

# St Thomas of Canterbury Catholic Primary School

*Where every child is special*



## Year One Summer 2024

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

# Our learning

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 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**

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**

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



## 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**

## Transition Day to Year 2: Monday 15<sup>th</sup> July 2024

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 Year 1

## Learning Links:

Our Learning Links, through which most of our learning will take place, is:

**'My world: My community'**

## Special Events:

Friday 19 <sup>th</sup> April	Forest School
Wednesday 24 <sup>th</sup> April	Whole School Mass
Friday 26 <sup>th</sup> April	Artist visitor
Friday 3 <sup>rd</sup> May	Open Afternoon
Monday 6 <sup>th</sup> May	Bank Holiday – School Closed
Thursday 9 <sup>th</sup> May	Whole School Mass – Ascension
Friday 10 <sup>th</sup> May or 17 <sup>th</sup> May (tbc)	Mexican Day
Friday 24 <sup>th</sup> May	Year 6 Business Bonanza
Monday 27 <sup>th</sup> May – Friday 31 <sup>st</sup> May	Half Term
W/C Monday 10 <sup>th</sup> June	Phonics Screening Check Week
Thursday 13 <sup>th</sup> June	Class Photos
Thursday 20 <sup>th</sup> June	KS1 Sports Day at school – morning only
Friday 21 <sup>st</sup> June	INSET Day – no school for the children
Friday 28 <sup>th</sup> June	Tea party to celebrate 1967
Thursday 4 <sup>th</sup> July	Mass at St. Pius – parents/carers welcome to join
Friday 12 <sup>th</sup> July	End of year reports home
Monday 15 <sup>th</sup> July	Transition Day and Whole School Open Evening
Wednesday 17 <sup>th</sup> July	Family Picnic after school
Friday 19 <sup>th</sup> July	End of term – 2pm

Weaving workshop – tbc

## Key skills we are focusing on:

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

**P**ersevering

Listening

A positive can-do **A**ttitude

Developing **C**onfidence

## Challenge and Celebration:

Towards the end of term the children will undertake a S+P+A+C+E challenge to practise the skills that they have learnt during the term. As part of our learning in History (St Thomas of Canterbury School over 56 years – changes over time) the children will be helping to prepare a Tea party to celebrate 1967, the year in which St Thomas of Canterbury School was founded.

## Homework:

In Year 1, the children will continue to get weekly Spelling homework. Children are also expected to read for 5 to 10 minutes every day and continue to complete some Maths homework every fortnight.

**Please could the children have a *named* Pritt stick for the start of the new Summer term.**

**Thank you!**

**Contacts:**

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## Year 1 Summer Medium Term Plan

<b>Learning Link: My World: My Community</b>	This term our learning centres on 'My World: My Community. We will be looking at our local area and what makes it unique. We will be asking the questions, what makes our community function and successful. We will look at the passage of time and how our community has change over the last 50 years. If you have any memories of this time (the further back the better) or photographs we would love to hear from you.
<b>RE</b>	Islam
<b>English</b>	<p>Reading: Class Readers: Smeds and Smoos Out and About (Poetry Book) Rapunzel Frida Kahlo – Little People, Big Dreams</p> <p>Writing: Retelling the story and oral behind 'Smeds and Smoos' Comparing a rainforest to Merrow Downs Biography of Frida Kahlo How to escape from a tower (Rapunzel story) Instruction writing</p> <p>Grammar: Capital letter and full stop Composing a sentence Adjectives, verbs and nouns</p> <p>Phonics: Revision of all phase 5 phonics.</p>
<b>Maths</b>	<p>Multiplication Division Halves and quarters Position and direction Numbers to 100 Time Money</p>
<b>Science</b>	<p>Seasonal change (spring &amp; summer) Identifying and naming wild flowers and grasses Gardening and growing Weather Diary</p>
<b>Art</b>	<p>Tertiary colour wheel Self Portraits</p>

	<p>Portrait of Frida Kahlo  Frida Kahlo inspired art  Making a tile for printing</p>
<b>DT</b>	<p>Preparing a healthy wrap  Making a clay tower for Rapunzel</p>
<b>Computing</b>	<p>Online safety  <b>Computing Unplugged: Sharing sweets activity</b>  Bee Bots online  2publish to make a poster about summer  Favourite weather survey – 2Infant Video Toolkit – 2graph  <b>Computing Unplugged: Digital literacy outside of the classroom</b>  Digi maps: Research out school and where it sits</p>
<b>History</b>	<p>Class Book: A Street Through Time</p> <p>What has our school looked like over the last 50 years?  How has our community changed over the las 50 years?  Create a timeline of the school  Interview former pupil and teacher  Challenge: What will the school look like in 50 years time?</p>
<b>Geography</b>	<p>Plot the school on a map  Fieldwork around the school  Plot out home on a map  List landmarks around our home  Compare Guildford and Mexico</p>
<b>PSHE – Learning for Life</b>	<p>Online safety  I can eat a rainbow  Catch it, bin it, kill it  Pass on the praise  Harold has a bad day  Inside my wonderful body  Taking care of a baby  Then and now  Who can help?  Surprises and secrets  Keeping our privates private</p>
<b>French</b>	<p>Pets  Animals on the farm  My face  Months of the year  More family members  French National Day</p>
<b>Music</b>	<p><b>Musicianship – practising beat and rhythm, preparing for pitch:</b>  Reading visual representations of the pulse and rhythm – tapping heartbeats, write words in heartbeats to discern the rhythm of known songs.  Consider the order of rhythm patterns in known songs and then write out rhythm patterns to reflect known songs and rhymes using pictorial and later stick notation (rhythm names – ta and te-te).</p>

	<p>Revise concept of rest. Learn the new rest gesture. Count rests in known songs and improvise actions in rests.</p> <p>Question and answer, call and response and action songs with 3 pitches. Children sing solo and improvise answers.</p> <p>Singing in tune preparation (pitch matching). Tracing melodic contour. Start to use hand movements to show pitch.</p> <p>Matching pitch to notation.</p> <p>Exploring the pulse, rhythm and pitch of known songs by creating a human pulse, rhythm and pitch line.</p> <p>New vocabulary: duet, pitch, rest.</p>
<p><b>PE</b></p>	<p>Real PE:</p> <p>Co-ordination: Sending and Receiving</p> <p>Agility: Reaction and Response, Ball Chasing</p> <p>Static Balance: Floor work</p> <p>Athletics:</p> <p>Develop basic movements including running, jumping, throwing and catching.</p> <p>Team Games:</p> <p>Develop balance, agility and co-ordination, and begin to apply these in a range of activities</p>



