

Working Together Meeting

Tuesday 16th September 2025

Key Stage One



Prayer

Lord Jesus,

We pray that your guiding light will forever shine upon our family of Our Lady and All Saints.

Help us to live as Jesus taught us by your word to love, learn and grow in faith and friendship together.

May we strive to always follow your example as we serve as earthly saints and journey together joyfully in your footsteps.

May we always hear God speaking to our hearts As we care, share and love one another.

We are all created by God's love and faith is our shared foundation.

Our Lady and All Saints

Pray for us.

AMEN



Daily prayers...

Sign of the Cross

In the name of the Father,
and of the Son,
and of the Holy Spirit.
Amen.



The Lords Prayer

Our Father, who art in heaven,
hallowed be thy name.
Thy kingdom come.
Thy will be done on earth, as it is in heaven.
Give us this day our daily bread,
and forgive us our trespasses,
as we forgive those who trespass against us.
And lead us not into temptation,
but deliver us from evil.
Amen.



Hail Mary

Hail Mary, full of grace,
the Lord is with thee:
blessed art thou among women,
and blessed is the fruit of thy womb, Jesus.
Holy Mary, Mother of God,
pray for us sinners,
now and at the hour of our death.
Amen.



Morning Prayer – KSI

Father in heaven, you love me,
you are with me night and day.
I want to love you always
in all I do and say.
I'll try to please you, Father,
bless me through the day.
Amen.



Prayer at the end of the day – KSI

God our Father, I come to say
thank you for your love today.
Thank you for my family
and all the friends you give to me.
Guard me in the dark of night
and in the morning send your light.
Amen.



Grace Before Meals – KSI

Bless us, O God, as we sit together.
Bless the food we eat today.
Bless the hands that made the food.
Bless us, O God.
Amen.





















Grace after meals – KSI

Thank you, God, for the food we have eaten.
Thank you, God, for all our friends.
Thank you, God, for everything,
Thank you God.
Amen.



CATHOLIC SOCIAL TEACHING

~ The Gospel On The Streets ~

Human Dignity	Common Good	Participation	Subsidiarity	Stewardship of Creation	Solidarity	Option for the Poor	Distributive Justice	Promote Peace
Luc the Deer	Chikondi the Giraffe	Patariki the Penguin	Sid the Sheep	Sofia the Sloth	Shristi the Sun Bear	Poppy the Popokotea	DJ the Dolphin	Daisy the Daisy
								
We are beautifully made in the image and likeness of God.	We are called to work for the good of each and of all.	We all have the right and duty to participate fully in society.	We are called to empower communities, to let everyone have a say.	We are guardians of God's creation, living sustainably and enhancing the well-being of our planet.	God created us as one global family, called to support our brothers and sisters.	The needs of the poor and vulnerable should be put first.	Everyone should have access to their fair share of resources.	We call for God's instrument of peace through seeking justice.
								

~ God has a plan for creation, a plan to build his kingdom of peace, love and justice

Catholic Social Teaching

Headteacher – Mr
Emery

Welcome to OLC Key Stage One

Deputy Headteacher
and KS1 Lead – Mrs
Vella

1M

Class Teacher - Mrs
Mitchell
PPA Cover – Mrs Cooper

1/2H

Class Teacher - Miss
Hannah
PPA Cover – Mrs Smith

2M

Class Teacher - Mr McEvilly
PPA Cover - Miss Badder

Points of Call...

- All queries/concerns should follow the process as follows...
- Class Teacher (via the office)
- Phase Leader/Deputy Headteacher
– Mrs Vella
- Headteacher – Mr Emery

Timetable...

- Mornings:
 - Registration & Class Prayers
 - Daily Power Maths (with White Rose),
- Daily English/Oracy, Phonic Bugs –Synthetic phonics, spelling and handwriting.
 - Short PE (30 minutes)

- Afternoons:
 - RE, Prayers, and Mass/Assemblies,
 - Science, PSHE, History,
 - Kapow Computing, Music, Art and Design
 - PE – Afternoon (1x hour),
 - Daily Reading and Challenges,
 - Zones of Regulation & iMoves (Mental Health),
 - Enrichment (every Tuesday afternoon)

Fine Motor Skills and Handwriting

At the beginning of every English lesson, we will incorporate elements of fine motor skills to develop muscle memory, strength and coordination.



These will be practised in different ways including hand exercises, play-doh, cutting, gluing and tracing.



This will support the children's handwriting by strengthening their pencil grip, which in turn will improve the neatness of their writing.



Each lesson, we will practise a new letter in both capital and lowercase.

Oracy

01

Oracy is the ability to speak and listen effectively and is just as important as reading and writing.

02

It develops communication skills and helps children find their voice, which will benefit all children as they grow.

03

Children learn through talk, so by modelling expectations around language, vocabulary and intonation, we can help children develop a greater understanding around speech.

Oracy

Oracy is not a one-lesson approach, so it will be woven throughout the curriculum and across the school.

In English, especially, we will have plenty of discussion time so children can speak clearly and rehearse their ideas before they move onto writing.

Across the wider curriculum, there will be lots of opportunities for children to talk, form bonds and understand the importance of communication.

Handwriting...

abcdefghijklmnopqrstuvwxyz

ABCDEFGHIJKLMNOPQRSTUVWXYZ

1234567890

Reading:

- Your children will have reading books that are based on their Phonic Phase level.
- Please ensure that the children have their books with them in school each day.
- Your children will also have a class library book which they will choose, and you can read/share with them for pleasure.
- Reading records - their common exception words are included, and their phonic sounds too.
- To instil a love of reading, we encourage your children to read each and every day.



Year 1 and 2 Common Exception Words

Year 1

the	they	one
a	be	once
do	he	ask
to	me	friend
today	she	school
of	we	put
said	no	push
says	go	pull
are	so	full
were	by	house
was	my	our
is	here	
his	there	
has	where	
I	love	
you	come	
your	some	

Year 2

door	gold	plant	clothes
floor	hold	path	busy
poor	told	bath	people
because	every	hour	water
find	great	move	again
kind	break	prove	half
mind	steak	improve	money
behind	pretty	sure	Mr
child	beautiful	sugar	Mrs
children	after	eye	parents
wild	fast	could	Christmas
climb	last	should	everybody
most	past	would	even
only	father	who	
both	class	whole	
old	grass	any	
cold	pass	many	

Unit 14 /ai/ as 'ay': Lesson

Guide

Sounds Reading Spelling Writing Writing Cursive Follow-up

say

s ay

Blend Undo

»

a b c d e f g h i j k l m n o p q r s t u v w x y z

Bug Club Phonics

Phonemes

<https://www.pearsonschoolsandfecolleges.co.uk/asset-library/interactive/primary/bugclub/alphabet/index.html>

s sat	t tap	p pan	n nose	m mat	a ant	e egg	i ink	o otter
g goat	d dog	ck click	r run	h hat	u up	ai rain	ee knee	igh light
b bus	f farm	l lolly	j jam	v van	oa boat	oo cook	oo boot	ar star
w wish	x axe	y yell	z zap	qu quill	or fork	ur burn	ow now	oi boil
ch chin	sh ship	th think	th the	ng sing	ear near	air stair	ure sure	er writer

PHONIC SCREEN CHECK

Y1 SUMMER TERM 2026

Section 1


chum


kick

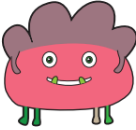
reef


short

Section 1

dat 

cag 

rin 

ept 

Section 2

model

person

chapter

reptiles

Year 1 Writing Expectations...

The pupil can, after discussion with the teacher:

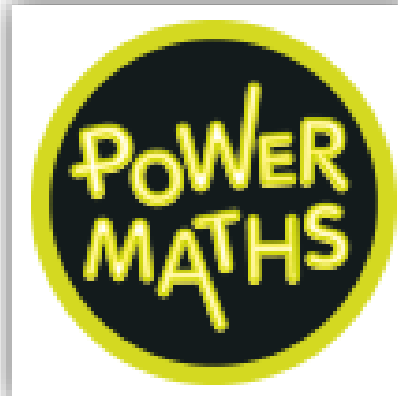
- Can write phrases and sentences that make sense to the reader.
- Can show awareness of the capital letters and full stops for punctuation.
- Can segment sounds in words, including long vowels, and blend together when writing.
- Can make phonetically plausible attempts when spelling new words.
- Can read back to check for sense.
- Can spell many common exception words from the Year 1 list.
- Can form letters mostly in the correct direction, starting and finishing in the right place.
- Can use finger spaces to separate words.
- Can use coordination to extend a sentence using 'and' for example.

Year 2 Writing Expectations...

The pupil can, after discussion with the teacher:

- write simple, coherent narratives about personal experiences and those of others (real or fictional)
- write about real events, recording these simply and clearly
- demarcate most sentences in their writing with capital letters and full stops, and use question marks correctly when required
- use present and past tense mostly correctly and consistently
- use co-ordination (such as or/and/but) and some subordination (such as when/if/that/because) to join clauses
- segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others
- spell many common exception words*
- form capital letters and digits 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

MATHEMATICS



Aims

The National Curriculum for mathematics aims to ensure that all pupils:

become **fluent** in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils have conceptual understanding and are able to recall and apply their knowledge rapidly and accurately to problems

reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language

can **solve problems** by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Key Stage 1

The principal focus of mathematics teaching in Key Stage 1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four operations, including with practical resources (e.g. concrete objects and measuring tools).

By the end of Year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage will aid fluency.

Unit 2 Part-whole within 10

In this unit you will...

- Use the part-whole model
- Find different ways to make a number
- Make number bonds

How could you put these flowers into two groups? Use counters to help you.

Parts and wholes



- a) Can you see two groups of frogs? How many frogs are in each group?
- b) How many frogs are there in total?

The part-whole model



- a) How many children are there in each group? How many children are there in total?
- b) What does each number in the part-whole model show?



Write number sentences



- a) Draw a part-whole model to show the number.
- b) Fill in the number sentences.
 $2 + 3 = 5$
+ means plus
= means is equal to
What does each number show?

Fact families – addition facts



- a) Complete the part-whole model to show the number of glasses.
- b) Write the number sentences. Did you write the same as your partner?



Numbers to 20



- a) What are all the mystery numbers?
b) Recreate Sam's bar chart.

Count in 10s



- a) How many fingers and thumbs are the children showing?
b) How many fingers and thumbs are the children showing now?

Count in 10s and 1s



- a) Count the stacked toys.
b) How many counting items in total?

Recognise 10s and 1s



- a) How many pencils do you see? How many?
b) What number has the same operation?

**TIMES TABLES
ROCK STARS**

Adaptive times tables practice in single or multiplayer modes.

MATHS – END OF YEAR EXPECTATIONS

Maths – End of Year 1 Expectations	
New National Curriculum Objectives	
Number and Place Value	count to and across 100 , forwards and backwards, beginning with 0 or 1, or from any given number
	count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
	given a number, identify one more and one less
	use the language of: equal to, more than, less than (fewer), most, least
	identify and represent numbers using objects and pictorial representations including the number line
Addition and Subtraction	read and write numbers from 1 to 20 in numerals and words.
	represent and use number bonds and related subtraction facts within 20
	add and subtract one digit and two-digit numbers to 20, including zero
	read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Written Methods)
	read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs (appears also in Mental Calculation)
Multiplication and Division	solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$
	count in multiples of twos, fives and tens
Fractions	solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher
	recognise, find and name a half as one of two equal parts of an object, shape or quantity
Algebra	recognise, find and name a quarter as one of four equal parts of an object, shape or quantity
	solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$ (copied from Addition and Subtraction)
Measurement	represent and use number bonds and related subtraction facts within 20 (copied from Addition and Subtraction)
	sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening (copied from Measurement)
	compare, describe and solve practical problems for:
	<ul style="list-style-type: none"> * lengths and heights * mass/weight [e.g. heavy/light, heavier than, lighter than] * capacity and volume [e.g. full/empty, more than, less than, half, half full, quarter] time [e.g. quicker, slower, earlier, later]
	sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday]
Geometry: Shape and Position	measure and begin to record the following: lengths and heights mass/weight / capacity and volume / time (hours, minutes, seconds)
	recognise and know the value of different denominations of coins and notes
	tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
	recognise and use language relating to dates, including days of the week, weeks, months and years
	recognise and name common 2-D, including: rectangles, squares, circles and triangles
Recognise and name: 3-D shapes: cuboids, cubes, pyramids and spheres.	
describe position, direction and movement, including half, quarter and three-quarter turns.	

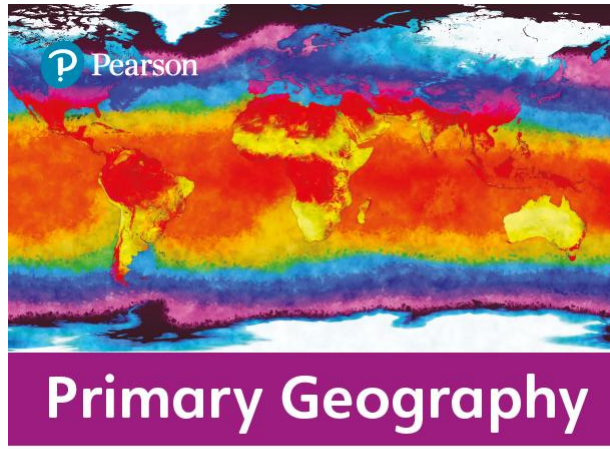
Maths – End of Year 2 Expectations	
New National Curriculum Objectives	
Number and Place Value	count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward
	compare and order numbers from 0 up to 100; use <, > and = signs
	Rounding two-digit numbers to the nearest 10
	identify, represent and estimate numbers using different representations, including the number line
	read and write numbers to at least 100 in numerals and in words
Addition and Subtraction	recognise the place value of each digit in a two-digit number (tens, ones)
	use place value and number facts to solve problems
	recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
	Halve and double 2 digit numbers
	add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones / a two-digit number and tens / two two-digit numbers adding three one-digit numbers
Multiplication and Division	show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
	recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
	solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures and applying their increasing knowledge of mental and written methods
	solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
	recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers
Fractions	show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
	calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs
Measurement	solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts
	recognise, find, name and write fractions $\frac{1}{4}$ $\frac{1}{3}$ $\frac{2}{4}$ and $\frac{1}{2}$ of a length, shape, set of objects or quantity
Time	write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the simple equivalence
	compare and order lengths, mass, volume/capacity and record the results using >, < and =
	compare and sequence intervals of time
	choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
	recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value
Geometry: Shape and Position	find different combinations of coins that equal the same amounts of money
	solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change
	tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.
know the number of minutes in an hour and the number of hours in a day.	
identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line	
identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces	
identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]	

Curriculum...

Science - Hamilton	PSHE - TenTen	Music - Kapow	Art – Kapow	D & T - Kapow	Computing - Kapow	PE – Real PE
Animals Including Humans: Amazing Me	I am Unique	Pulse and Rhythm	Make your Mark	Making a Moving Story Book	Improving Mouse Skills	Personal
Seasonal Changes: Wild Weather	My Body	Tempo	Woven Wonders	Constructing a Windmill	Algorithms Unplugged	Social
Everyday Materials: Brilliant Builders	Feelings, Likes and Dislikes	Pitch and Tempo	Tell a Story	Puppets	Rocket to the Moon	Cognitive
Plants: Growing Things	The Cycle of Life	Musical Me	Map it Out	Wheels and Axles	What is a Computer?	Creative
Animals Including Humans: Wild and Wonderful Creatures	God Loves You	On this island: British songs and sounds		Smoothies	Algorithms and Debugging	Physical
Living Things and Their Habitats: Food Chains	Special People	Orchestral Instruments			Word Processing	Health and Fitness
	Treat Others Well					
	Good and Bad Secrets					
	Neighbours					
	Communities					

Geography Curriculum

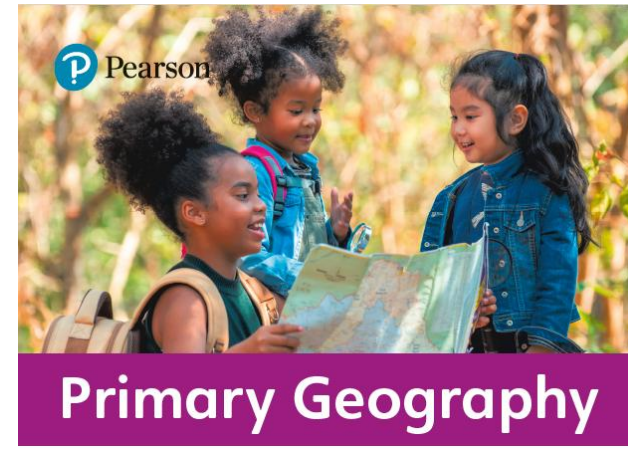
Humanities



Hot and cold places



Comparing countries of the UK



Weather and fieldwork skills

Unit	Sessions
Weather and fieldwork skills	<ul style="list-style-type: none">1: What is weather?2: How do we make decisions?3: What do we need to find out?4: How can we use criteria to help us decide?5: How can data help us decide?6: How can you present your decision?
Hot and cold places	<ul style="list-style-type: none">1: How hot or cold is our school?2: What do hot and cold places feel like?3: Where are hot and cold places found on Earth?4: How does temperature affect hot and cold places?5: What features does an animal need to live in a hot/cold place?6: How have real animals adapted to hot/cold places?
Comparing countries of the UK	<ul style="list-style-type: none">1: What is the UK?2: Where do people live in the UK?3: What are the capital cities of the UK?4: Which UK countries have we visited?5: What is it like in a capital city?6: What would you write in a postcard from a capital city?

Weekly Learning Plans...

OLC WEEKLY LEARNING PLAN

Message from teachers



Hello Year 1 and 2!

Welcome back to a brand new school year!

We cannot wait to take this special journey through Key Stage 1 with you!

Homework will be set every Friday and should be returned to school for marking by **Wednesday at the latest**. Each week, we will write the pages to be completed on the contents page, and the activities will always consolidate learning that the children have already covered in school.

Reading books are to be brought in daily and changed weekly.

Thank you for your continued support!

Mrs Mitchell, Miss Hannah and Mr McEvilly



This Weekly Learning Plan shares the learning that will be taking place this week.

Teachers:	Miss Hannah and Mr McEvilly	Year group:	Year 2	Date:	15.09.25
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Memorable Moments

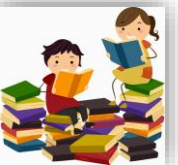
Children will have the opportunity to engage in three memorable moments across the school year.

One of these will be a school trip – the other two may involve a special occasion in school.

Further details of these will be sent across the school year – we will send information well in advance of the school trip to ensure that there is sufficient time for payments.

Homework

- DAILY READING – Not just school reading book/library books.
- PHONIC/COMMON EXCEPTION WORDS – target a few words each week.
- Maths –TT Rockstars/Numbots.
- Year 2 - WhiteRose Math books – At the front of the book, it will tell you the page numbers for that week.
- Year 1 – Focus on Numbots and maths games will be sent home for children to play with family members.
- There is a tight window to mark your child's homework, so we would be immensely grateful if could be returned by Wednesday (Otherwise we cannot guarantee that it will be marked).
- Projects
- Additional – OPTIONAL - homework Fun activities... e.g.. cooking, weighing ingredients, outdoor activities
....



Behaviour/Rewards



To Live as Jesus taught us

Star of the Week

Our Gospel Values and Virtues

CLASSROOM 'Going for Gold'

Stickers and Stampers

Praise



Transition...

- Big changes for our children especially for Year One children who are adjusting to their new school day and KS1 routines.
- More formal, tiredness, getting used to new routines.

We need your help!

Please label EVERYTHING- biro washes off.

Encourage independence wherever possible.

Water bottle each day –labelled/fruit is provided in KS1.

Coats-labelled –Winter Rainy days.

Please speak to us if you have any concerns.

PE Kit – according to your child's class timetable.

If children have shoelaces, please help us by teaching them how to tie them.

No fit-bits or watches or toys (Y2 allowed watches in the spring term – not smart watches please).

Please let us know of any changes at home that may impact your child.

Internet Matters: Supporting Parents in the Digital Age

<https://www.internetmatters.org/digital-family-toolkit/>

What Is Internet Matters?

Internet Matters is a UK-based not-for-profit organisation founded in 2014 by major internet providers (BT, Sky, TalkTalk, Virgin Media). It offers free, expert advice to help parents, carers, and educators keep children safe online.

How It Helps Parents of Primary School Children

Practical Tools & Resources

- Age-specific safety guides for children aged 6–10.
- Parental control tutorials for devices, apps, and games.
- Online safety checklists for back-to-school readiness.
- Advice hubs covering topics like screen time, gaming, social media, and AI chatbots.

My Family's Digital Toolkit

- **A personalised resource pack tailored to your child's age and online habits.**
- **Helps parents set boundaries and stay informed about emerging digital risks.**

Internet Matters: Supporting Parents in the Digital Age

<https://www.internetmatters.org/digital-family-toolkit/>

Conversation Starters

- Tips to help parents talk to children about online safety in age-appropriate ways.
- Guidance on how to respond to issues like cyberbullying or inappropriate content.



Impact & Reach

- 9 in 10 parents who use Internet Matters take positive action to improve their child's online safety.
- Over 700,000 families have used the Digital Toolkit.
- Works with schools, charities, and tech companies to improve digital wellbeing.



Why It Matters

Children's online experiences are constantly evolving. Internet Matters helps parents:

- Stay up to date with new technologies and risks.
- Build media literacy and resilience in children.
- Create a safe and balanced digital environment at home.

Attendance

Children are expected to be in school daily and on time to enable them to take full advantage of the educational opportunities available – 8.55am to 3.25pm.

Parents have a legal duty under the Education Act 1996 (section 444) to make sure that children of compulsory school age attend school on a regular and full-time basis.

School is unable to authorise holidays in term-time unless in exceptional circumstances; permitting unauthorised absence from school is an offence.



School Uniform 2025-2026



Girls



OUR LADY OF COMPASSION CATHOLIC PRIMARY SCHOOL

Blue/White/Red hair ribbons

UNIFORM

Coats should be in ke
An optional reversibl
the exception of the
Optional fleece hat w

BOYS	FS1
Winter	Sky blue polo Navy blue swe logo* Navy joggers
Summer	Sky blue polo shirt Navy blue sweatshirt with s logo* Navy shorts
All Year	Waterproof suit or Waterproof jacket or trousers Wellington boots (to be left in school)

New for this year: No earrings are to be worn by any children. If they have recently been pierced, then they are to be covered with a plaster.

GIRLS	FS1
Winter	Sky blue po logo* Navy blue s logo* Navy jogge
Summer	Sky blue po logo* Navy blue s logo* Navy short
All Year	Waterproof Waterproof Wellington boots (to be left in school)

Years 1 - 6
Polo shirt in 'house' colours with school logo*
St Anne's - Red*
St Gabriel's - Yellow*
St Raphael's - Blue*
St Joseph's - Green*
Navy gym shorts or skort
Trainers
Navy sweatshirt with* or without school logo for outdoor PE
Navy joggers for outdoor PE
Trainers for outdoor PE

PE

* Official School Uniform



Any Questions?

*Thank you so much for joining
us this evening!*

The Key Stage 1 Team