

St Thomas of Canterbury Catholic Primary School

Where every child is special



Welcome to EYFS! Autumn 2025

Making **S=P+A+C+E** for learning

Welcome to Reception!

At St. Thomas of Canterbury Catholic Primary School we have just one school rule, our **Golden Rule**:

We treat others as we would like to be treated

We reflect on this in school each week through our **GOLDEN THREADS**: 10 ways in which we can understand and follow our **Golden Rule**.

We teach the children how to be a St Thomas Learner. This includes:

- Making **S=P+A+C+E** for their learning

A St Thomas' Learner makes **S=P+A+C+E** for their learning

We believe that **St Thomas' Learners** can achieve **S**uccess through **P**erseverance together with a really positive **A**ttitude, **C**onfidence and, of course, **E**ffort.

Throughout this year we will be working on the Learning skills that lie behind these key attitudes to help each of us to improve as learners and to make the most of every opportunity that comes our way – our **S=P+A+C+E** skills.

Perseverance

A St Thomas' Learner...

NEVER GIVES UP
TRIES AND TRIES AGAIN
Isn't afraid to get things wrong
Is resilient
Always gets involved and has a go

A positive, can-do Attitude

A St Thomas' Learner...

BELIEVES IN THEMSELVES
Has a GROWTH mindset
Wants to take part
Is always optimistic
Encourages others
LOVES LEARNING

Confidence

A St Thomas' Learner...

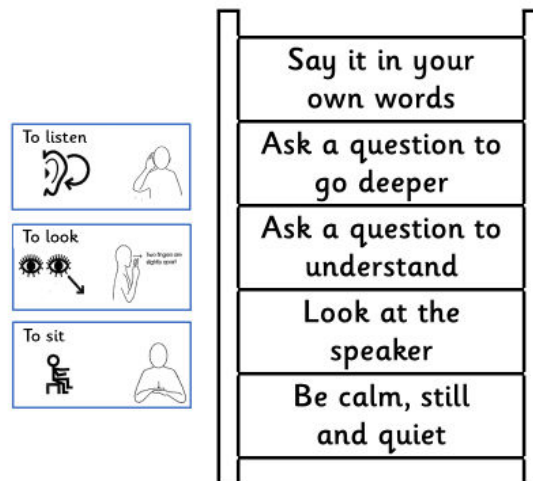
Is happy
Knows they CAN
Believes in the power of yet
LEARNS FROM THEIR MISTAKES
Is happy to share
Knows they are valued and loved

Effort

A St Thomas' Learner...

Is always ready to learn
listens
Isn't distracted
Makes good use of time
WORKS IN THEIR CHALLENGE ZONE

- Following the listening ladder



Are you
making
S=P+A+C+E
to **LISTEN?**

- Keeping our presentation policy

The St Thomas' Presentation Promise

As **St Thomas' Learners** we aim to be the **best** that we can be and so I promise:

To take real pride in everything I do

To always *use my best handwriting*

To respect my books and keep them free of doodles and scribbles

To put the date and Learning Title on every piece of work at the top left of my page

To always underline using a ruler

To use a sharp pencil or a good handwriting pen for my writing (always a sharp pencil for my maths)

To use a sharp pencil for every drawing or diagram

To make sure I use every page in my book

To put a single, neat line through my mistakes

To write carefully on the lines in my books

To make sure I glue things into my book as neatly and carefully as I can – straight and the right way up!

- Being ready, respectful and safe



Ready



Respectful



Safe

- Treating others the way they would like to be treated



This academic year we are having a whole school focus on what it means to be "Ready, Respectful and Safe." We will look at why this is important and how to demonstrate this in lessons, at lunch times, in the corridors and at playtimes. This is a theme you could talk to your child about over the year ahead.

We build our resilience and foster our mental health and wellbeing by: Making **S=P+A+C+E** for **ME**



At St Thomas' we celebrate who we are by making

S=P+A+C+E for **EVERYONE**

Based on Paul's letter to the Corinthians 12:1-31

A celebration of belonging, of uniqueness and community

EVERYONE is welcome here

As part of our School family, as part of God's world.

Who is everyone?

EVERYONE ...

Different and unique
Equal and respected
Loved and belongs

YOU are **EVERYONE**



S=P+A+C+E for learning in the Early Years Curriculum.

The Early Years Curriculum is underpinned by these Characteristics of Effective Learning, promoting development across all areas and supporting each child to remain an effective and motivated learner.

These concepts are fostered through the use of our 'Learning Friends' pictured below:

- Playing and exploring – engagement and effort (Ellie)
- Active learning – motivation and perseverance (Marvin)
- Creating and thinking critically – thinking and confidence (Connie)



Ellie



Marvin



Connie

A warm welcome to Reception and Early Year Foundation Stage (EYFS).

Our class names are St. Salvatore (Mrs Sumsion) and St. Henry (Mrs Morgan: Monday and Tuesday and Mrs Hills: Wednesday, Thursday and Friday). The Year group staff team include Mrs Hernandez and Mrs Kamzol who will be supporting the children's learning in Reception.



Mrs Sumsion



Mrs Hills (Wed-Thurs)



Mrs Morgan (Mon-Tues)



Mrs Kamzol



Mrs Hernandez

These are the EYFS classrooms:



St. Salvatore's Classroom



St. Henry's Classroom

Learning in EYFS

A very warm welcome to Reception, we hope you have had a wonderful summer and look forward to being part of your child's journey here at St Thomas'.

Learning Link: People Who Help Us

We will start by looking at People who help us. As our learning is child-led, we look forward to seeing where this will take us.

Special Events

Please see the Annual Calendar when it is published, website and the Weekly News for all the dates for the term ahead.

Aim/Key skills we are focusing on:

To enter the classroom with increasing confidence and independence.

To show enthusiasm for and interest in learning.

To begin to understand the Golden Rule and what it means to make **S=P+A+C+E** for our Learning,

S=P+A+C+E for Me and **S=P+A+C+E** for **EVERYONE**.

To learn happily with and alongside others.

Challenge:

To write and post a letter to Santa.

Celebration:

To participate in a Christmas **S=P+A+C+E** Extravaganza.

Home learning:

Sharing stories from the Story Sacks

Phonic sounds and Tricky Words

Celebrate our weekly reading book

Year R Autumn Medium Term Plan

Learning Link: People who help us.

Welcome to Reception!

We are so excited about getting to know our new St Salvatore and St Henry classes and we know that we have a fantastic year ahead of us.

The first thing that we will be doing is making lots of new friends, learning everyone's names, and finding out about each other and our school.

We are also going to be learning about the people who help us in our community. Not only those we turn to in emergencies, like doctors, nurses and firefighters, but also those who help to keep everything running in our daily lives. We are looking forward to hearing which jobs you would like to find out about and are hoping that we will have some visitors to come in and tell us about their roles.

Just before the Christmas holidays we will have a special **S=P+A+C+E** Day to celebrate and reflect on all the learning that we have done during our first term together at St Thomas'.

RE

Creation and Covenant

Objective 1 - I know that God made our world.

Objective 2 - I know that God made me.

Objective 3 - I know God loves me and I am part of a family.

Objective 4 - I know we are all invited to be part of God's Family.

Objective 5 - I know we should look after ourselves and each other.

Objective 6 - I know we should look after God's world.

Prophecy and Promise

Objective 1 – I know that Mary was chosen by God to be Jesus' mother.

Objective 2 – I know that Mary and Joseph travelled to Bethlehem.

Objective 3 – I know that Jesus was born in a Stable and laid in a manger.

Objective 4 – I know that the Shepherds visited Jesus in the Stable.

Objective 5 – I know that Advent is a time to get ready for Christmas.

Objective 6 – I know that Jesus came for the whole world.

Personal, Social and emotional development

See themselves as a valuable individual.

Build constructive and respectful relationships.

Express their feelings and consider the feelings of others.

Show resilience and perseverance in the face of challenge.

Identify and moderate their own feelings socially and emotionally.

Think about the perspectives of others.

Manage their own needs.

Know and talk about the different factors that support their overall health and wellbeing.

Physical Development

Introduction to PE Unit 1 & 2:

Finding space, freezing on command, using and sharing equipment and working individually and in partners/groups. Take part in 'adventure and fantasy' themed activities which will develop fundamental movement skills such as running, jumping, skipping.

Ball skills:

	<p>Roll and throw with some accuracy towards a target. Throw underarm. Beginning to catch with two hands.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.</p> <p>Develop overall body-strength, balance, co-ordination and agility.</p> <p>Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.</p> <p>Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Further develop the skills they need to manage the school day successfully.</p>
Communication and Language	<p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary.</p> <p>Ask questions to find out more and to check they understand what has been said to them.</p> <p>Articulate their ideas and thoughts in well-formed sentences.</p> <p>Connect one idea or action to another using a range of connectives.</p> <p>Describe events in some detail.</p> <p>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</p> <p>Develop social phrases.</p> <p>Engage in storytimes.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>
Literacy	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Form lower-case and capital letters correctly.</p> <p>Spell words by identifying the sounds and then writing the sound with letter/s.</p>
Maths	<p>Count objects, actions and sounds.</p> <p>Link the number symbol (numeral) with its cardinal number value.</p> <p>Count beyond ten.</p>

	<p>Compare numbers.</p> <p>Understand the 'one more than/one less than' relationship between consecutive numbers.</p> <p>Explore the composition of numbers to 10.</p> <p>Automatically recall number bonds for numbers 0–5 and some to 10.</p> <p>Select, rotate and manipulate shapes to develop spatial reasoning skills.</p> <p>Compose and decompose shapes so that children recognise a shape can have other shapes within it, just as numbers can.</p> <p>Continue, copy and create repeating patterns.</p> <p>Compare length, weight and capacity.</p>
Understanding the world	<p>Talk about members of their immediate family and community.</p> <p>Name and describe people who are familiar to them.</p> <p>Comment on images of familiar situations in the past.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Draw information from a simple map.</p> <p>Understand that some places are special to members of their community.</p> <p>Recognise that people have different beliefs and celebrate special times in different ways.</p> <p>Recognise some similarities and differences between life in this country and life in other countries.</p> <p>Explore the natural world around them.</p> <p>Describe what they see, hear and feel whilst outside.</p> <p>Recognise some environments that are different from the one in which they live.</p> <p>Understand the effect of changing seasons on the natural world around them.</p>
Expressive Arts	<p>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</p> <p>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>Create collaboratively, sharing ideas, resources and skills.</p> <p>Develop storylines in their pretend play.</p> <p>Listen attentively, move to and talk about music moving increasingly in time with the beat, expressing their feelings and responses.</p> <p>Watch and talk about dance and performance art, expressing their feelings and responses.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Explore and engage in music making and dance, performing solo or in groups.</p>