

# ST PAUL'S CATHEDRAL SCHOOL

A Guide to Year I

2024-2025

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## **Introduction**

St Paul's Cathedral School is a Christian, co-educational community where the values of love, justice, tolerance, respect, honesty, service and trust are encouraged and practised to promote positive relationships throughout the school community and where the safety and welfare of each child is of the utmost importance.

The school aims to instil a love of learning through a broad curriculum. It aims to give each pupil the opportunity to develop intellectually, socially, personally, physically, culturally and spiritually. All pupils are encouraged to work to the best of their ability and to achieve standards of excellence in all of their endeavours.

Through the corporate life of the school, and through good pastoral care, the school encourages the independence of the individual as well as mutual responsibility. It aims to make its pupils aware of the wider community and encourages a close working relationship with parents and guardians.

## **Welcome to Year 1**

Year 1 is an exciting year for the children. As they move into Key Stage 1 their learning becomes more formal and they are encouraged to further develop their confidence and focus.

Your child's first experiences of school have a significant impact on their future success. In the Pre-Prep, we aim to provide a solid foundation and foster a love of learning, allowing each child to fulfil their full potential.

This booklet aims to provide an overview of your child's time in Year 1, outlining the curriculum and routines of the school day. We hope you will find it useful.

You will find below a chart outlining the main subjects and topics covered each term. Alongside thorough schemes for English and Maths, we follow the International Primary Curriculum, which ensures the children's learning is creative, thematic and topic based.

The children have weekly specialist lessons in French, Music, Drama, Dance and ICT. They also visit the school library once a week.

We look forward to an exciting and busy year ahead!

***Miss Smyth and Miss Sorell***

## **Pre-prep Welcome**

Pre-prep at SPCS is a joyful and purposeful place to launch your child's education journey.

Here, your child will set down foundations for happy and successful lifelong learning.

## **Pastoral Care in Pre-prep**

At SPCS, pastoral care is at the very heart of all we do. The Good Schools Guide describes SPCS as 'pastorally superb'. Your child will be known and nurtured right through the Pre-prep years.

Relationships are at the heart of Pre-prep life. Children learn best when they are secure in their relationships and have the confidence to tackle challenge.

Sustainable wellbeing is built on learning to understand and respect yourself, others and the world around you.

Our approach places great emphasis on the skills needed for self-management, developing and nurturing friendships and working together in teams. Learning how to communicate with others is a key focus in our Pre-prep.

We make our expectations of behaviour clear and reinforce them through celebration of good behaviour at assemblies and the weekly Star of the Week ceremony.

Confidence is developed through growing competence. Regular opportunities to perform (at assemblies, concerts and events such as Sports Day) build self-belief.

Pre-prep class teachers oversee your child's pastoral care. Our pastoral team also includes the School Chaplain, a Counsellor, a Mental Health Lead and ELSAs (Emotional Literacy Support Assistants).

## **Learning in Pre-prep**

We make learning irresistible! From age 4, when your child joins Reception, to age 7 at the end of Year 2, expect to see an amazing journey in every aspect of learning and character development. Our Pre-prep approach promotes the development of problem-solving skills, independence and personal enthusiasms in each classroom. We go beyond acquiring vital skills to develop a love of reading, writing, number and a passionate curiosity about the wider world.

## **Year 1**

Year 1 is our key transition year from play-based learning to a more formal style, although play and imagination remain a crucial part of the curriculum. The school day takes a great greater focus on independent learning and the development of core literacy and numeracy skills. Building on the foundations of Reception, expect to see your child developing great learning habits and enthusiasm for specific topics during this busy year.

## **Wider Learning**

As well as their dedicated class teachers, Pre-prep work each week with subject specialists in PE, ICT, Music, Dance, Drama and French, benefiting from extraordinary expertise from the very start of their education. Our Heads of English, Maths and Science support class teachers to ensure smooth transition to prep school study.

Learning beyond the classroom is a really important part of Pre-prep life, here on site and in the local area. Your child will love regular outdoor learning in the Cathedral Gardens and visits to museums, galleries and concerts during the Pre-prep years will provide lifelong memories. Year 2 visit the swimming pool each week.

In the Pre-prep we advise against any external tutoring except in the most exceptional cases and in consultation with the school. SPCS provides an excellent curriculum, including everything your child needs for academic and personal development. SPCS has a great track record of providing children for their senior schools. This conversation begins with you in Year 4.

Meanwhile, bear in mind that the best ways that you can stimulate your child's academic curiosity are often through the most enjoyable family activities. Trips to a museum or gallery, a family volunteering project, board games, walks together, shopping trips and above all regular conversation at the family meal table: all these give your child the kind of enrichment no tutor can provide. The good news is that the rich experience of family life is the best support you can possibly provide - and is likely to be great fun into the bargain.

We rely on close communication with you and encourage you to share any joys, successes, worries or concerns so that we have the best possible picture of your child's needs and progress.

Your child's form teacher acts as your first contact for communication but do remember they are not in front of a screen during the day but working with your child: call the School Office if you have any urgent messages, questions or concerns.

***Madeleine Smyth***

***Head of Pre-prep***

## **The School Day**

Year 1 will be welcomed at St Augustine's Tower between 8.30 – 8.50am by a member of Pre-Prep staff. Children will be welcomed and registered as they arrive. Children should come straight up to their Pre-Prep corridor before going into their classroom for their morning activities. Parents are asked to drop off their children without entering the school building.

Children are dismissed from St Augustine's Tower at 3.30pm. Children are handed over to their parent or carer by their teacher.

Year 1 children may attend an after-school activity club, led by a Pre-Prep teacher. At 3.30pm they will be given a snack and will play under supervision until their club begins at 4pm. Clubs end at 5pm and children should be collected promptly from St Augustine's Tower. Children may attend wrap around care after this until 6pm. There is also an option of wrap around care from 4 – 6pm.

You will find your child's timetable at the end of this document.

Organisational skills are strongly encouraged and supported at school; please do encourage your child to play an active role in getting ready for school the next day.

<b>Resource required</b>	
PE Kit	ISH, IMS - Monday
Reading Book	Please bring to School on Monday and Thursday to be changed
Library books	ISH – Wednesdays, IMS - Fridays
Musical instrument	Check timetable on parent portal

## **Prep**

Parents are asked to read with their child for 15 minutes each evening. If you have any comments about reading please email the class teacher.

Starting in Autumn Term (2), ten spellings will be sent home with your child each week. The spelling patterns are based on our phonics scheme so most phonemes will be familiar to the children already. These spellings should be practised at home and there will be an informal test at school each week. Children will be tested every Monday in ISH and every Wednesday in IMS.

## **Show and Tell**

Show and Tell is a highlight of our weekly timetable and is held every Tuesday (IMS) and every Monday and Thursday (IMS). Each Show and Tell should be topic-based. Your child will be allocated a topic on which to base their presentation.

The children gain a lot from these sessions; not only does it develop their public speaking skills, but also the ability to listen and ask interesting questions.

## **Parents' Consultation / Reports**

Year 1 Parents' Meetings are held in the Autumn Term and in the Spring Term.

Year 1 parents receive the following feedback during the year:

Autumn Term:	Parents' Meetings
Spring Term:	Book look, Parents' Meetings.
Summer Term:	IPC Exit Point, written report.

In addition to scheduled communication, there may be times when parents, or staff, may feel a face-to-face discussion or phone call would be beneficial to discuss academic or pastoral issues. It is suggested that parents, in the first instance, email the staff concerned and then arrange a meeting at a mutually agreeable time.

## Year 1 - Curriculum Overview

Please note that the information given is only a general guide to the material covered in the year. The pace and order of delivery of the curriculum is constantly monitored by the teaching staff in every subject and will be adjusted to match the requirements of the pupils.

Subject		Autumn Term	Spring Term	Summer Term
<b>English: Reading</b>		School reading scheme book sent home twice a week. 3 x partner reading in phonics sessions. Teacher/TA hears child read at least once a week. One school library book sent home a week.	School reading scheme book sent home twice a week. 3 x partner reading in phonics sessions. Teacher/TA hears child read at least once a week. One school library book sent home a week.	School reading scheme book sent home twice a week. 3 x partner reading in phonics sessions. Teacher/TA hears child read at least once a week. One school library book sent home a week.
<b>English: Writing</b>		Stories in familiar settings. Labels, lists and signs. Poems about the senses. Traditional poems Information texts Poems with repeating patterns. Grammar – finger spaces, capital letters.	Stories with repeating patterns/number story books. Songs and repetitive poems . Information texts. Newspaper articles Instructions. Grammar – writing complete sentences, extending sentence punctuation, exclamation marks, ‘shouting’ sentences.	Fairy Stories and Traditional Tales. Fantasy books. Letters. Poems about nature. Grammar – connecting words, extending sentence punctuation.
<b>English: Spelling</b>		In class phonics lessons. Weekly spellings starting Autumn 2.	In class phonics lessons. Weekly spellings.	In class phonics lessons. Weekly spellings.
<b>Maths: Number</b>		Number and place value. Addition and subtraction. Multiplication and division. Fractions.	Number and place value. Addition and subtraction. Multiplication and division. Fractions.	Number and place value. Addition and subtraction. Multiplication and division. Fractions.
<b>Maths: Shape, Space and Measure</b>		Properties of shape. Position and direction. Measurement (length and height). Measurement (money)	Properties of shape. Measurement (mass) Measurement (time). Measurement (volume and capacity).	Properties of shape. Position and direction. Measurement (length and height). Measurement (time).
<b>IPC</b>	<b><u>Buildings</u></b> Science:  How to test the strengths of structures	<b><u>From A to B</u></b> Science: How to make our own sail boats and aeroplanes History: About transport in the past		<b><u>Sensational!</u></b> Science: About our senses and how we use them  What happens when we are deprived of our senses

<p>About materials used in structures</p> <p><i>History:</i></p> <p>How buildings were made in the past</p> <p>How buildings have been used in the past</p> <p>How people travelled in the past</p> <p><i>Geography:</i></p> <p>About different houses, homes and other buildings around the world</p> <p>How to use maps and atlases to locate the different countries these buildings are in</p> <p><b><u>Let's Celebrate</u></b></p> <p><i>International:</i></p> <p>What is the same and what is different between the celebrations in the home countries of the different children in our class.</p> <p>How to work and celebrate with each other</p> <p><i>History:</i></p> <p>How people in our families celebrated in the recent past</p> <p>How particular past events are still celebrated</p> <p><i>Society:</i></p> <p>How different groups of people celebrate different events.</p> <p>How different groups of people have different rules</p>	<p>How to make a timeline to show when different types of transport were invented</p> <p>About exploring different types of transport from myths and legends</p> <p><i>Geography:</i></p> <p>How we travel to school</p> <p>How to make maps to record our journey to school</p> <p>How to create our own train journey around the host country</p> <p>How we can travel to different countries</p> <p>How to create our own activity holiday</p> <p><b><u>The Magic Toymaker</u></b></p> <p><i>History:</i></p> <p>Toys and games from the past</p> <p>How to order a group of objects from old or new</p> <p>How to create our own toy museum display</p> <p>How we can learn about the past in different ways</p> <p><i>Science:</i></p> <p>How to sort toys based on what they are made of</p> <p>Which materials can be bent, squashed, twisted or stretched</p> <p>Why different materials have uses</p> <p>Pushes and pulls, and how toys move</p> <p>Using electricity in toys</p> <p><i>International:</i></p> <p>Popular games from other countries and teaching others to play them</p>	<p>How sound travels and how our senses of taste and smell are connected</p> <p>About the sensory qualities of different materials</p> <p><i>Technology:</i></p> <p>How to make a fruit salad by exploring taste, colour and texture</p> <p><i>International:</i></p> <p>How we experience and remember places through our sense of smell, taste, touch, hearing and sight</p> <p><b><u>A Day in the Life</u></b></p> <p><i>Geography:</i></p> <p>About the services and buildings in the local area</p> <p>How to create our own street map</p> <p><i>History:</i></p> <p>About the jobs people used to do in the past</p> <p>About significant people from the past</p> <p>What our local area might have looked like a 100 years ago</p> <p><i>Technology:</i></p> <p>How to make vehicles for our street map</p> <p>How to make a uniform for one of our characters</p> <p>How to plan a healthy snack for one of our characters</p>
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<b>Art</b>	<p>Children will create artwork in connection with their IPC topics:</p> <ul style="list-style-type: none"> <li>-Learn about colour theory through a variety of media.</li> <li>-Cement knowledge of shape names.</li> <li>-Draw shapes</li> <li>-Connect shapes to make composition</li> <li>-Design buildings</li> </ul> <p>Media explored:</p> <ul style="list-style-type: none"> <li>-watercolour</li> <li>-Colouring pencils</li> <li>-Oil pastel and inks</li> <li>-Tissue collage</li> </ul> <p>Children will look at a variety of different artists including: Paul Klee, Hundertwasser, Rachel Whiteread.</p> <p>Children will use different crafts such as weaving, collage to create different festival celebrations decorations</p>	<p>Children will:</p> <ul style="list-style-type: none"> <li>-Design rockets</li> <li>-Make peg/lolly stick aeroplanes</li> <li>-Explore painting inspired by space</li> </ul> <p>Children will look at a variety of different artists including: Giacomo Balla and Umberto Boccioni</p>	<p>Children will:</p> <ul style="list-style-type: none"> <li>-Make trapeze artist silhouettes against a painted tent background.</li> <li>-Create circus animals</li> </ul> <p>Children will look at a variety of different artists including Degas, Toulouse Lautrec, and Calder.</p> <p>Children will explore synaesthesia through painting to music and looking at art works by Kandinsky and Rothko. They will explore colour mixing inspired by Chuck Close.</p>
<b>ICT</b>	<p>Children will cover:</p> <ul style="list-style-type: none"> <li>• E-Safety.</li> <li>• Touch typing.</li> <li>• Recording facts using microphones.</li> </ul>	<p>Children will create:</p> <ul style="list-style-type: none"> <li>• Scratch Junior programs.</li> <li>• Digital charts.</li> </ul>	<p>Children will use:</p> <ul style="list-style-type: none"> <li>• Bee bots.</li> <li>• Paint Software.</li> <li>• Video Editing Software.</li> </ul>
<b>Drama</b>	<p><b>character creation</b></p> <ul style="list-style-type: none"> <li>-Exploring how to create characters with different thoughts and emotions, miming jobs and activities in detail, and exploring relationships between people.</li> <li>-Warm-up activities for body and voice to build a strong foundation.</li> <li>-Learn to create characters through voice, body, and movement, with fun games and movement exercises.</li> </ul> <p><b>Nativity Preparation</b></p> <ul style="list-style-type: none"> <li>-Year One students take supportive roles in</li> </ul>	<p><b>Imaginative ideas</b></p> <ul style="list-style-type: none"> <li>-Small group work focusing on sharing, and agreeing on ideas within a group.</li> <li>- Strengthen stagecraft, body movement, and cooperation.</li> </ul> <p><b>Explore a class-related book or theme</b> through Drama games and explorative drama techniques.</p> <ul style="list-style-type: none"> <li>-Encourage fun, sharing, and gaining new perspectives through drama and performance.</li> </ul>	<p><b>- Continue with class-themed drama work.</b></p> <p>Building on skills and knowledge of characters, situation and how to communicate the stories we tell.</p> <ul style="list-style-type: none"> <li>- Potential sharing of work in a <b>Summer Concert</b>, celebrating students' progress and creativity throughout the year</li> </ul>

	<p>an imaginative retelling of the Christmas story.</p> <ul style="list-style-type: none"> <li>- Learn songs, dance routines, and choreography, applying character work to nativity scenes.</li> <li>- Develop stage presence and awareness of an audience.</li> </ul>		
<b>French</b>	<p>In town</p> <p>Seasons</p> <p>Christmas</p>	<p>Super Heros</p> <p>Transports</p> <p>Easter and Mother's Day</p>	<p>Animals</p> <p>Story: Je m'habille et je te croque</p>
<b>Music</b>	<p><b>Singing:</b> Harvest Festival songs</p> <p><b>Instruments of the Orchestra</b> (guest performers and demonstrations)</p> <p><b>Singing:</b> action songs (including hand percussion and body percussion)</p> <p><b>Notation:</b> crotchets, quavers, minims, rests</p> <p><b>Singing:</b> Nativity songs and children's carols</p>	<p>Rhythm games including hand percussion and body percussion</p> <p>Animal Songs</p> <p><b>Class recorders;</b> note, reading, rhythm reading, ensemble skills</p>	<p><b>Class recorders:</b> note, reading, rhythm reading, ensemble skills</p> <p>Summer Concert preparation</p>
<b>PSHE</b>	<p><b>Unit 1: Me and My Relationships</b></p> <ul style="list-style-type: none"> <li>• Feelings</li> <li>• Getting help</li> <li>• Classroom rules</li> <li>• Special people</li> <li>• Being a good friend</li> </ul> <p><b>Unit 2: Valuing Difference</b></p> <ul style="list-style-type: none"> <li>• Recognising, valuing and celebrating difference</li> <li>• Developing respect and accepting others</li> <li>• Bullying and getting help</li> </ul>	<p><b>Unit 3: Keeping Safe</b></p> <ul style="list-style-type: none"> <li>• How our feelings can keep us safe – including online safety</li> <li>• Safe and unsafe touches</li> <li>• Medicine Safety</li> <li>• Sleep</li> </ul> <p><b>Unit 4: Rights and Respect</b></p> <ul style="list-style-type: none"> <li>• Taking care of things:</li> <li>• Myself</li> <li>• My money</li> <li>• My environment</li> </ul>	<p><b>Unit 5: Being my Best</b></p> <ul style="list-style-type: none"> <li>• Growth Mindset</li> <li>• Healthy eating</li> <li>• Hygiene and health</li> <li>• Cooperation</li> </ul> <p><b>Unit 6: Growing and Changing</b></p> <ul style="list-style-type: none"> <li>• Getting help</li> <li>• Becoming independent</li> <li>• My body parts</li> <li>• Taking care of self and others</li> </ul>

<b>PE</b>	<p>Invasion Games: Develop core skills and start to engage in competitive situations.</p> <p>Fundamental Motor Skills: Developing and experimenting with different movements including running, jumping, throwing, catching skipping and copying sequences.</p>	<p>Fielding Skills: Improve timing, and hand-eye co-ordination.</p> <p>Hockey: Working effectively with others as part of a team.</p> <p>Football: Develop simple tactics for attacking and defending.</p>	<p>Sports Day preparation and Athletics.</p> <p>Striking Games Improve timing, and hand-eye co-ordination. Experience batting, bowling and fielding in different modified games.</p>
<b>TPR (Theology, Philosophy and Religion)</b>	<p>Christianity – Harvest Festival</p> <p>Judaism</p> <p>The Good Samaritan</p> <p>Festivals – Advent and Christmas</p>	<p>Celebrating birth in different religions</p> <p>Islam – Places of worship</p>	<p>10 Commandments</p> <p>Philosophy – Special objects and recognising good and bad behaviours</p>

### **Contacts**

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Miss. M. Sorell [msorell@spcs.london.sch.uk](mailto:msorell@spcs.london.sch.uk)

1SH Timetable

	830	920	940	1000	1020	1040	1050	1100	1110	1120	1140	1220	1230	1240	1300	1310	1320	1340	1350	1400	1420	1440	1500	1510	1530
Monday	Registration and Assembly	PE			Morning Break	Music		Spelling test		Mental maths skills	Lunchtime				Maths				Phonics		Afternoon break	TPR			
Tuesday		Phonics				Maths						IPC				Afternoon break	Dance		Show and Tell						
Wednesday		Phonics				Maths						PSHE		Hand writing		Library		Afternoon break	Circle time	French					
Thursday		ICT				English						IPC		Drama		IPC				IPC					
Friday		Maths				English						IPC				Art				Golden time		Star of the Week			
Dismissal																									

1MS Timetable

	830	920	940	1000	1020	1040	1100	1120	1130	1230	1310	1320	1340	1350	1420	1440	1500	1510	1520	1530
Monday	Registration and Assembly	English			Morning Break	Maths			Lunchtime	PSHE	PE		Pho nics	Afternoon Break	Music		Show and Tell		Home Time	
Tuesday		Phonics				Maths				IPC		ICT			TPR				Home Time	
Wednesday		Phonics				Dance	Spelling Test			IPC	Hand writing		IPC		IPC		Circle Time	Home Time		
Thursday		Maths				IPC				Drama	IPC		Show and Tell		French		Home Time			
Friday		Maths				English				Art	Mental Maths	Library			Golden Time		Star of the Week		Home Time	



TRUST

RESPECT

H O N E S T Y

L O V E

T O L E R A N C E

F A I R N E S S

EXCELLENCE

C O M M U N I T Y