



**St. Monica's**  
**Catholic Primary School**  
**Meet the Teacher 2025/6**



# Headteacher's Welcome



Headteacher:  
Mr. Gouldbourne

# Safeguarding in St Monica's



Mrs Price  
Designated  
Safeguarding Lead



Mr Gouldbourne  
Deputy Safeguarding  
Lead



Mrs Fate  
Deputy Safeguarding  
Lead



Mrs S. Evans  
Deputy Safeguarding  
Lead

Mrs Hough -  
Wellbeing

Mrs Pattison -  
Attendance

# Welcome to Year 1: Meet the Team

Miss Hatcher



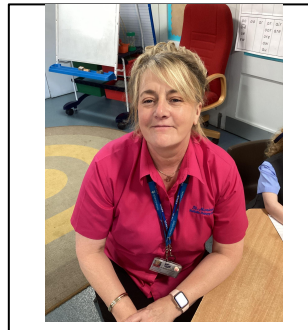
Miss Tew



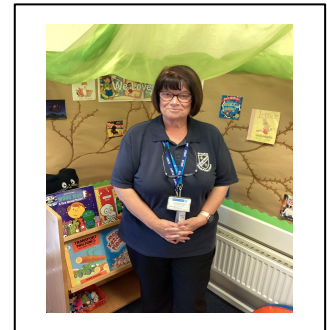
Mrs Ellis



Mrs Hannaford



Ms Breen



# Our Classrooms



# A Typical Day in Year 1...

<b>08.30-8:45</b>	Informal Entry - handwriting; relaxing music; calm start to the day
<b>08.45- 09.30</b>	Phonics
<b>9.30- 10.30</b>	Maths
<b>BREAK</b>	
<b>11.00- 11.15</b>	Writing
<b>LUNCH</b>	
<b>1.00 - 2.00</b>	RE
<b>2.00 - 3.00</b>	Science
<b>3.00-3.15</b>	Prayer and liturgy/ Story
<b>End of Day</b>	Children collected from the Year 1 classroom door



# Our Year 1 Curriculum

## Our Autumn Curriculum 2025

RE	The story of Creation
English	Lost and Found by Oliver Jeffers, Nibbles by Emma Yarlett,
Maths	Place value within 10, Addition and subtraction within 10, Shape
Science	Plants ; Seasonal Change
History/ Geography	Changes within living memory; Weather
PHSE	Being me ; Celebrating difference
Art	Paper art ; Delightful decorations
PE	Fundamentals ; Gymnastics
Music	Voice and Percussion
Computing	Basic computer skills



**St. Monica's Catholic Primary School**  
**H.A.S.T (Home and School Together)**



As part of our home-school links, we aim to keep you fully informed of the curriculum being studied by your children. This term Year One will be studying the topics listed in the overview below.

Year 1 - Term 1.1	
R.E.	<p><b>Families</b> Children will learn about belonging to a number of families - their own family, the school family and the church family.</p> <p><b>Belonging</b> Children will learn how we are welcomed into God's family through the celebration of Baptism.</p> <p><b>Prayer and Liturgy</b> Opportunities for children to reflect and worship, helping their spiritual and moral development.</p>
English: Reading	Children will follow the RWI phonics programme. Your child will be assessed half termly and grouped accordingly. Each lesson will include learning to read, spell, write and develop handwriting skills. Each day, children will share a range of carefully chosen quality texts to develop comprehension skills and a love of reading.
English: Writing	<b>Focus Text:</b> Lost and Found by Oliver Jeffers Children will write their own adventure story based on the structure of 'Lost and Found' with a new animal.
Maths	<p><b>Place Value (within 10)</b> Children will sort, count and represent objects; recognise numbers as words; count on from any number; count backwards within 10 and compare and order numbers</p> <p><b>Addition and Subtraction (within 10)</b> Children will write number sentences, learn fact families and learn their number bonds within and to 10</p>
Science	<p><b>Plants</b> Children will identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</p> <p><b>Seasonal Change</b> Children to observe change throughout Autumn and record their findings...</p>
P.E.	<p><b>Fundamentals</b> Children will develop fundamental skills in running, balance, jumping, hopping and skipping.</p> <p><b>Ball Skills</b> Children will develop their ball skills, focusing on sending, catching, tracking and dribbling.</p>
Art and Design	<b>Paper Art</b> Children will investigate various types of paper and their properties. They will create various collages using the different textures of paper and evaluate their pieces. Children will also investigate a range of sculpture pieces from around the world and explore which paper would be suitable for creating a sculpture.
Computing	<b>Programming</b> Children will learn how to program a virtual robot to follow instructions. They will learn the basics of coding and how to debug a simple program.
Geography	<b>Weather Patterns</b> Children will look at seasonal and daily weather patterns in the United Kingdom.
PSHE	<b>Being Me in My World</b> Children will understand the rights and responsibilities for being a member of the class. They will know how to make their class a safe place to learn; recognise the choices they make and understand consequences and also recognise the range of feelings when they face certain consequences.
Homework	<p>Reading: Children will bring home a copy of the focus reading book read in class during the phonics session. Books will be changed on a weekly basis.</p> <p>Home/school reading will commence week beginning 25/09/23</p> <p><b>Spelling:</b> Spellings set on a Monday and tested the following Friday via Seesaw.</p> <p><b>Maths:</b> Maths homework is set on Friday and collected by Wednesday via seesaw.</p>

# Our Core Values

Show our core values and you will go FARR....

- Faith
- Aspiration
- Resilience
- Respect



A graphic for the St. Monica's Mindset Award. It features a central shield with a blue background, a white diagonal banner reading "St. Monica's", a yellow cross with a sunburst, and an open book. The shield is surrounded by a word cloud of positive adjectives in various shades of blue and white. At the bottom, the text "ST MONICA'S MINDSET AWARD" is written in white capital letters.

DETERMINED FOCUSED  
AWESOME RESILIENT  
SUPERB KIND  
TERRIFIC INCREDIBLE  
POLITE POSITIVE  
INSPIRATIONAL REMARKABLE  
UNSTOPPABLE MOTIVATED WOW  
GREAT OUTSTANDING  
ST MONICA'S MINDSET AWARD



# Our RE Curriculum

- In Religious Education we follow the Religious Education Directory (RED) curriculum.
- Children take part in daily Prayer & Liturgy (previously collective worship) in class and weekly assemblies with Mr Gouldbourne.
- End of Topic assemblies will take place at the end of each half term - we want to ensure you are part of your child's learning journey this year and can celebrate your child's work and learning.
- We will have a special Nativity choir performance for Y1 parents in December, this will be in addition to the Y2 Nativity performance, just for you.

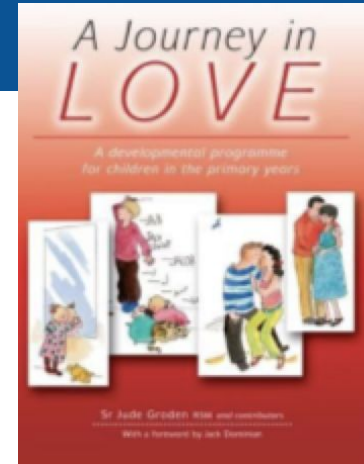


# RSHE in Year 1

In St Monica's, we follow the Relationship, Health Education Program called a "Journey in Love".

'A Journey in Love' - is overseen by Liverpool Archdiocese and approved by our Bishops. These relationship lessons are age appropriate and you will receive a letter before these lessons are implemented, outlining the elements of the curriculum your child will cover.

We also cover the PANTS curriculum from the NSPCC to teach children about private parts and why private means private. The NSPCC will come into school to teach the children, and we read a book called Pantosuarus. Again, you will receive a letter when we will teach this lesson.



# Reading - Expectations in Year 1 Phonics Screening Check

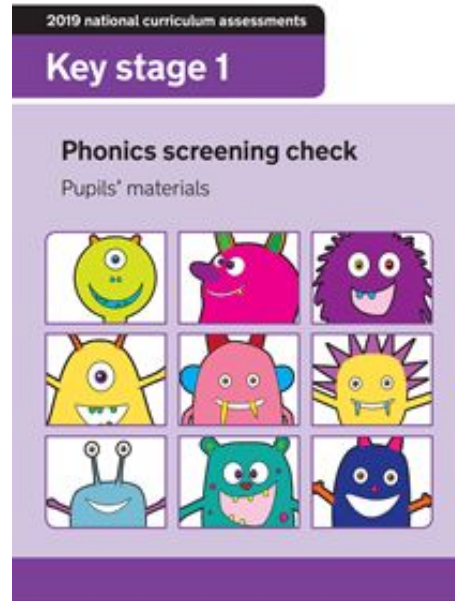


# Reading - Expectations in Year 1 Phonics Screening Check

The phonics screening check is an assessment of your child's phonics knowledge. It helps your school confirm whether your child is making the expected progress in the national curriculum.

The phonics screening check contains 40 words divided into two sections of 20 words. Both sections contain a mixture of real words and pseudo-words. Pseudo-words are words that are phonically decodable but are not actual words with an associated meaning. Pseudo-words are included in the check specifically to assess whether your child can decode a word using their phonics skills.

The check takes place in June, we will have another meeting near the time to discuss it further. What we ask at the moment, is please read daily with your child to enable them to achieve the highest score possible.

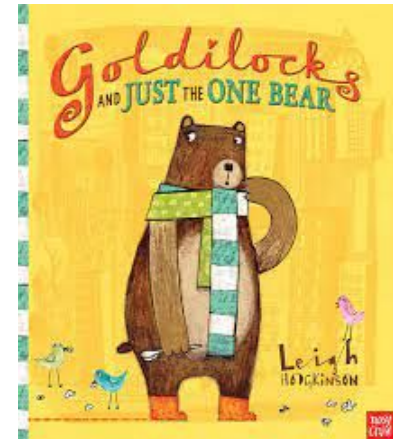
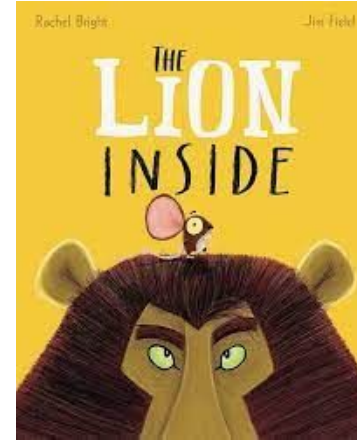
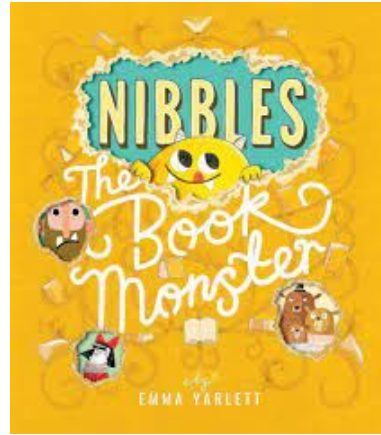
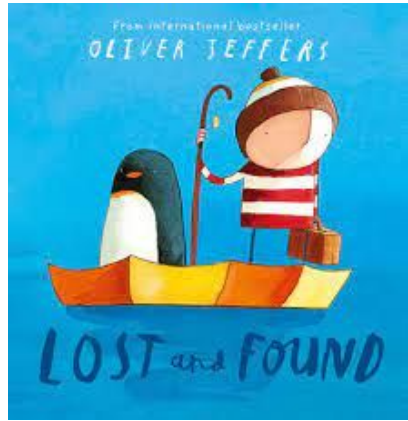


# Our Core Aims in Year 1

Core Aims	
Building fluency into reading	Showing resilience when faced with a challenge
Handwriting	Improving our vocabulary
Improving our problem solving skills	Being year 2 ready
Writing full sentences with a capital letter and full stop.	Developing independence



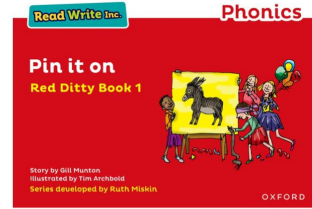
# Books your child will read this year with us...



# Book Bags

## Book 1: Core Storybooks - to read to an adult

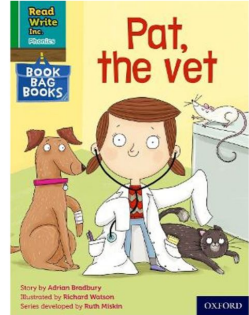
This reflects the book your child is reading in school and gives them the chance to consolidate the sounds they are learning here in St Monica's. A perfect way to work in partnership.



## Book 2: Book Bag Books - to read to an adult

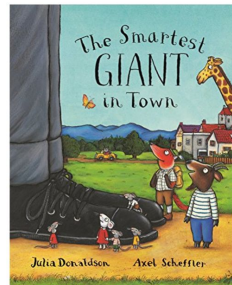
These books are aligned to the stage of “Read, Write, Inc” your child is on. These books give your child the chance to revise all the sounds they know with a fun story!

**Tip: Alternate between Book 1 and Book 2 each night.**



## Book 3: Reading for Pleasure Book - to read alongside your child

This is for you to read alongside your child. You just may challenge your child to decode a word or ask what a word means. This is perfect for “Book at Bedtime” - a time set aside with no digital devices for you both to share the love and magic of reading...



# Music

Nursery, reception and Y1	Percussion and singing
Y2	Percussion, singing and ukulele
Y3	Recorder and clarino
Y4	Brass (trumpet, trombone and baritone)
Y5	Clarinet
Y6	Violin

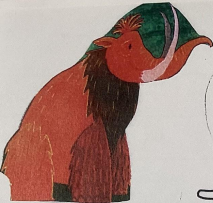


# Homework - Where, When, How


<b>Spelling:</b>	Your child will receive weekly spellings on a Friday and will be tested the following Friday.
<b>Reading:</b>	Your child will be given a reading book from their class teacher. They are to read this as often as possible and record this in their reading record.
<b>Maths:</b>	Your child will receive weekly maths homework on a Friday to be handed in by the Wednesday.

# End of Year Expectations in Year 1: Writing


Monday 10th March ☺



Were is teddy?  
How do I find  
teddy? Were  
could teddy be? ✓



What happening  
to teddy? Who  
will find teddy?  
Can I find teddy? ✓




Who ruined  
my birthday  
party? Who  
made me  
wet? ✓

Friday 28th March  
The missing mammoth  
Hat write

First, Oscar looked out  
of the window. Oscar  
went outside. Teddy crashed  
in the smelly bin. Next  
Oscar went up the steps and  
Oscar opened the heavy door.  
Oscar followed teddy in the  
museum then after wards  
Teddy gone to the animal room  
I saw a grilla, giving cheep  
balls. Later on they saw muddy  
foot steps they went to the  
aquarium. Teddy run to the

10.09.24  
Lost and Found

I am lost and sad.  
I LIF in the nuf pol  
I am un happy I won't see mum  
SMC how wpc wee ogeohm? ✓



# End of Year Expectations in Year 1: Maths

## Numbers and Place Value

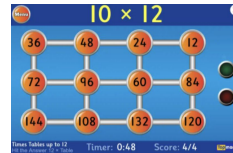
- **Count:** Count to and across 100, forwards and backwards.
- **Read & Write:** Read, write, and interpret numbers to 100 in numerals and words.
- **Multiples:** Count in multiples of 2s, 5s, and 10s.
- **Bonds:** Use number bonds and related subtraction facts within 20.
- **More/Less:** Identify one more and one less than a given number.

**Home tip: count to 100 at home, on the way to home. You can start at a number and take turns, why not try counting backwards?**

## Addition and Subtraction

- **Read/Write Signs:** Understand and use the symbols for addition (+), subtraction (-), and equals (=).
- **Add/Subtract to 20:** Add and subtract one-digit and two-digit numbers to 20.
- **Solve Problems:** Solve one-step problems involving addition and subtraction.

**Home Tip - Hit the Button is a great app to use at home to improve fluency!**



## Measurement

- **Compare & Describe:** Compare and describe lengths, heights, mass, weight, capacity, and volume using terms like long/short, heavy/light, more than/less than.
- **Measure:** Measure lengths, heights, mass, and capacity.
- **Time:** Tell the time to the hour and half hour.
- **Money:** Recognise and know the value of different coins.

**Home tip - why not compare height or weight of objects, ask your child to tell you the time when it is on the hour?**

# Understanding our Planning...



**St. Monica's Catholic Primary School**  
**H.A.S.T (Home and School Together)**



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Home and School Together

	Science Long Term Plan					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Nursery</b>	<b>Seasonal Change</b> Comparing Self with Others Caring for the Environment	<b>Light and Dark</b>	<b>Seasonal Change</b> Keeping Healthy Melting Freezing Heating	<b>Cookery</b> Using Metal Detectors Water Play	<b>Seasonal Change</b> Planting Environment Life Cycles	<b>How Toys Work</b> Melting and Freezing Making Healthy Foods
<b>Reception</b>	<b>Seasonal Change</b> Comparing Self with Others Caring for the Environment	<b>Light and Shadows</b>	<b>Dental Hygiene</b> Melting Freezing Heating Seasonal Change	<b>Cookery</b> Using Metal Detectors Water Play	<b>Life Cycles</b> Growing Seasonal Change	<b>How Toys Work</b> Melting and Freezing Making Healthy Foods
	<b>Early Learning Goals - Exploring the Natural World</b> Explore the natural world around them, making observations and drawing pictures of animals and plants: - Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class; - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter. Safely use and explore a variety of materials					
<b>Year 1</b>	<p><b>Plants</b> Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees</p>	<p><b>Materials</b> Distinguish between an object and the material from which it is made. Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p>	<p><b>Materials</b> Describe the simple physical properties of a variety of everyday materials. Compare and group together a variety of everyday materials on the basis of their simple physical properties</p>	<p><b>Animals including Humans</b> <b>Humans:</b> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</p>	<p><b>Animals including Humans</b> <b>Other animals:</b> Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. Identify and name a variety of common animals that are carnivores, herbivores and omnivores. Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p>	<p><b>Plants</b> Identify and describe the basic structure of a variety of common flowering plants, including trees</p>
	<b>Seasonal Change:</b> Observe changes across the 4 seasons observe and describe weather associated with the seasons and how day length varies					
<b>Year 2</b>	<p><b>Living Things and Their Habitats</b> Explore and compare the differences between things that are living, dead, and things that have never been alive. Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. Explore animals in their microhabitats.</p>	<p><b>Living Things and Their habitats</b> Identify and name a variety of plants and animals in their habitats. Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food</p>	<p><b>Uses of Everyday Materials</b> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching</p>	<p><b>Plants</b> Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p>	<p><b>Animals including Humans</b> Notice that animals, including humans, have offspring which grow into adults. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air).</p>	<p><b>Animals including humans</b> Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>

Subject Curriculum Maps - on our website

# Twitter / Weekly Newsletters



 **stmonicasbootle**  
@stmonicasbootle

What an amazing mission day today. Our Year 6's looked at how our school mission statement promotes inclusivity and celebrates diversity. We created our own poems about it and created special self-portraits  
[#StMonicasMissionday2024](#)  
[#Catholiclifeandmission](#)

4:29 PM · Sep 13, 2024 · 155 Views

 View post engagements

   1  

 Post your reply  Reply



## ST MONICA'S NEWSLETTER

### FRIDAY SEPTEMBER 12<sup>TH</sup>, 2025

Welcome to our Friday newsletter. Our first full week back, and the children have really started to get down to work, settle into their new classrooms and bond with their new teachers.

Can we request that all pupils start to bring coats into school, the weather looks very inclement from this point. Can all parents please ensure name labels are in all items of uniform, please.

A new R.E. Newsletter will be shared with you next week with news of our exciting RE Curriculum over the next term. Thanks one and all.

#### Meet the Teacher - Starting Next Week in the hall

- Monday 15<sup>th</sup> Sep - Year 1, 3:30pm
- Tuesday 16<sup>th</sup> Sep - Year 2, 3:30pm
- Wednesday 17<sup>th</sup> Sep - Year 3, 3:30pm
- Thursday 18<sup>th</sup> Sep - Year 4, 3:30pm
- Friday 19<sup>th</sup> Sep - Year 5, 3:30pm
- Tuesday 23<sup>rd</sup> Sep - Year 6, 3:30pm

**Families can bring their children, sessions should last approximately half an hour.**



### New Website Launch

We have upgraded our website to a more sleek and modern experience. It is much more mobile phone friendly. With the help of Governors, we have invested in top quality photography to celebrate our school and pupils. We have new areas, such as a fully functioning [School Calendar](#), [on which you can check important dates.](#)

We will be updating and adding new and improved elements over the coming weeks, including improved class pages, SEND information and a sleek introduction video. If there is anything you would like us to add, please email us.



St Monica's Catholic Primary School



### Resilience

[Link to New Website](#)

# How we will keep you updated on your child's progress

1. Termly reports that will give you very clear updates on where your child is strong, and where they need support
2. Termly Parents' Evenings for face to face meetings, a chance to read through your child's workbooks
3. Phone call if we feel support is needed and we can work together



St Monica's Catholic Primary School  
End of Year Report, Summer 2023

Number of possible sessions		*Percentage attendance	
Number of unauthorised absences		Number of authorised absences	
Number of lates		Percentage lates	

\*Below 96% for **Percentage Attendance** is considered a cause for concern

**Attainment – the standard your child has achieved in their work this year**

Key for Attainment and Effort	1	Higher than the expected level for their year group
	2	At the expected level for their year group
	3	Just below the expected level for their year group
	4	Below the expected level for their year group

Subject	Religious Education	Reading	Writing	Spelling, Punctuation & Grammar	Maths	Science	Physical Education	
Attainment								
Effort								

Subject	Art	Computing	Design & Technology	Geography	History	Music	PSHE	Spanish
Attainment								
Effort								

**Attitude to learning - Key Characteristics of a Good Learner**

1 = Always or almost always, 2 = Often but could still do it more, 3 = Sometimes but needs to do it more, 4 = Rarely seen and is an area to improve

Are they organised?	Are they respectful?	Do they participate?	Are they responsible?	Are they resilient?
<i>They bring in PE kit and homework is completed consistently.</i>	<i>They show good manners, listen attentively and follow instructions.</i>	<i>They ask questions even when they are not sure, contribute to group work, and volunteer answers.</i>	<i>They take pride in their work, try to find out more themselves</i>	<i>They attempt work even when not sure, are determined to do their best and act upon advice.</i>

# PE Days

Year 1

Monday, Friday



# Trips we have planned for this year



The World Museum Trip

# Dismissal - Home Time Safeguarding

- Y1 parents to stand on the left side of the white line at home time.
- Parents stand in classes to assist teachers with identifying the correct adult.
- Parents are asked to come forward when your child is at the front of the line.
- Please only signal if your child is at the front of the line. We appreciate all patience with this.



# How Can You Help...

**Start to ask your child to get their school bag, shoes, uniform ready the night before school - let's build independence**

**Listen to your child read as often as possible**

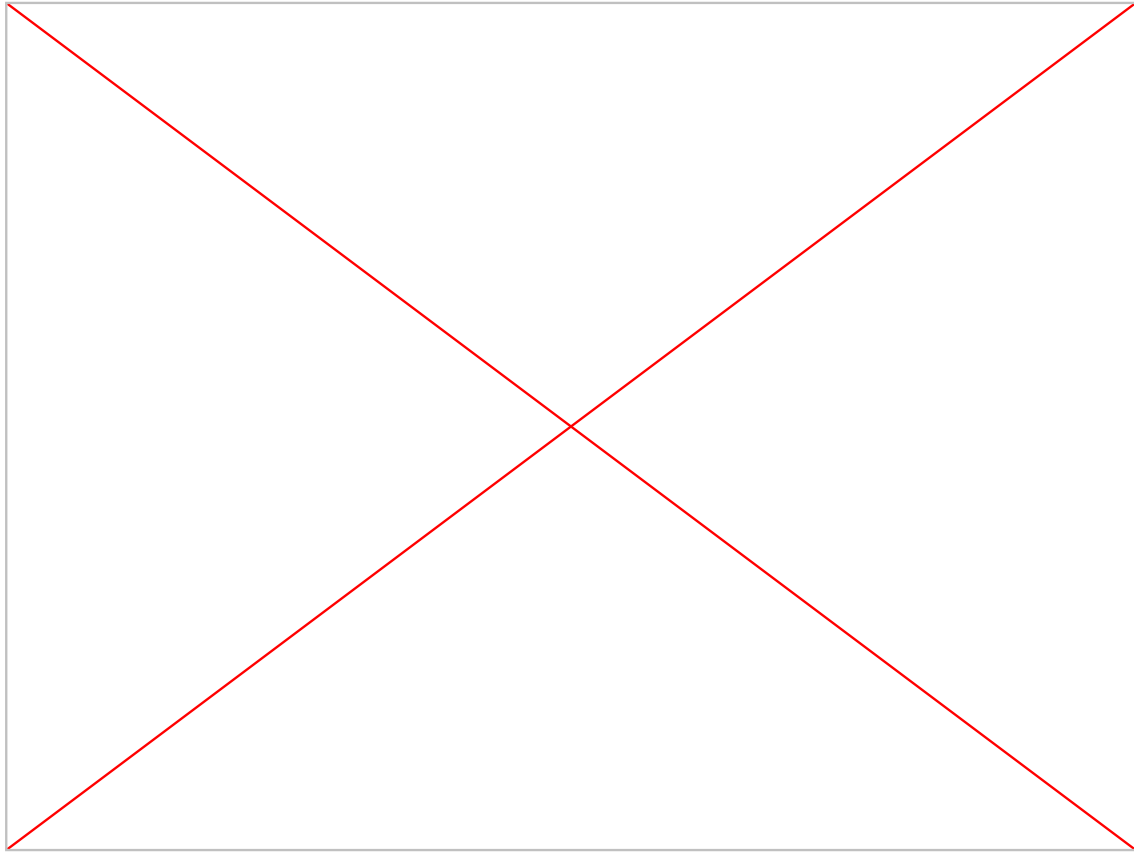
**Early bedtimes are key to success - sleep is a superpower**

**Read through our HAST and ask your child questions about their learning**

**We cannot state this enough: limit screen time as much as you can. Children are finding it harder and harder to concentrate, to be present and to keep their minds on everyday tasks. Digital devices can have a hugely negative impact on attention spans and the focus needed to succeed. Have a digital sunset, prioritise reading and only give screen time as a reward where possible.**



# A Day in Year 1 ...



# Questions...

