

# St Thomas of Canterbury Catholic Primary School

*Where every child is special*



## EYFS Summer 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.

## **P**erseverance

**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**

## **C**onfidence

**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**

## **E**ffort

**A St Thomas' Learner...**

**Is always ready to learn**

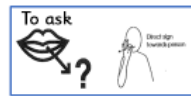
**listens**

**Isn't distracted**

**Makes good use of time**

**WORKS IN THEIR CHALLENGE ZONE**

- Following the listening ladder



Summarise the speaker's words
Ask a question to go deeper
Ask a question to understand
React and refocus
Look at the speaker
Be calm, still and quiet



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*

## **Transition Day to Year One: Wednesday 1<sup>st</sup> July 2026**

Our Transition Day is a very important day for the children and begins with a whole school assembly followed by a carefully planned day. The children spend the time with their new teacher in their new classrooms.

The objectives of this day are:

- To establish a smooth transition for the children
- To give the children an opportunity to meet their new teacher and foster a sense of belonging in the new class
- To establish with the children the expectations for the new school year through discussion about our Mission Statement, our aims and the golden rule
- To give the children a taste of the learning and experiences to look forward to in the year ahead

## **Learning in EYFS**

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

## **Learning Link – Our Wonderful World**

We will start by looking at our RE topic – 'To the ends of the Earth' and as our learning is child-led, we look forward to seeing where this will take us.

## **Special Events**

Monday 13 <sup>th</sup> April	Back to School
Tuesday 14 <sup>th</sup> April	Whole School Mass
Monday 4 <sup>th</sup> May	Bank Holiday – School Closed
Friday 15 <sup>th</sup> May	Open Afternoon
Sunday 17 <sup>th</sup> May	School Parish Mass at St. Pius 9:15am
Monday 25 <sup>th</sup> May – Friday 29 <sup>th</sup> May	Half Term
Tuesday 2 <sup>nd</sup> June	Class Photos
Friday 5 <sup>th</sup> June	Godstone Farm Trip

Thursday 11<sup>th</sup> June  
 Friday 19<sup>th</sup> June  
 Wednesday 1<sup>st</sup> July  
 Thursday 9<sup>th</sup> July  
 Friday 10<sup>th</sup> July  
 Wednesday 15<sup>th</sup> July  
 Friday 17<sup>th</sup> July

Sports Day at school – morning only  
 INSET Day – no school for the children  
 Transition Day and Whole School Open Afternoon  
 EYFS S=P+A+C+E Day  
 End of year reports home  
 Family Picnic after school  
 End of term – 1:50pm for EYFS.

**Aim/Key skills we are focusing on:**

The main key aim for this term will be to have a go, take risks and aim high, 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 learn cooperatively with and alongside others taking account of other children’s needs.  
 To follow the Golden Rule.

**Challenge:**

To plan an in-school celebration of our Wonderful World.

**Celebration:**

To take part in a summer festival.

**Home learning:**

- Reading – Please continue to celebrate the Little Wandle reading book with your child every weekend and enjoy sharing the story sack book with your child during the week. Also, please do access the Collins eBooks online.
- Phonic sounds and Tricky Words – Please spend time every night revising the learnt sounds taught in school.
- School Jam Mathematics App – Please try to complete activities sent out.

**Contact:**

St Salvatore’s Class  
 St Henry’s Class

Mrs Sumsion  
 Mrs Morgan (Mon – Tues)  
 Mrs Hills (Weds – Fri)

[mrssumsion@st-thomas.surrey.sch.uk](mailto:mrssumsion@st-thomas.surrey.sch.uk)  
[mrsmorgan@st-thomas.surrey.sch.uk](mailto:mrsmorgan@st-thomas.surrey.sch.uk)  
[mrshills@st-thomas.surrey.sch.uk](mailto:mrshills@st-thomas.surrey.sch.uk)

<b>EYFS Summer Medium Term Plan</b>	
<b>Learning Link: Our Wonderful World</b>	A warm welcome back, we hope you had a happy and Holy Easter. We are looking forward to a fun-filled term with the children. We will start by looking at our RE topic – ‘To the Ends of the Earth’ and as our learning is child-led, we look forward to seeing where this will take us.
<b>RE</b>	To The Ends of the Earth <i>‘Go, therefore and make disciples of all nations, baptising them in the name of the Father and of the Son and of the Holy Spirit’ (Mt 28:19).</i>  Dialogue and encounter For <i>"In him we live and move and have our being"</i> (Acts 17:28)
<b>Literacy</b>	<b>Comprehension</b>

	<ul style="list-style-type: none"> <li>- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>- Anticipate – where appropriate – key events in stories;</li> <li>- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul> <p><b>Word Reading</b></p> <ul style="list-style-type: none"> <li>- Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>- Read words consistent with their phonic knowledge by sound-blending;</li> <li>- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>- Write recognisable letters, most of which are correctly formed;</li> <li>- Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>- Write simple phrases and sentences that can be read by others.</li> </ul> <p><b>Phonics</b></p> <ul style="list-style-type: none"> <li>- Phase 3 and Phase 4</li> </ul>
<b>Maths</b>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>- Have a deep understanding of number to 10, including the composition of each number;</li> <li>- Subitise (recognise quantities without counting) up to 5;</li> <li>- 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.</li> </ul> <p><b>Numerical Patterns</b></p> <ul style="list-style-type: none"> <li>- Verbally count beyond 20, recognising the pattern of the counting system;</li> <li>- Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity;</li> <li>- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.</li> </ul>
<b>Understanding the world</b>	<p><b>Past and Present</b></p> <ul style="list-style-type: none"> <li>- Talk about the lives of the people around them and their roles in society;</li> <li>- Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class;</li> <li>- Understand the past through settings, characters and events encountered in books read in class and storytelling.</li> </ul> <p><b>People, Culture and Communities</b></p> <ul style="list-style-type: none"> <li>- Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps;</li> <li>- 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;</li> <li>- 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.</li> </ul> <p><b>The Natural World</b></p> <ul style="list-style-type: none"> <li>- Explore the natural world around them, making observations and drawing pictures of animals and plants;</li> <li>- 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;</li> </ul>

	<ul style="list-style-type: none"> <li>- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.</li> </ul>
<b>Expressive Arts</b>	<p><b>Creating with Materials</b></p> <ul style="list-style-type: none"> <li>- Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function;</li> <li>- Share their creations, explaining the process they have used;</li> <li>- Make use of props and materials when role playing characters in narratives and stories.</li> </ul> <p><b>Being Imaginative and Expressive</b></p> <ul style="list-style-type: none"> <li>- Invent, adapt and recount narratives and stories with peers and their teacher;</li> <li>- We will continue our musical learning by strengthening our ability to find the beat of the music through learning more unison songs. We will add 'heartbeats' to the music so that we can see the beat as well as feel it. We will begin to explore the idea of rhythm as 'the way the words go'.</li> </ul> <p>Deepening our learning about pitch, we will continue to think about high and low and start to look at melodic shape. We will listen to and explore music from The Sorcerer's Apprentice and use percussion instruments to create different sounds musically.</p>
<b>Personal, Social and emotional development</b>	<p><b>Self-Regulation</b></p> <ul style="list-style-type: none"> <li>- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;</li> <li>- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;</li> <li>- 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.</li> </ul> <p><b>Managing Self</b></p> <ul style="list-style-type: none"> <li>- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;</li> <li>- Explain the reasons for rules, know right from wrong and try to behave accordingly;</li> <li>- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices</li> </ul> <p><b>Building Relationships</b></p> <ul style="list-style-type: none"> <li>- Work and play cooperatively and take turns with others;</li> <li>- Form positive attachments to adults and friendships with peers;</li> <li>- Show sensitivity to their own and to others' needs.</li> </ul>
<b>Physical Development</b>	<p><b>Gross Motor Skills</b></p> <ul style="list-style-type: none"> <li>- Negotiate space and obstacles safely, with consideration for themselves and others;</li> <li>- Demonstrate strength, balance and coordination when playing;</li> <li>- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</li> <li>- Athletics/Team Games: negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> </ul> <p><b>Fine Motor Skills</b></p> <ul style="list-style-type: none"> <li>- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>- Use a range of small tools, including scissors, paint brushes and cutlery;</li> </ul>

	<p>- Begin to show accuracy and care when drawing.</p> <p><b>Dance</b></p> <p>-Topic 'everyday life'.</p> <p>-Children explore and use space safely. They explore shapes, travelling movements and balances. Choose their own actions in response to stimulus and are shown how to copy, repeat and remember actions whilst counting in time with the music. -They perform to others and provide simple feedback.</p> <p><b>Games unit 1</b></p> <p>-Children will work individually and with others. Engage in cooperative physical activities. Participate in team games and understand how to use equipment safely.</p> <p><b>Games unit 2</b></p> <p>-Children will learn to develop simple throwing skills, following instructions and keeping score. They will continue to develop skills to move safely, play against a partner and begin to explore striking and fielding.</p>
<p><b>Communication and Language</b></p>	<p><b>Listening, Attention and Understanding</b></p> <ul style="list-style-type: none"> <li>- 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;</li> <li>- Make comments about what they have heard and ask questions to clarify their understanding;</li> <li>- Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> </ul> <p><b>Speaking</b></p> <ul style="list-style-type: none"> <li>- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary;</li> <li>- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate;</li> <li>- 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.</li> </ul>