

Working Together Meeting

Tuesday 15th September 2026

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 – KS1

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 – KS1

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 – KS1

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.



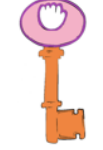
Grace after meals – KS1

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

Welcome to OLC Key Stage One 2026-2027

Headteacher –
Mr Emery

Deputy Headteacher
Mrs Vella

1M

Class Teacher –
Mrs Mitchell
PPA Cover – **Miss Badder**

1/2D

Class Teacher –
Miss Dowling
PPA Cover – **Mrs Cooper**

2R

Class Teacher –
Mrs Redfern
PPA Cover - **Mrs Smith**

Points of Call...

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

2R	8:55-9:15am	9:15-10:15am	10:30-11:15 am			11: 15am-12:15pm	1pm		13:10-14:00	14:00-15:00	
Monday	EMC/REGISTRATION/ PRAYER/ CHECK IN/Ninja Spelling & Handwriting	English	10:15-10:30 Break	Phonic bugs	Power Maths	12:15am -1pm Lunch	REGISTRATION/ PRAYERS/ CHECK IN/ Quiet Reading/ Afternoon Break- 10 mins	Class Worship	RE (50 minutes)	PE	
Tuesday		English		Phonic Bugs	Power Maths			Zone of regulations	PPA- Enrichment -Mrs Smith		
Wednesday		English		Phonic Bugs	Power Maths			BAL MDL	RE (50 minutes)	PE	
Thursday		English		Phonic Bugs	Power Maths			Zones of Regulation	SCIENCE	HISTORY	
Friday		RE (50 minutes)		PSHE	Power Maths			Weekly Homework	Art & Design/ DT	MUSIC	

15:00-15: 25pm Class Story and home time

Active Go to S

Key Stage 1 Timetables...

IM	8:55-9:15am	9:15-10:15am	10:15-10:30 Break	10:30-11:15 am	11: 15am-12:15pm	12:15am -1pm Lunch	1pm		13:10-14:00	14:00-15:00	
Monday	EMC/REGISTRATION/ PRAYER/ CHECK IN/Ninja Spelling & Handwriting	English		Phonic bugs	Power Maths		REGISTRATION/ PRAYERS/ CHECK IN/ Quiet Reading/ Afternoon Break- 10 mins.	Class Worship	RE (50mins)	PE	
Tuesday		English		Phonic Bugs	Power Maths				Zone of regulations	PPA- Enrichment -Mrs Smith	
Wednesday		English		Phonic Bugs	Power Maths				BAL MDL	RE (50mins)	PE
Thursday		English		Phonic Bugs	Power Maths				Zones of Regulation	SCIENCE	HISTORY
Friday		RE (50mins)		PSHE	Power Maths		Weekly Homework	Art & Design/ DT	MUSIC		
15:00-15: 25pm Class Story and home time											

1M

1/2 D	8:55-9:15am	9:15-10:15am	10:30-11:15 am			11: 15am-12:15pm	1pm			13:10-14:00	14:00-15:00
Monday	EMC/REGISTRATION/ PRAYER/ CHECK IN/Ninja Spelling & Handwriting	English	10:15-10:30 Break	Phonic bugs	Power Maths	12:15am -1pm Lunch	REGISTRATION/ PRAYERS/ CHECK IN/ Quiet Reading/ Afternoon Break- 10 mins	Class Worship	RE (50mins)	PE	
Tuesday		English		Phonic Bugs	Power Maths			Zone of regulations	PPA- Enrichment -Mrs Smith		
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Thursday		English		Phonic Bugs	Power Maths			Zones of Regulation	PE	HISTORY	
Friday		RE (50mins)		PSHE	Power Maths			Weekly Homework	Art & Design/ DT	MUSIC	

15:00-15: 25pm Class Story and home time

Active

Timetable...

- Mornings:
 - Registration & Class Prayers
- Daily English/Oracy, Phonic Bugs –Synthetic phonics, spelling and handwriting.
 - Breaktime
 - Daily Power Maths (with White Rose),
- Afternoons:
 - RE, Prayers, and Mass/Assemblies,
 - Science, PSHE, History, British Sign Language
 - Kapow Computing, Music, Art and Design
 - PE – Afternoon (1x hour),
 - Daily Reading and Challenges,
 - Zones of Regulation & iMoves (Mental Health),
 - Enrichment (every Tuesday afternoon)

R.E.

Discerning Disciples- Autumn



Year 1 Autumn 1			
 Branch 1: Creation & Covenant			
Lens 	Knowledge Lens Content	Ways of Knowing	Expected Outcomes
Hear	The Creation Story in Genesis 1 The opening of the Nicene Creed Introduction to ideas in Laudato Si	Understand 	Retell the story of Creation in any form Recognise that everything comes from God Recognise that people experience God through the awe & wonder experienced in the beauty & order of Creation.
	All that is comes from God		Recognise that the Church teaches that God gave humans the responsibility for taking care of the world & its people and in doing this, we show love for God and each other. Know that Pope Francis wrote a letter called Laudato Si about the gift of Creation & taking care of our world as it is everyone's home.
Believe	God is our Father God's love & care for us is experienced through the beauty & order of Creation Prayer is a way we grow closer to God	Discern 	Recognise that prayer is a way to draw closer to God
	Praying is a way people grow closer to God As a community, the Church prays the Creed & the Our Father to pray to God and worship him.		To be able to talk about how God's gift of Creation is expressed through the scriptures and diverse creative and artistic expressions eg. art, music, poetry & talk about their responses.
Live	God wants us to love and care for the world because it is His gift to us. Caring for the world is one of the ways we love and care for each other. How a community in another part of the world cares for Creation	Respond 	To be able to talk about why caring for God's world matters for them and their local community.
	Dialogue N/A		Reflect on what the words of the Our Father and the opening words of the Creed say to them. Reflect on different ways to pray
Encounter N/A			Listen to stories from different communities and their experiences about how they care for the world. Talk about how they care for God's world.
Key vocabulary: God Father Creation Pope Francis Laudato Si Our Father Creed			

Branch 1 Creation and Covenant

Branch 2 Prophecy and Promise

Branch 3 Galilee to Jerusalem

Branch 4 Desert to Garden

Branch 5 To the ends of the Earth

Branch 6 Dialogue and Encounter

Year 1 Autumn 2				
 Branch 2: Prophecy & Promise				
Lens 	Knowledge Lens Content	Ways of Knowing	Expected Outcomes	
Hear	The Annunciation (Lk 1: 26-38, focusing on 1:26-32, 38) The Visitation (Lk 1:39-45)	Understand 	Recognise that, for Christians, the Christmas story reveals God's love by sending Jesus his Son. Be introduced to the Bible as a special book and encounter the stories and accounts of how people came to know God and the Good News of Jesus in the gospels. Sequence the accounts from the Annunciation through to the visit of the shepherds.	
	The Birth of Jesus (Lk 2:4-8) The Visit of the Shepherds (Lk 2:8-20)		Know that in the Annunciation God called Mary and she said 'Yes' to his call and why this makes Mary important for Christians. Match the first words of the Hail Mary with the words of the Angel Gabriel. Recognise that angels bring God's message and are a sign that Jesus is the Son of God.	
	Believe		Because God loves us, he gave us his only Son, Jesus. God called Mary to be the mother of his Son, Jesus. Mary said 'Yes' to God's call. The stories about Jesus are in a special book called the Bible.	By the end of this unit of study, pupils will be able to talk and think creatively and critically about what they have studied, for example, through:
			Celebrate	We ask Mary to pray with us and for us and to comfort us in times of need, especially using the prayer Hail Mary. Hear and begin to join in with the words of the Hail Mary. Hear or sing the first phrase of the Gloria, recognising it as the angels' song of praise to God.
Live		Catholics around the world show honour to Mary, including diverse representations in art, sculpture, and music. Christians in their local community celebrate the birth of Jesus.		Thinking about why the words of the angels are in the 'Hail Mary' and the beginning of the 'Gloria'. Exploring artistic representations of the nativity story from around the world.
		Dialogue		Respond 
	Encounter			
			Key vocabulary: Jesus Bible Annunciation angels Visitation Hail Mary Gloria	

Discerning Disciples- Spring



Year 1 Spring 1			
 Branch 3: Galilee to Jerusalem			
Lens	Knowledge Lens Content	Ways of Knowing	Expected Outcomes
Hear	The Presentation (Lk 2:22-38)	Understand	Identify some of the people that encounter Jesus and recognise that he is special.
	Finding in the temple and the hidden life (Lk 2:41-52)		Retell, in any form, one of the stories they have heard, recognising these are religious accounts from the Gospel of Luke.
	Jesus announces his mission (Lk 4:16-22)		Make simple connections between Jesus' announcement of his mission (Lk 4:16-19) and how Christians are called to tell people about God's love today.
	The call of the disciples (Lk 5:1-11)		Ask and answer questions about the story of Zacchaeus and how he changed after meeting Jesus.
	Little children (Lk 18:15-17)		
Believe	Zacchaeus (Lk 19:1-9)		
	Jesus grows up and reveals the love of the Father to us.		
	Jesus recognize that he is the Son of God who has come to save all.		
Celebrate	Jesus is the 'light to all nations'.	Discern	By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:
	The Feast of the Presentation of Jesus is celebrated by Christians around the world and is known as Candlemas in Britain.		Imagining how some of the people who met Jesus felt and how knowing Jesus changed them.
Live	All Christians are called to follow Jesus and share the Good News with others		Listening to the stories and experiences of how people celebrate Candlemas.
	Christians are called to take care of each other, especially those most in need, such as the poor.		
Dialogue		Respond	During this unit of study, pupils will be invited to respond to their learning, for example by: Reflecting on what the Good News might mean for them.
Encounter			
Key vocabulary: Presentation Temple mission Son of God light Candlemas			

Year 1 Spring 2			
 Branch 4 : Desert to Garden			
Lens	Knowledge Lens Content	Ways of Knowing	Expected Outcomes
 			

Discerning Disciples- Summer



Year 1 Summer 1			
Branch 5: To the Ends of the Earth			
Lens	Knowledge Lens Content	Ways of Knowing	Expected Outcomes
Hear	The road to Emmaus (Lk 24:13-35) Promise of the Spirit and the Ascension (Acts 1:1-11)	Understand	Retell with increasing detail one of the following accounts: the Road to Emmaus (Lk 24:13-35), the Promise of the Spirit and the Ascension (Acts 1:1-11), Pentecost (Acts 2:1-4). Simply sequence the story of Jesus studied from earlier branches (as Luke does in Acts 1:1).
	Pentecost (Acts 2:1-4)		
Believe	When people open their hearts to the Holy Spirit they are changed, as the apostles are changed.	Discern	Make simple connections between the mission of the Church and the mission of Jesus as he announced it at the beginning of Luke's Gospel (Lk 4:16-19). (See branch 3.) Recognise that Catholics celebrate the Ascension of Jesus and Pentecost on special days called holydays.
	The mission of the Church begins at Pentecost.		
Celebrate	That the Church celebrates the Ascension and Pentecost on special days of celebration (holidays of obligation).	Discern	By the end of this unit of study, pupils will be able to talk and think creatively about what they have studied, for example, through: Imagining how the apostles felt during the events following the Resurrection. Talking about the different ways experience of the Holy Spirit is expressed in some of the stories from the Bible they have heard across the Year One branches (e.g., 'God's spirit hovered over the water' (Gen 1:1), a shadow in the Annunciation (Lk 1:35), or wind and fire in Pentecost (Acts 2:1-4)). Looking at and discussing ways the Holy Spirit is described in art or music.
	The words of the 'Glory Be' prayer.		
Live	An age-appropriate hymn referencing the Holy Spirit.	Discern	Listening to and asking questions about the experiences of how others celebrate Pentecost in different places and cultures.
	How Pentecost is celebrated in another part of the world.		
Dialogue	How artists and musicians around the world celebrate the work of the Holy Spirit and the mystery of the Trinity.	Respond	During this unit of study, pupils will be invited to respond to their learning, for example by: Thinking about why prayer is an important part of life for many people. (RVE) Hearing the words of the Glory Be and hymns that reference Father, Son, and Holy Spirit and joining in prayerfully if they choose to do so. Considering how Christians announce the Gospel to others through their words and actions.
Encounter		Respond	
Key vocabulary: Emmaus Holy Spirit Ascension Pentecost Church Glory Be Gospel			

Year 1 Summer 2 or as appropriate throughout the year.			
 Branch 6: Dialogue & Encounter			
Lens	Knowledge Lens Content	Ways of Knowing	Expected Outcomes
Dialogue	The Church is the community of all those who belong to Christ.	Understand	Know that Christian means follower of Jesus Christ.
	The cross is a symbol of Christianity.		
	The shortest summary of the Catholic faith is the sign of the cross.		Recognise that Catholics are a part of a global Christian family, and all Christians are sisters and brothers.
	Learning about their local parish community.		Recognise simple connections between Jesus' life and message and how Christians live today.
Encounter	Learning about their local parish church.		Recognise that the cross is a symbol of Christianity, and the sign of the cross is a prayer expressing Christian belief.
	Experience music, art, or religious objects that reflect Christian communities in a place outside their local parish.		
	Aspects of modern Jewish life in Britain, including specific vocabulary about the Jewish belief in one God and the Torah as a special text which contains stories of the Jewish people's history and is a guide for Jewish life.	Discern	Correctly use religious words and phrases to recognise features of Jewish religious life and practice (e.g., including specific vocabulary about the Jewish belief in one God and the special clothes some Jewish people wear each day).
			By the end of this unit of study, pupils will be able to talk and think critically and creatively about what they have studied, for example, through:
			Listening to the stories and experiences of Christians from their local parish and asking them questions.
			Talking about their personal response to and artistic expression of Christian belief in a different Christian community (e.g., Missa Luba; Pentecostal Gospel music tradition; Contemporary Christian Praise and Worship music; Welsh choirs, Jesus Mafa paintings).
		Respond	Asking questions about the stories and experiences of Jewish people. (RVE)
			During this unit of study, pupils will be invited to respond to their learning, for example by:
			Considering how Christians in their local parish community could work together to help people
Key vocabulary: Christian Church parish community sign of the cross Jew Jewish/Judaism Torah			



Key Stage 1	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity	Unit Prayer & Assessment Activity
	Story Sessions Let the Children Come	Session 1 I am Unique	Session 1 Feelings, Likes and Dislikes	Session 1 The Cycle of Life	Session 1 God Loves You	Session 1 Special People Classroom Short	Session 1 Real Life Online	Session 1 Good and Bad Secrets	Session 1 Three In One	Session 1 The Communities We Live In
		Session 2 Girls and Boys	Session 2 Feeling Inside Out	Session 2: Beginnings and Endings		Session 2 Treat Others Well...	Session 2 Rules To Help Us	Session 2 Physical Contact	Session 2 Who is My Neighbour?	Session 2 Who Will I Be? Classroom Shorts
		Session 3 Clean and Healthy (My Body) Classroom Shorts	Session 3 Super Susie Gets Angry	Session 3: Change Is All Around Classroom Shorts		Session 3 ...and Say Sorry		Session 3 Harmful Substances		Session 3 Needs and Wants Classroom Shorts
								Session 4 Can You Help Me? (Part 1)		
								Session 5 Can You Help Me? (Part 2)		

Fine Motor Skills and Handwriting

OLC Handwriting Font

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

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

Oracy

A large orange circle is partially visible on the left side of the slide, with a thin white line following its inner edge.

Oracy

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	



Bug Club Phonics

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

ck qu ch sh th ng ai ee igh oa

oo oo ar or ur ow oi ear air ure er
Long Short

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

Bug Club Phonics

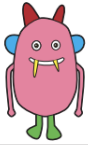
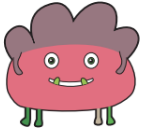
Phonemes

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

PHONICS SCREENING CHECK

Y1 SUMMER TERM 2026 (JUNE)

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:

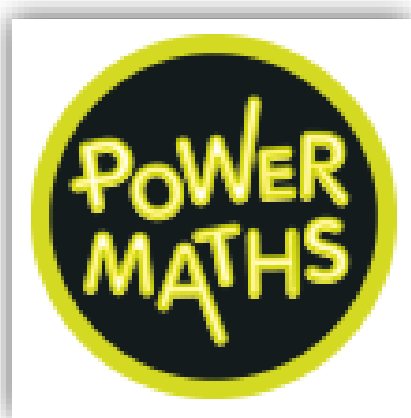
- Can write phrases and sentences that make sense to the reader.
- Can show awareness of the capital letters and full stops for punctuation.
- Can segment sounds in words, including long vowels, and blend together when writing.
- Can make phonetically plausible attempts when spelling new words.
- Can 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 of 10 to write number sentences.
- 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

Discover

1 a) Can you see how groups of frogs? How many frogs are in each group?

b) How many frogs are there in total?

The part-whole model

Discover

1 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

Discover

1 a) Draw a part-whole model to show the number.

b) Fill in the missing number sentence.

$2 + 3 = 5$

What does each number show?

+ means plus
= means is equal to

Fact families – addition facts

Discover

1 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?

Times Tables Rock Stars

Adaptive times tables practice in single or multiplayer modes.

Numbers to 20

Discover

1 a) What is the mystery number? b) How many fingers are there in total?

Count in 10s

Discover

1 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

Discover

1 a) Count the stacked blocks. b) How many blocks are there in total?

Recognise 10s and 1s

Discover

1 a) How many blocks are there in total? b) What number has the same number of blocks as the boy's number?

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
	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
	recognise, find and name a quarter as one of four equal parts of an object, shape or quantity
Fractions	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)
	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:
	* 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]
Measurement	sequence events in chronological order using language [e.g. before and after, next, first, today, yesterday]
	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
Geometry Shape and Position	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
	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 $\frac{1}{2}$, $\frac{1}{3}$, $\frac{2}{4}$ and $\frac{1}{4}$ of a length , shape, set of objects or quantity
	write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the simple equivalence
Measurement	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
	find different combinations of coins that equal the same amounts of money
Time	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
Geometry Shape and Position	identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]

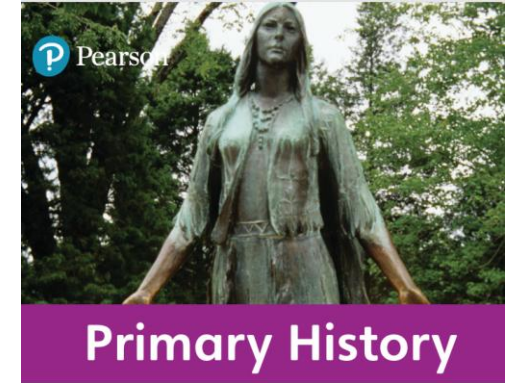
Curriculum...

Science	PSHE – Ten-Ten	Music - Kapow	Art – Kapow	D & T - Kapow	Computing - Kapow	PE
Developing Experts	God loves you	Seaside Dynamics	Sculpture and 3D: Mega Materials	Cooking and Nutrition	Computing Systems- using computers	Fundamentals
Seasonal Changes	Special People	Animals: Call and Response	Sculpture and 3D clay houses	Mechanisms- Levers	Programming 2: Bee-Bots	Team building
Exploring Everyday Materials 1 and 2	Treat Others Well	Fairytale: Sound Patterns	Painting and mixed Media- Learning about brush control	Textiles Pouches	Programming 2- MakeCode	Athletics
All About Me- Animals including Humans	Say Sorry	Under the sea: Musical symbols	Painting and mixed Media- Colour Mixing	Mechanisms – Fairground Wheels	Creating media- Digital Designers	Yoga
All About Animals- Animals including Humans	Treat Others Well	Space: Contrasting				Dance
	Real-life online	Myths and Legends: Structure				Gymnastics
	Rules to help us					Ball skills
	Good and Bad Secrets					Sending and Receiving
	Three in one					
	Who is my Neighbour The Communities we live in					

History Curriculum

Humanities

The Great Fire of London



How should we remember Pocahontas?

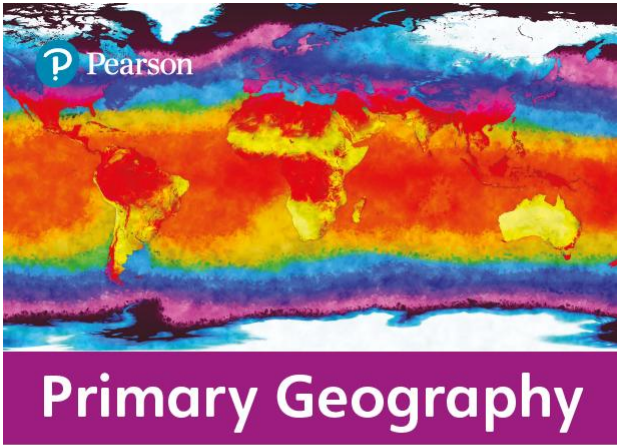
Travel and transport

Key Stage I

Unit	Sessions
The Great Fire of London	1: How can we safely build a fire? 2: What were the problems with London in 1666? 3: What happened and how do we know? 4: What did eyewitnesses say about the Great Fire? 5: What are causes and consequences? 6: Why did the Great Fire of 1666 spread so easily?
Travel and transport	1: How did the wheel begin to change lives? 2: How much has changed? 3: Did everyone welcome the railways? 4: How has the car developed and did everyone benefit? 5: How much has changed since the Wright Flyer? 6: How has transport changed over time?
How should we remember Pocahontas?	1: How can we find out whether a story is real or imaginary? 2: What makes a person historically important? 3: Do you know the life history of Pocahontas? 4: What was life like for Pocahontas and the Powhatan people? 5: Why did the colonists leave England and risk their lives in North America? 6: Why should we remember Pocahontas?

Geography Curriculum Homework Focus

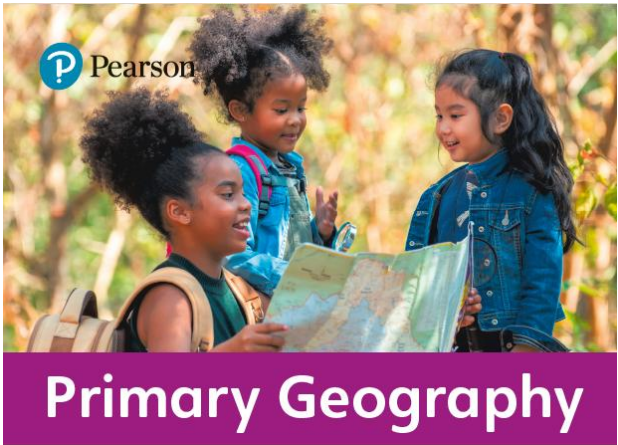
Humanities



Hot and cold places



Comparing countries of the UK



Weather and fieldwork skills

Unit	Sessions
Weather and fieldwork skills	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	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	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?

Developing Experts

Science Curriculum



Seasonal Changes

[View →](#)



**Animals, including humans
- All about me**

[View →](#)



**Exploring Everyday
Materials 1**

[View →](#)



**Exploring Everyday
Materials 2**



Plants



**Animals, including hu
- All about animals**



**Uses of Everyday
Materials**

[View →](#)



**Living things and their
habitats**

[View →](#)



**Living things and their
habitats - Habitats around
the world**

[View →](#)



**Animals, including humans
1 - Growth**



**Animals, including humans
2 - Life cycles**



Plants



Year 1 Curriculum Map



Year 1 - Seasonal changes				
Lesson Intention	National Curriculum Reference	Scientific Enquiry Covered	Rocket Words Covered	Resources Needed
Understand there are four seasons	Observe changes across the four seasons	Using their observations and ideas to suggest answers to question	season spring summer autumn winter	A large measuring bowl for collecting rainwater. Colouring and drawing resources.
Understand the changes that take place in autumn	Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies	Using their observations and ideas to suggest answers to question	autumn hibernate weather protect harvest	Rain gauges, drawing and colouring resources if designing the den, or junk modelling resources if creating a model.
Understand the changes that take place in winter	Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies	Using their observations and ideas to suggest answers to questions	winter weather frost sleet temperature	Rain gauges.
Understand the changes that take place in spring	Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length	Identifying and classifying	spring compare changes grow chick	Rain gauge, scissors and glue.
Understand the changes that take place in summer	Observe changes across the four seasons Observe and describe weather associated with the seasons and how day length varies	Using their observations and ideas to suggest answers to questions	summer warm sun protection temperature heatwave	Rain gauges, drawing and colouring resources.
Investigate how you can measure rainfall	Observe and describe weather associated with the seasons and how day length varies	Performing simple tests Gathering and recording data to help in answering questions	rainfall measuring record results graph	The rainwater collected over five weeks. Writing and colouring resources.



Year 2 Curriculum Map



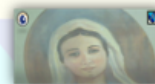
Year 2 - Uses of everyday materials				
Lesson Intention	National Curriculum Reference	Scientific Enquiry Covered	Rocket Words Covered	Resources Needed
Identify different materials and their uses	Identify and compare the suitability of a variety of everyday materials	Using their observations and ideas to suggest answers to questions	material property suitable object brick	Objects from around the classroom.
Understand how to select the right materials to build a bridge	Identify and compare the suitability of a variety of everyday materials	Performing simple tests	bridge triangle obstacle structure construction	Two books, a range of weights, variety of materials to create a bridge - aluminium foil, card, paper, wood, string, masking tape etc.
Explore and test the stretchiness of materials	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	Gathering and recording data to help in answering questions	stretchy elastic floppy hinder limit	A variety of materials of different stretchiness (e.g. cotton, wool, nylon...), tape measure or ruler; scissors, marbles, yoghurt carton, string, paper clips.
Understand that materials can change their shape by twisting, bending, squashing or stretching	Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching	Using their observations and ideas to suggest answers to questions	bend twist squash stretch force	A variety of materials which can be twisted, bent, squashed or stretched (e.g. plasticine, wool, foil...).
Find out about Charles Macintosh and explore how materials are suitable for different purposes	Identify and compare the suitability of a variety of everyday materials	Performing simple tests	mackintosh protective fluorescent safety waterproof	Four different sheets of fabric (tissue, tinfoil, clingfilm, plastic, wool fabric, nylon), beaker, elastic band, one tray per table, syringe per group, water.
Discover which materials change shape when making a road with John McAdam	Identify and compare the suitability of a variety of everyday materials	Performing simple tests	John McAdam merchant bound highway road	Chocolate, microwave, clingfilm, raisins, digestive biscuits crushed to various sizes, heatproof tray.

Weekly Learning Plans...

found on school website



Message from your teachers:



As we begin our new school year, we welcome you all back!!



This year, we will continue to live as Jesus taught us by becoming Discerning Disciples:
Already we have drawn portraits of ourselves and we are learning all about Creation.
We have shared our class rules together and we have had so much fun seeing all our friends again.

We wanted to take a moment to celebrate what a wonderful start the children across KS1 have made to the new school year. Although they have only been with us for two days, it has already been lovely to see their confidence growing as they settle into their new classrooms, routines and year groups. They have been excited to explore, learn and spend time with their friends, and we are already seeing glimpses of just how much they have grown and matured. We are so proud of them and look forward to watching them continue to flourish throughout the year.

Thank you for your continued support and we look forward to our busy week ahead!

Mrs Mitchell, Miss Dowling and Mrs Redfern

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

OLC WEEKLY LEARNING PLAN

LO: To talk about experiences when prompted.	LO: To make simple predictions using clues.	LO: To write sentences using conjunctions.	LO: To use a dictionary to find the meaning of words.
Input: Show children a picture of a toy bus wrapped up, or if you have a toy bus then wrap it up. Ask children to guess what it might be inside the paper.	Input: Recap last lessons and what we already know about buses. Then show children a cropped photo of the cover leaving out the title to see if	Input: Read the story of the Naughty Bus up to 'but when I'm full up...' – what do you think might happen next? What does the word but mean?	Input: happen story using sequence the importance and how to understand

OLC WEEKLY LEARNING PLAN

Teachers:	Miss Dowling & Mrs Redfern	Year group:	Yr 2	Date:	Wb 07.09.26
R.E.	Knowledge Statement: The Creation story tells us God made the world in six days and on the seventh day, He rested.	Knowledge Statement: The Creation story tells us God made the world in six days and on the seventh day, He rested.	Knowledge Statement: The Creation story tells us God made the world in six days and on the seventh day, He rested.		
Maths	LO: Numbers to 20 Text Book Pages 8-11 Practice Book Pages 6-8	LO: Count in 10s Text Book Pages 12-14 Practice Book Pages 9-11	LO: Count in 10s and 1s Text Book Pages 15-19 Practice Book Pages 12-15	LO: Recognise 10s and 1s Text Book Pages 20-23 Practice Book Pages 16-17	LO: Build a number from 10s and 1s Text Book Pages 24-27 Practice Book Pages 18-20

OLC WEEKLY LEARNING PLAN

Y1 Ad – children to write the questions about the cover. E.g. 'Slow down and do not	Year 2: Write sentences for
--	------------------------------------

PE Curriculum 2026-2027

Get Set 4 PE



Computing Curriculum

Year 1/2

Cycle A

Cycle B



Computing

Computing systems: Using computers 2
(5 lessons)

Exploring how computers use inputs, programs and outputs to make things happen, pupils identify common input and output...



Computing

Option 1 Option 2

Programming 2: Bee-Bots

(5 lessons)



Computing

Option 1 Option 2

Programming 2: MakeCode

(5 lessons)



Computing

Creating media: Digital designers 3
(0 lessons)

Creating digital content for a specific purpose and audience by combining text and images effectively. Pupils learn how...

Music Curriculum



Music

Seaside: Dynamics (5 lessons)

Exploring the connection between sound and the environment, pupils work together to create a seaside soundscape using percussion...

[View unit >](#)



Music

Fairytales: Sound patterns (5 lessons)

Examining a range of fairytales, pupils identify key moments in each story. They clap and read simple sound...

[View unit >](#)



Music

Animals: Call and response (5 lessons)

Developing rhythm and pulse through chanting call-and-response sound patterns and performing with untuned percussion instruments. Pupils create and...

[View unit >](#)



Music

Under the sea: Musical symbols (5 lessons)

Exploring the depths of the sea through music, movement, musical symbols and tuned percussion instruments. Pupils interpret musical...

[View unit >](#)



Music

Space: Contrasting dynamics (5 lessons)

Developing their understanding of contrasting dynamics, pupils listen to music inspired by planets and use these examples to...



Music

Myths and legends: Structure (5 lessons)

Investigating musical structure by listening to, analysing and performing a song based on a well-known myth. Pupils identify...

Art Curriculum

Aprons/oversized t-shirt

Year 1/2

Cycle A

Cycle B



Art and design

Painting and mixed media:
Learning about paint and
brush control
(5 lessons)

Exploring paint, brush control and
colour, inspired by the artwork of
Alma Thomas. Pupils experiment
with brushes, brushstrokes...

[View unit >](#)



Art and design

Sculpture and 3D: Paper
play
(5 lessons)

Creating simple 3D shapes and
structures using paper and card,
inspired by the 'Tree of life' screen
at...

[View unit >](#)



Art and design

Painting and mixed media:
Colour mixing
(5 lessons)

Exploring colour theory through
mixing primary and secondary
colours, while developing
confidence and control when using
paint. Pupils...

[View unit >](#)



Art and design

Sculpture and 3D: Clay
houses
(5 lessons)

Exploring the way clay can be
shaped and joined, children learn a
range of essential skills for
working...

[View unit >](#)

Design Technology Curriculum

Year 1/2

Cycle A

Cycle B



Design and technology

Cooking and nutrition:
Balanced diet
(6 lessons)

Learning about the importance of a balanced diet and using that knowledge to create a tasty wrap, this...



Design and technology

Mechanisms: Levers
(5 lessons)

Investigating different types of levers and how they work in everyday mechanisms. Pupils identify pivots and levers in...



Design and technology

Textiles: Pouches
(4 lessons)

Developing basic sewing skills by learning how to create templates, cut fabric accurately and sew a running stitch....



Design and technology

Mechanisms: Fairground wheel
(5 lessons)

Investigating how rotating structures work by researching existing fairground wheels and considering how different components fit together. Pupils...

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 Stamps

Raffle Tickets

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.



[download.asp](#)

OLC Uniform Changes

2026

"To Live As Jesus Taught Us"



Our Lady of Compassion Catholic Primary School
Kineton Green Road
Olton
Solihull
B92 7EG
T: 0121 706 9508
E: office@olc.solihull.sch.uk
W: www.olc.solihull.sch.uk

Monday 9 February 2026

Dear Parents and Carers,

Re: Changes to School Uniform from September 2026

I am writing to inform you about important updates to our school uniform policy that will come into effect from September 2026.

These changes have been made following careful consideration of the latest Department for Education (DfE) statutory guidance on school uniforms, alongside feedback gathered from parents and carers through the end-of-year survey, pupils via the School Council, and staff. This feedback has been invaluable in helping us ensure our uniform remains practical, inclusive and affordable, while continuing to reflect our shared sense of pride and belonging within the OLC community.

The DfE guidance requires schools to:

New for this year: **No earrings** are to be worn by any children. Plastic insert earrings can be worn for newly pierced ears.

Uniform List 2026-2027

SPORTS KIT			
FS1	FS2	YEAR 1 - YEAR 5	YEAR 6
As above	Sports shirt in house colours: St Anne – Red St Joseph – Green St Raphael – Blue St Gabriel – Yellow	Sports shirt in house colours: St Anne – Red St Joseph – Green St Raphael – Blue St Gabriel – Yellow	
	Navy plain joggers (not branded)	Navy plain joggers (not branded)	
	Navy gym shorts (not branded) or skorts	Navy gym shorts (not branded) or skorts	
	Velcro dark coloured or white trainers	Dark coloured or white trainers	



OUR LADY OF COMPASSION CATHOLIC PRIMARY SCHOOL

UNIFORM LIST

We take great pride in our smart uniform.

WINTER & SUMMER UNIFORM			
FS1	FS2	YEAR 1 - YEAR 5	YEAR 6
Sky blue polo t-shirt with school logo	Sky blue polo t-shirt with school logo	Sky blue polo t-shirt with school logo	Sky blue polo t-shirt with school logo
Navy blue sweatshirt with school logo	Navy blue sweatshirt with school logo	Navy blue sweatshirt with school logo	Navy leavers hoodie
Navy joggers	Navy skirt or pinafore	Navy skirt or pinafore	Navy skirt
Navy shorts	Grey school trousers	Grey school trousers	Grey school trousers
	Grey school shorts	Grey school shorts	Grey school shorts
	Navy blue gingham summer dress *	Navy blue gingham summer dress *	Navy blue gingham summer dress *
Plain navy or grey socks / navy tights	Plain navy or grey socks / navy tights	Plain navy or grey socks / navy tights	Plain navy or grey socks / navy tights
Velcro trainers	Velcro black shoes	Black shoes (no high heels or trainers)	Black shoes (no high heels or trainers)
Blue / white / red hair ribbons / bobbles	Blue / white / red hair ribbons / bobbles	Blue / white / red hair ribbons / bobbles	Blue / white / red hair ribbons / bobbles
Waterproof suit or waterproof jacket and trousers	Waterproof suit or waterproof jacket and trousers	Waterproof suit or waterproof jacket (and trousers - optional)	Waterproof suit or waterproof jacket (and trousers - optional)
Wellington boots	Wellington boots	Wellington boots	Wellington boots



Any Questions?

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

The Key Stage 1 Team