

contact Becky Wilding - PTA Chairperson via your reps or at Sacredheartpta@gmail.com

The first PTA meeting will be held:

TBA

Attending one of the above meetings will give you all the information you need to know + give you the opportunity to share your ideas and have your say.

Ways you can support:

- Your Attendance (at events)
- Your Time
- Your Skills
- Your Ideas
- Your Contacts
- Your Financial Support

Any support, small or large, will be impactful & appreciated!

Talk to Us!

- Please do not hesitate to contact me:
- If you are worried about **any** aspect of your child's learning, well-being or experience at school.
- If you have questions or need clarification about school routines or home learning details we will try to respond to emails received within 48 hrs.

aorchard@sacredheart.richmond.sch.uk

- If your concern is urgent, please notify the office.



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THANK YOU for such a
**positive start to the
year!**

Your support and positivity means a
lot to Sacred Heart.

Any Questions?