

St Rose's Catholic Infants and Nursery School

Key Stage One Parent Curriculum Information Evening

*"We live, love and learn happily in our work and play
as part of God's family."*



Meet the Key Stage One team

St Bernadette

Teachers: Mrs Parfitt and Mrs Deery

Teaching assistants: Mrs T, Mrs Gavin, Mrs Ambridge and Miss Holloway

St Anthony

Teacher: Miss Holder

Teaching assistants: Mrs T, Mrs Gavin, Mrs Ambridge and Miss Holloway

St Teresa

Teacher: Mrs Swami

Teaching assistants: Mrs Glover, Miss Reynolds, Mrs Quinn and Miss Holloway

St Dominic

Teacher: Miss Bolton

Teaching assistants: Mrs Glover, Miss Reynolds, Mrs Quinn and Miss Holloway

- St Anthony will be led by Mrs T when Miss Holder is out on planning time.
- St Bernadette will be led by Mrs T when Mrs Parfitt is out on planning time and Mrs Quinn when Mrs Deery is on planning time.
- St Teresa will be led by Mrs Quinn when Mrs Swami is out on planning time
- St Dominic will be led by Mrs Glover when Miss Bolton is out on planning time

Continuous Provision in Key Stage One

- At St Rose's, our approach to Continuous Provision and learning through play in Key Stage One is purposeful and explicitly linked to the Key Stage One National Curriculum. The classroom environments and provision areas have been carefully designed, and the resources available to children have been deliberately selected to support both cognitive and social development.

Continuous Provision in Key Stage One

- At St Rose's, our Key Stage One Continuous Provision approach incorporates a balance of free play, guided play and elements of structured play.
- Free play is fully child-led and open-ended, with no predetermined learning objective. Within this type of play, adults act primarily as observers, intervening when appropriate to create meaningful teachable moments that move learning forward.
- Guided play/ Playful Learning involves learning goals that are carefully embedded within the provision. Adults interact alongside children, providing scaffolding, modelling language and asking open-ended questions to extend thinking and learning.
- Structured play includes activities that are more heavily adult-directed and often involve clear rules, routines or specific learning outcomes, such as educational games and focused practical tasks.

Continuous Provision in Key Stage One

- Our Key Stage One timetables have been adapted to ensure that children have regular opportunities to engage in purposeful play while continuing to benefit from high-quality direct teaching and adult-led learning experiences. This also links with our OPAL approach available to children during lunchtime.
- Each week, children are provided with a range of challenges linked to their current learning. These activities offer opportunities for practice, consolidation and application, with some requiring practical engagement and others including elements of recording. Children will also benefit from uninterrupted periods of free play throughout the school day.

KS1 Timetable

- In KS1, both core (English, Maths, RE and Science) and non-core subjects (Geography, History, Art, DT, Computing, and PSHE) are taught through whole-class sessions.
- Classroom provisions are carefully planned to extend and deepen children's learning from the input.
- During Active Learning, children are called over in groups to complete book-based or practical activities, allowing the teacher to assess understanding.



KS1 Daily Routine	
8.30am-8.50am	Doors open- register/ morning activity/prayer
8.50am – 9:10	Celebration of the Word in class / Hymn Practice / Gospel Assembly
9.10am-9.30am	Phonics
9.30am – 10:15	Drawing Club / English (Active Learning)
10.15am – 10.30am	Break
10.30am – 11.00am	Guided Reading
11.00am – 11:45	Maths (Active Learning)
11:45am – 12:00pm	Handwriting
12:00pm – 1.00pm	Lunchtime
1pm-1.15pm	Register and Maths Fluency
1.15pm-2.00pm	RE/PE/TOPIC/Science/Music/Computing/PSHE (Active Learning)
2.00pm-2.10pm	Brain Break
2.10pm – 3.00pm	RE/PE/TOPIC/Science/Music/Computing/PSHE (Active Learning)
3.00pm-3:10pm	End of day prayer



Catholic Life

- Our aim is that RE and prayer are not simply activities that happen at particular points in the week but are woven naturally throughout school life.
- We want our children to understand that RE and prayer are not simply lessons or activities — they are part of who we are as a Catholic school community.

Catholic Life

- Every week, the children have Gospel assembly and hymn practice
- The children attend Mass and liturgies throughout the year to celebrate important times.
- Children participate in weekly Celebration of the Word sessions which are a time for children to be still, quiet and calm to listen to the word of God.
- We celebrate Mass in school regularly and each year group will also attend Mass at our local parish in Boxmoor once during the school year.
- Father David regularly visits the school and the children in class.
- Students from JFK also visit St Rose's to support with learning



Saint Feast Day Celebrations

- On your child's class Saint Feast Day, we invite the children to wear their own clothes to school to celebrate their class Saint.
- Your child will learn more about their class Saint in class and produce some work, for example and piece of artwork
- In the afternoon, the children will have a 'party' in class to celebrate them.

St Teresa	15 th October 2026	15 th October 2026
St Bernadette	16 th April 2027	16 th April 2027
St Anthony	13 th June 2027	11 th June 2027
St Dominic	8 th August	19 th July 2027

Curriculum

Religious Education

The children have been learning about St Rose and their class saint.

Our current topic is 'Creation and Covenant'.

The children will learn about the beauty of God's world and explore and respond to the wonders of creation e.g. the seasons. They will also hear about the story of Creation from Genesis and talk about its meaning. They will be reflecting on the knowledge that God made us because he loves us and develop their understanding that we show God we love him by looking after the world and each other.

Curriculum – Guided Reading Year 1

- Guided reading is taught through a whole class approach
- Each week, the children are introduced to a new text.
- Monday – key words are taught and the story is read and discussed with them
- Tuesday – whole class comprehension
- Wednesday – key words are taught and the story is read and discussed with them
- Thursday – whole class comprehension
- Friday – follow up task
- Each day, the class teacher reads with a small group

Curriculum – Guided Reading Year 2

- Guided reading is taught through a whole class approach
- Each week, the children are introduced to a new text.
- Monday – key words are taught and the story is read and discussed with them
- Tuesday – echo reading
- Wednesday – whole class comprehension
- Thursday – independent comprehension
- Friday – follow up task
- Each day, the class teacher reads with a small group

Curriculum - Maths

- We follow the NCETM Teaching for Mastery approach. This is based on the 5 Big Ideas:

1. Coherence

- Learning is carefully sequenced so that each new idea builds on prior knowledge.
- Example:
- Counting → number bonds → addition → subtraction.

2. Representation and Structure

- Children use practical equipment and visual models to help them see mathematical relationships.
- Examples: Counter, Tens frames, Part-whole models, Number lines
- Base 10 equipment

3. Mathematical Thinking

Children are encouraged to:

- Spot patterns
- Make connections
- Explain their thinking
- Convince others why something is correct

Example questions:

- "How do you know?"
- "Can you prove it?"
- "What do you notice?"

4. Fluency

Fluency means more than quick recall.

Children develop:

- Number bonds
- Counting skills
- Addition and subtraction facts
- Flexible thinking about numbers

They learn to choose efficient methods and make connections.

5. Variation

Teachers carefully vary examples to help children notice important mathematical structures.

For example:

- $7 + 3 = 10$
- $3 + 7 = 10$
- $10 - 7 = 3$
- $10 - 3 = 7$

Children see how ideas are connected.

Curriculum -Maths

What Your Child Will Learn in KS1

Year 1

Number

- Counting forwards and backwards
- Numbers to 100
- Place value
- Addition and subtraction within 20 and beyond

Geometry

- Naming and describing shapes

Measurement

- Length
- Weight
- Capacity
- Time
- Money

Fractions

- Halves and quarters

Year 2

Number

- Numbers to 100 and beyond
- Place value
- Addition and subtraction
- Multiplication and division

Fractions

- $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$, $\frac{3}{4}$

Measurement

- Money
- Time
- Length, mass and capacity

Statistics

- Simple charts and graphs

Geometry

- Shape properties and position

Children are currently taught 2 sessions of maths a week with daily fluency lessons and challenges available in provision.

Curriculum - English

- Children are taught key skills through different texts.
- They have opportunities to write everyday and apply these skills through English lessons and continuous provisions
- Phonics and spelling sound mats are used in every lesson to support spelling
- Phonics is taught daily
- Year 2 will start learning spelling rules in Autumn 2

Curriculum – non core

- These subjects are taught weekly in the afternoons:
- History / Geography, Science, PEx2, Art, DT, Computing, PSHE/RSE, music
- The children have a new topic each half term, which will be shared with you on our class website pages

Whispering Woods

- Previously, each class has had a whispering woods sessions every week each half term
- This year, the children will have a whispering woods day, this is different to their seasonal change day
- They will need to come to school in their whispering woods kit

Whispering Woods Days

	Year 1	Year 2
Autumn 1	Tuesday 13th October	Friday 16th October
Autumn 2	Friday 20th November	Wednesday 25th November
Spring 1	Monday 8th February	Friday 12th February
Spring 2	Friday 12th March	Monday 8th March
Summer 1	Monday 12th May	Wednesday 14th May
Summer 2	Wednesday 14th July	Monday 19th July

Seasonal Change Days – Autumn

- 19th October – Year 1
- 23rd October – Year 2
- We will remind you of these in the WWA and they will be added to our classroom website pages
- Children need to come to school in their own clothes / whispering woods kit

Uniform

BOYS WINTER UNIFORM

Pale Blue Shirt (long or short sleeved)
Royal Blue Jumper (v-neck) School logo or Plain
Dark Grey Trousers
Black Velcro / Slip-on Indoor Plimsoles
Grey Socks

BOYS SUMMER UNIFORM

Pale Blue Shirt
Royal Blue Jumper (v-neck) School logo or Plain
Dark Grey Shorts
Black Velcro / Slip-on Indoor Plimsoles
Grey Socks

GIRLS WINTER UNIFORM

Pale Blue Shirt (long or short sleeved)
Royal Blue Cardigan, with school logo or plain
Kilt (Holyrood)
Black Velcro / Slip-on indoor Plimsoles
Royals Blue Socks or Tights

GIRLS SUMMER UNIFORM

Yellow checked summer dress
White Socks
Black Velcro / Slip-on Indoor Plimsoles

P.E KIT

Blue Polo Shirt with Veritas badge
Royal Blue Shorts (elasticated waist)
Blue Tracksuit Bottoms

OUTDOOR SHOES

Sensible black school shoes. No boots other than wellington boots in wet/bad weather. Laced shoes are permitted providing your child can tie them independently.

All clothing (including plimsoles) is widely available from all large supermarkets or online and can be purchased for under £15.00

STEVENSONS

Bookbags, Sunhats and P.E bags are supplied by Stevensons, St Albans, 01727 815700

WATER BOTTLE

Any named water bottle (to be brought into school daily)

ALL CLOTHING AND SHOES ARE TO BE CLEARLY NAMED. PLIMSOLES CAN BE DECORATED TO HELP YOUR CHILD IDENTIFY THEM.

Thank you!

- If you have any questions, please email:
- year1@stroses.herts.sch.uk
- year2@stroses.herts.sch.uk
- We will then create a collective response and send it to everyone