

St Thomas of Canterbury Catholic Primary School

Where every child is special



EYFS Spring 2026

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

Our learning in EYFS

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 **A**ttitude

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

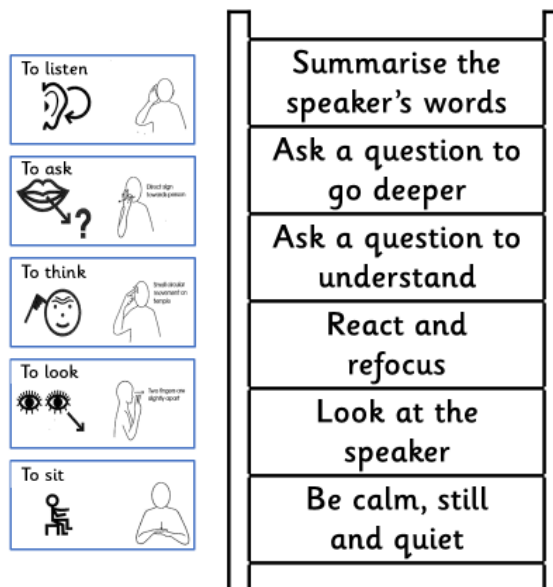
listens

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

Learning in EYFS

A warm welcome back, we hope you had a happy and Holy Christmas. We are looking forward to a fun-filled term with the children.

Learning Link:

All Creatures Great and Small.

Special Events

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

Tuesday 6 th January	Back to school
Friday 23 rd January	St Henry's Class Worship and National handwriting Day
Friday 30 th January	Life Long Ago Workshop
Friday 30 th January	Open Afternoon
Friday 13 th February	St Salvatore's Class Worship
Tuesday 10 th February	Face to face parent consultation meeting
Tuesday 10 th February	Safer Internet Day
Monday 16 th – Friday 20 th February	Half Term
Wednesday 25 th February	Remote parent consultation meetings
Wednesday 25 th /Thursday 26 th February	Lifespace visit in school
Wednesday 4 th March	Author Visit
Thursday 5 th March	World Book Day
Friday 13 th March	INSET Day
Friday 20 th March	Open Afternoon
Thursday 26 th March	Spring S=P+A+C+E day
Friday 27 th March	End of Term – 1.50pm

Aim/Key skills we are focusing on:

- To have a go, take risks, aim high and be engaged like Ellie Elephant.
- To be involved, concentrate and keep on trying, like Marvin Monkey.
- To have their own ideas, think independently, like Connie Cow.
- To follow our Golden Rule.

S=P+A+C+E Day:

The children will have the opportunity to plan and organise an Easter themed afternoon tea party.

Home learning:

Sharing stories from the story sacks
Phonic sounds and Tricky Words
Little Wandle reading book and eBooks
Letter formation

Contact:

St Salvatore's Class Mrs Sumsion
St Henry's Class Mrs Morgan (Mon – Tues)
Mrs Hills (Weds-Fri)

mrssumsion@st-thomas.surrey.sch.uk
mrmorgan@st-thomas.surrey.sch.uk
mrshills@st-thomas.surrey.sch.uk

EYFS Spring Medium Term Plan	
Learning Link: All Creatures Great and Small.	We will start the term by exploring our RE topic 'Galilee to Jerusalem'. We will begin by finding out about camels and as our learning is child-led, we look forward to seeing where our link of Creatures and Great and Small will take us.
RE	Branch 3 – Galilee to Jerusalem Branch 4 - Desert to Garden
Literacy	Comprehension <ul style="list-style-type: none">- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;- Anticipate – where appropriate – key events in stories;- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Word Reading <ul style="list-style-type: none">- Say a sound for each letter in the alphabet and at least 10 digraphs;- Read words consistent with their phonic knowledge by sound-blending;- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Writing <ul style="list-style-type: none">- Write recognisable letters, most of which are correctly formed;- Spell words by identifying sounds in them and representing the sounds with a letter or letters;- Write simple phrases and sentences that can be read by others. Phonics <ul style="list-style-type: none">- Phase 3
Maths	Number <ul style="list-style-type: none">- Have a deep understanding of number to 10, including the composition of each number;- Subitise (recognise quantities without counting) up to 5;- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts. Numerical Patterns <ul style="list-style-type: none">- Verbally count beyond 20, recognising the pattern of the counting system;

	<ul style="list-style-type: none"> - Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity; - Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
Understanding the world	<p>Past and Present</p> <ul style="list-style-type: none"> -Talk about the lives of the people around them and their roles in society; - Know some similarities and differences between things in the past and now, drawing on their experiences and on what has been read in class; - Understand the past through settings, characters and events encountered in books read in class and storytelling. <p>People, Culture and Communities</p> <ul style="list-style-type: none"> -Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. <p>The Natural World</p> <ul style="list-style-type: none"> -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.
Expressive Arts	<p>Creating with Materials</p> <ul style="list-style-type: none"> -Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function; - Share their creations, explaining the process they have used; - Make use of props and materials when role playing characters in narratives and stories. <p>Being Imaginative and Expressive</p> <ul style="list-style-type: none"> -Invent, adapt and recount narratives and stories with peers and their teacher; - Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. <p>This term we continue to have two music lessons a week, in which we continue to explore the beat (pulse) in music through active singing games and playing untuned percussion instruments such as claves or spoons.</p> <p>Exploring the story of The Magical Toybox, children will explore high and low pitch, musical dynamics (loud/quiet), and articulation (smooth/spiky). We will think about music and mood, and how music can be used to create a character. The children will learn about three orchestral instruments: flute, bassoon and harp. We will work towards creating our own music using tuned and untuned percussion to help us tell a story.</p>

	The children will learn hymns for School Masses, Prayer Services and Class Worships.
Personal, Social and emotional development	<p>Self-Regulation</p> <ul style="list-style-type: none"> - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate; - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. <p>Managing Self</p> <ul style="list-style-type: none"> - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge; - Explain the reasons for rules, know right from wrong and try to behave accordingly; - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices <p>Building Relationships</p> <ul style="list-style-type: none"> - Work and play cooperatively and take turns with others; - Form positive attachments to adults and friendships with peers; - Show sensitivity to their own and to others' needs.
Physical Development	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> - Negotiate space and obstacles safely, with consideration for themselves and others; - Demonstrate strength, balance and coordination when playing; - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; - Use a range of small tools, including scissors, paint brushes and cutlery; - Begin to show accuracy and care when drawing. <p>Gymnastics</p> <p>Move confidently and safely in space using under, round, over equipment and Obstacles.</p> <p>Move and stop, recognising both commands.</p> <p>Show contrast with their bodies including tall/short, wide/thin, straight/curved).</p> <p>Make shapes with their bodies. Jump off an object and land appropriately.</p> <p>Fundamentals unit 1 & 2</p> <p>Topic of 'all about me'. Fundamental skills and gross motor skills will include balancing, running, changing direction, jumping, hopping and travelling. They will learn how to stay safe using space, follow rules and instructions and work independently and with a partner.</p>
Communication and Language	<p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> - Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; - Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their

	<p>teacher and peers.</p>
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Speaking

- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.