

# St Thomas of Canterbury Catholic Primary School

Where every child is special



**Year Six  
Spring 2025**

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

# Our learning in Year 6

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

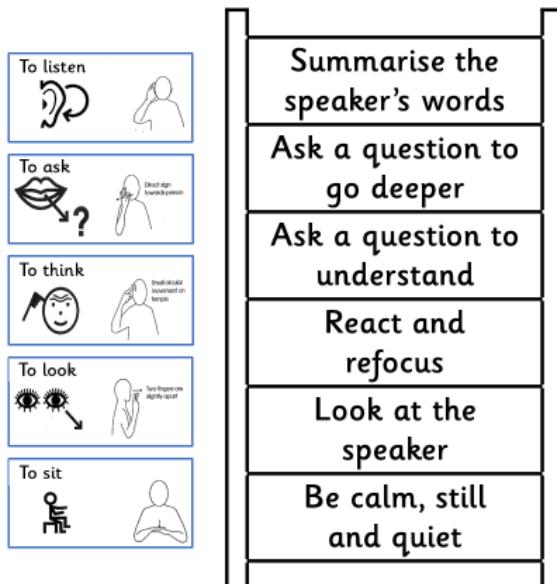
**listens**

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**



# Learning in Year 6

## Learning Link:

'Our Dream World'

## Special Events:

*Please see the Annual Calendar, website and the Weekly News for all the dates for the term ahead*

Tuesday 6 <sup>th</sup> January	Back to school and Epiphany Mass
Thursday 22 <sup>nd</sup> January	SATs information evening
Friday 23 <sup>rd</sup> January	National Handwriting Day
Friday 30 <sup>th</sup> January	Open Afternoon
Monday 9 <sup>th</sup> February	Safer Internet Day Parent Session (Breck Foundation)
Tuesday 10 <sup>th</sup> February	Face to face parent consultation meeting
Tuesday 10 <sup>th</sup> February	Safer Internet Day
Friday 13 <sup>th</sup> February	Safer Internet Day workshop (Breck Foundation)
Monday 16 <sup>th</sup> – Friday 20 <sup>th</sup> February	Half Term
Wednesday 25 <sup>th</sup> February	Remote parent consultation meetings
Wednesday 25 <sup>th</sup> /Thursday 26 <sup>th</sup> February	Lifespace visit in school
Friday 27 <sup>th</sup> February	Chertsey Museum visit
Wednesday 4 <sup>th</sup> March	Author Visit
Thursday 5 <sup>th</sup> March	World Book Day
Friday 13 <sup>th</sup> March	INSET Day
Friday 20 <sup>th</sup> March	Open Afternoon
Friday 27 <sup>th</sup> March	6L Class Worship at 9am and End of Term – 2pm

## Aim/Key skills we are focusing on:

Our new **S=P+A+C+E** Skills, including:

To be confident and successful learners:

Follow the steps to success, learn from your mistakes, enjoy your learning, listen carefully, select and present information appropriately, use times and resources effectively, recognise when to challenge myself, solve problems, show and explain to others, share ideas confidently, inference and deduction to offer explanations, use feedback to improve mine and peer's work, setting a good example to others, empathising with others and making S=P+A+C+E for our learning.

## Challenge and Celebration:

The children will design sculptures linked to our learning in Geography and English.

## Homework:

- **Reading:** In Year 6 we ask that the children read at home every day for 20-30 minutes and discuss what they have read. Please could the children record the numbers of at least 4 fiction/non-fiction questions each week, in their reading record. These questions can be found inside the front and back covers of their Homework Diary.

- **Spelling:** Each week, the children will be set a list of spellings to learn for homework. From January the spellings will be set and tested on a Monday not a Friday. Sometimes the spellings will follow a pattern/ rule and sometimes they will be statutory words that do not follow a set rule. We ask that children practise the words at home at least 3 times during the week and then write a paragraph (or more) to demonstrate their understanding of the new spelling vocabulary. The paragraph should be at least 5 sentences long, punctuated accurately, and each sentence should contain at least one of the spelling words. The children may choose to write a story, a newspaper report, a comic strip or any genre of their choosing – choose something different each week. These spellings will be tested each week in a dictation.
- **Grammar & Maths:** CGP pages set each week please complete one workout in each book per week
- Other homework tasks such as: research activities, an RE activity, song words for a performance etc. will also be set over the course of the term.

## Resources

Your child has their school pencil case. Replacement glue sticks, handwriting pens, pencils, rulers, rubbers and pencil sharpeners will be available to buy from our Stationery Store organised by School Council.

## Contacts:

6L St. Louise Mrs Lewis [mrslewis@st-thomas.surrey.sch.uk](mailto:mrslewis@st-thomas.surrey.sch.uk)

<b>6M St. Mary</b>	<b>Mrs Sharpe (Mon, Tues, Thurs, Fri)</b>	<a href="mailto:mrssharpe@st-thomas.surrey.sch.uk">mrssharpe@st-thomas.surrey.sch.uk</a>
	<b>Mrs Bond (Weds)</b>	<a href="mailto:mrsbond@st-thomas.surrey.sch.uk">mrsbond@st-thomas.surrey.sch.uk</a>
	<b>Mr Jones (Weds after Feb half term)</b>	<a href="mailto:mrijones@st-thomas.surrey.sch.uk">mrijones@st-thomas.surrey.sch.uk</a>

<h1 style="text-align: center;">Year 6 Spring Medium Term Plan</h1>	
<b>Learning Link: Our Dream World</b>	<p>This term, we will explore what we would like in our dream world, from recognising the impact of climate change and plastic pollution to journeying to the Greek forest in 'A Midsummer Night's Dream' and exploring the mystical lands that can be found in 'The Arrival'.</p> <p>The creative talents of the children will be put to good use throughout all of their learning, and the links between English and Art will culminate in the children creating their own life-size, 3D sculpture for display in 'The Canvas'.</p>
<b>RE</b>	<b>Galilee to Jerusalem</b> <b>Desert to Garden</b>
<b>English</b>	<p><b>Reading:</b></p> <p>Class Text 1: The London Eye Mystery by Siobhan Dowd  Class Text 2: Letters From The Lighthouse By Emma Carroll</p> <p><b>Writing: Inspired by A Midsummer Night's Dream, The London Eye Mystery and Letters From The Lighthouse.</b></p> <p>Formal Speech Writing  Descriptive Writing</p>

	<p>Narrative Dialogue Diary Entry</p> <p><b>Grammar:</b> Formal language Active and Passive voice Inverted commas Subjunctive verb form Conjunctions Revision of KS2 content</p>
<b>Maths</b>	<p><b>Fractions:</b> Multiplication, division and finding fractions of amounts.</p> <p><b>Number:</b> Decimals, percentages, algebra and ratio.</p> <p><b>Measurement:</b> Converting units, perimeter, area and volume.</p> <p><b>Statistics:</b> Interpreting and recording data (taught discreetly through our Science topics too).</p>
<b>Science</b>	<p><b>Animals including Humans</b> <b>The Heart</b></p>
<b>Art</b>	Sculptures
<b>DT</b>	<b>Food and Nutrition - Seasonal Scones</b>
<b>Computing</b>	<p><b>Online Safety</b> <b>Web Page Creation</b> <b>Spreadsheets</b></p>
<b>History</b>	<b>World War II</b>
<b>Geography</b>	<b>Field Studies – local focus</b>
<b>PSHE – Learning for Life</b>	<p><b>All About Me:</b> Puberty Emotional Changes Body Image</p>
<b>Modern Foreign Languages – French</b>	<p>Designing and annotating a school timetable in French. Learning French numbers up to 100. Describing my daily routine. Learning about Mardi Gras and how the start of Lent is celebrated in France.</p>
<b>Music</b>	<p>This term, children will learn the ukulele. We will begin by understanding how the ukulele makes a sound and the first techniques for playing the instrument. Over the course of the term we will learn four chords and practice these with songs. These chords will then be used as a basis for children to compose over, bringing together their previous learning about rhythm and pitch to create a song.</p>
<b>PE</b>	<b>Gymnastics</b>

Understand what counter balance and counter tension is and show examples with a partner. Combine and perform gymnastic actions, shapes and balances with control and fluency. Create and perform sequences with varied movements and holds.

Suggest changes and use feedback to improve a sequence.

**Tag Rugby**

Children will learn how to position themselves for a backwards throw and how to control the ball when catching and throwing.

Use skills and strategy to outwit the opponent. Applying different movements and skills under pressure. Use space to support teammates. Vary types of attacking play to avoid predictable play.

**Badminton**

Using different types of shots/clears and racket movements within the game to keep advantage and gain points. To serve effectively, use tactics when needed and begin to self-manage a game with an opponent.