

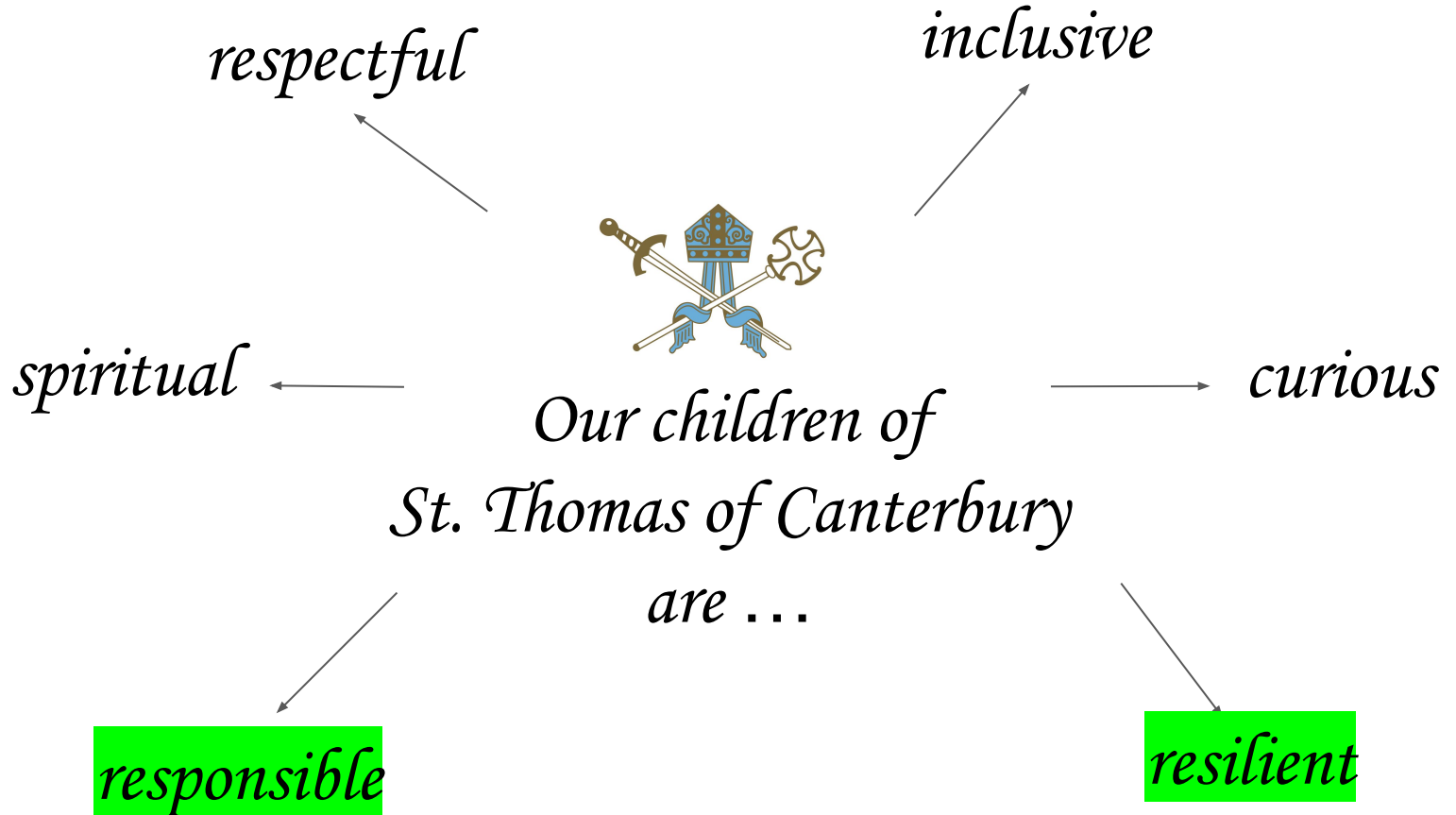
St Thomas of Canterbury Catholic Primary School

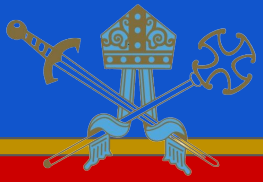
Year 1
Parent Information

Summer Term 2025



Our School Values





The Year 1 Team

- ❑ Mrs Brind - Year Group Leader & Class teacher
- ❑ Mrs Gough - Class teacher

- ❑ Mrs Wood - Support staff
- ❑ Mrs Sutiene - Support staff
- ❑ Mrs Auvache - HLTA

- ❑ **Mrs S. Pellat** - SENCo
- ❑ **Mrs Cuff** - Inclusion Manager





1

Your child's Class Teacher knows them best so should be the first point of contact. From 8:40am staff are working with children, so please speak to the teacher at the end of the school day.



2

If you have a further query, make an appointment to speak to the Year Group Leader.



3

Call the school office who may be able to answer your question immediately or pass a message to the relevant member of staff.
01375 375826

Communicating with the school

Email or call the school office to request to meet with a member of staff.
admin@stthomasofcanterbury.thurrock.sch.uk

Talk with any of our Senior Leaders:
Mrs Coppin
Mrs Smith
Ms McAnally

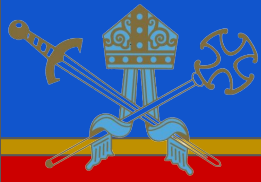
Send in a note with your child.

Speak with the staff on the school gate at the beginning or the end of the day.

Email the class teacher.

Or the Headteacher
Mrs Poulteney





Attendance and Punctuality



It's fine to send your child to school with a minor cough or runny nose. If they are unwell during the day we shall call you to collect your child.

Punctuality

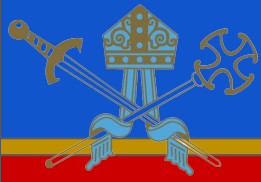
8:40 - School gates open.

8:55 - The school day begins.

All children should be seated in class by this time.

3:10 - Parents arrive to collect.

3:15 - School day finishes.

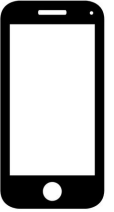


Absence Procedures

If your child is absent for any reason, you should contact the school office by telephone before 9:00am on the first day of absence. You will be expected to provide an explanation for the absence and an estimate of how long the absence will last, e.g. one school day.

UNAUTHORISED ABSENCE

Where a pupil reaches the national threshold of 10 sessions (equivalent to 5 school days) of unauthorised absence in a rolling period of 10 school weeks, the school will consider whether a penalty notice is appropriate. Each case will be considered individually to determine whether a penalty notice or another tool or legal intervention should be used to improve attendance.

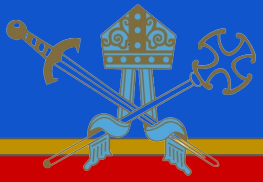


A fixed penalty notice will be applied for in line with the LA's code of conduct and the DfE's 'Working together to improve school attendance' guidance.

Penalty notices for unauthorised absences will be charged at £160, reduced to £80 if paid within 21 days.

Where attendance still does not improve following a fixed penalty notice, the school will work with the LA to take forward attendance prosecution as a last resort.





Uniform - Summer term

Summer uniform is compulsory after the May half term holiday.

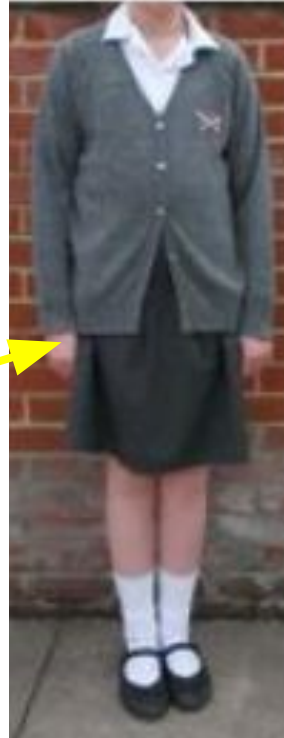
BOYS

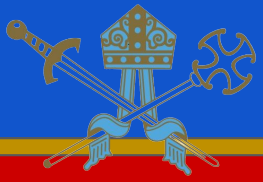
- White polo shirt with school logo (Preferred) or plain white polo shirt
- Grey shorts
- Grey V necked jumper (preferably with the school logo)
- Grey socks
- Black shoes (not trainers)



GIRLS

- Pink gingham dresses
- Neutral coloured (e.g. black, white) cycling shorts under dresses (Optional)
- White blouse with reversed collar/ grey skirt (Year 5 & 6 girls only)
- Grey V necked cardigan (preferably with the school logo)
- White socks
- Black shoes (not trainers)





PE kit

REMINDER

Year 1's PE day is Thursday.

Your child should wear their PE kit to school on their PE day.



Children should wear their Red PE shorts and Blue school T-Shirt for PE during the Summer term.

If the weather is cooler they can wear their school tracksuit over the top of shorts and T-shirt.

Any child without a school tracksuit should wear a plain dark coloured tracksuit instead.

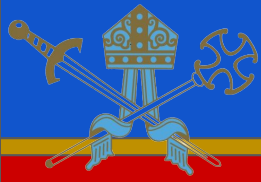
Children should wear black plimsolls or plain black trainers on their PE days.



Information about all school uniform can be found on the school website:

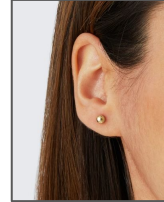
<https://www.stthomasofcanterbury.thurrock.sch.uk/uniform/>





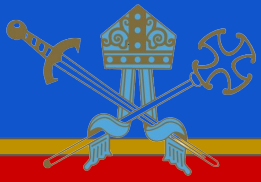
Hair/ Accessories

- Hair accessories must be kept to a minimum and should be in school colours- Pink, white or blue in the Summer
- Hair braids should be natural hair colours.
- One small stud earring per ear. (Children must not wear earrings on PE days.)



Please ensure that all your child's clothing is marked with his/her name. We are not responsible for items of clothing which go missing.

Lost property is located in a black box outside of the main office.



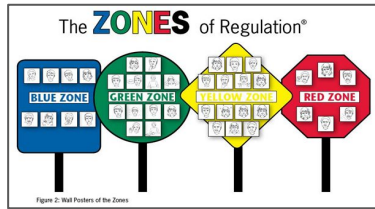
Behaviour

Expectations

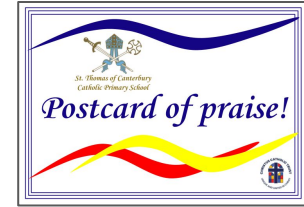
We believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life. The school is committed to:

- Promoting desired behaviour.
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect.
- Ensuring equality and fair treatment for all.
- Praising and rewarding good behaviour.
- Challenging and educating misbehaviour.
- Providing a safe environment free from disruption, violence, discrimination, bullying and any form of harassment.
- Encouraging positive relationships with parents.
- Developing positive relationships with pupils to enable early intervention.
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures.
- Promoting a culture of praise and encouragement in which all pupils can achieve.





Zones of Regulation

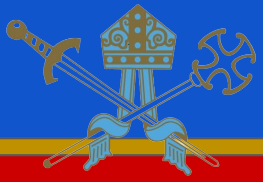


We promote a caring, supportive environment in which staff educate children in how to de-escalate and regulate their behaviour using **Zones of Regulation**.

Rewards for good behaviour at St Thomas's include:

- Verbal praise
- Communicating praise to parents
- Housepoints and stickers
- Certificates linked to our school values
- Prize ceremonies and special assemblies



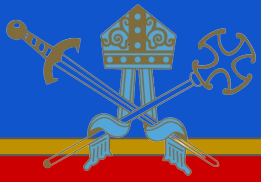


Religious Education

Some parents have asked for more information on what Religious Education consists of at STOC.

Christ is at the centre of everything we do in school, as a Catholic School we;

- pray together at the start of the school day, before and after lunch and at the end of the day
- come together weekly for Celebration of the Word led by a member of staff
- share in class-led Celebrations of the Word over the academic year
- sing and learn new hymns in our musical celebration of the word
- provide children with the opportunity to lead on collective worship within the class based around scripture
- offer opportunities for spontaneous prayer with prayer areas around the school
- share Advent and Lent bags with families so they can celebrate at home too
- have Faith Councillors in every class
- celebrate both Mass and other services such as Ash Wednesday
- invite Fr Pascal to come in and talk to classes in different year groups about topics they are studying
- portray the Nativity and Easter Passion with performances in school for the community
- Support the community and fundraise for charities, donating to foodbanks and clothes banks.



Our learning this term - Religious Education

2 RE lessons per week

Summer term - themes and topics

Revelation, how do people know about God? In this branch, pupils will hear the story of the Road to Emmaus, the Ascension, and the story of Pentecost. They will complete an age-appropriate narrative cycle of the life, death, and Resurrection of Jesus Christ and encounter the inspiration of the Holy Spirit in the lives of the Apostles and then the early Church.



Summer 1 - Branch 5 To the ends of the Earth Key Theme for this branch : Resurrection, Ascension and Pentecost Key vocabulary : Emmaus, Holy Spirit, Ascension, Pentecost, Church, Glory Be, Gospel

You could share the following scriptures with your child - • The road to Emmaus (Lk 24:13-35) • Promise of the Spirit and the Ascension (Acts 1:1-11) • Pentecost (Acts 2:1-4)

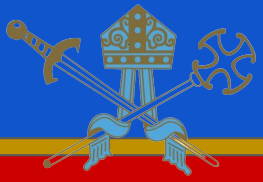
Summer 2 - Branch 6 Dialogue and encounter Key Theme for this branch : Dialogue and encounter Key vocabulary : Christian Church, parish community, sign of the cross, Jew, Jewish/Judaism, Torah

You could share information about the Jewish faith with your child and discuss their church community.



We learn, achieve and love following Jesus.



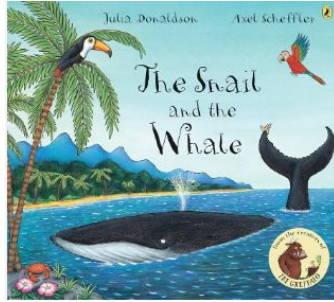
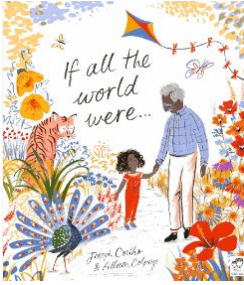


Our learning this term



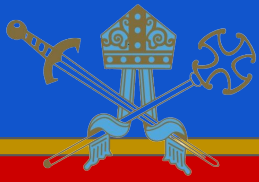
Throughout the Summer term, this is part of what we will be covering:

English:



- >Features of a diary.
- >Suffixes 'ed' and 'est'
- >Adjectives and adverbs
- >Time conjunctions





Our learning this term

Maths:

Numbers 50 to 100 and beyond

- Read, write, represent, compare and order numbers to 100
- One more / fewer, ten more / fewer
- Identify number patterns

Addition and subtraction

- Explore addition and subtraction involving 2-digit numbers and ones
- Represent and explain addition and subtraction with regrouping
- Investigate number bonds within 20

Money

- Name coins and notes and understand their value
- Represent the same value using different coins
- Find change

Multiplication and division

- Explore arrays
- Share equally into groups
- Doubling
- Link halving to fractions

Measures: Capacity and volume

- Compare capacities, volumes and lengths
- Explore litres
- Apply understanding of fractions to capacity

• Complete the table.

Base 10	Number	How many tens?
	50	
		6 tens
	80	
		9 tens

• Complete the sentences to match the base 10

There are _____ tens.
 This is equal to _____
 There are _____ more ones.
 The number is _____

• Match each coin to its value.

2 pounds 1 pence 2 pence 1 pound

• Complete the sentences.

There are _____ 1 pence coins.
 There are _____ 10 pence coins.
 There are _____ 1 pound coins.

• Provide pairs of children with a set of 1p, 2p, 5p, 10p, 20p, 50p, £1 and £2 coins. Ask them to order the coins by size, from smallest to largest. Then ask them to order the coins by value, from smallest to greatest. What do they notice?

• Which pizzas have been cut in half?

• Which shapes show half?

• Give children a range of different paper shapes that have been cut in half. Ask them to find the other half to make a whole.

How do they know that they have found the other half? Can they use a mirror to help?

• Share the muffins equally between the 2 plates.

Complete the sentences.
 There are _____ muffins.
 They are shared equally between _____ plates.
 There are _____ muffins on each plate.

• Share the apples equally between the 3 boxes.

Complete the sentences.
 _____ apples are shared equally between _____ boxes.
 There are _____ in each group.

• Fay has 16 bananas. She shares them equally between 4 people. How many bananas does each person get?

• How many socks are there in total?

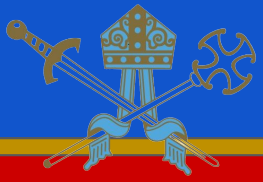
There are _____ socks in total.

• Continue to colour in 2s on the grid. What do you notice?

1	2	3	4	5	6	7	8	9	10
11	12	13	14	15	16	17	18	19	20
21	22	23	24	25	26	27	28	29	30
31	32	33	34	35	36	37	38	39	40
41	42	43	44	45	46	47	48	49	50

• Complete the number lines by counting in 2s.



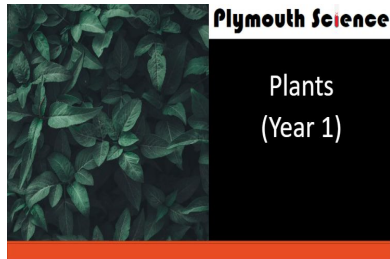


Our learning this term

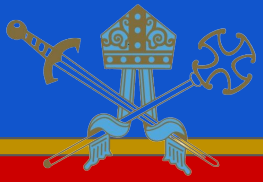
Science



- >Distinguish between an object and the material from which it is made.
- >Identify and name a variety of everyday materials including wood, plastic, glass, metal, water and rock.
- >Describe the simple properties of a variety of everyday materials.
- >Compare and group together a variety of everyday materials on the basis of their simple properties.



- >Identify and describe the basic structure of a variety of common flowering plants including trees.
- >Identify and name a variety of common wild and garden plants including deciduous and evergreen trees.



Our learning this term

Computing: Skills showcase: Rocket to the moon

Lesson 1: Rocket materials

- ✓ To recognise that digital content can be represented in many forms.

[Get started >](#)

Lesson 2: Rocket design

- ✓ To design a rocket using a graphics editing programme.

[Get started >](#)

Lesson 3: Rocket building instructions

- ✓ To sequence a set of instructions.

[Get started >](#)

Lesson 4: Making a rocket

- ✓ To build a rocket.

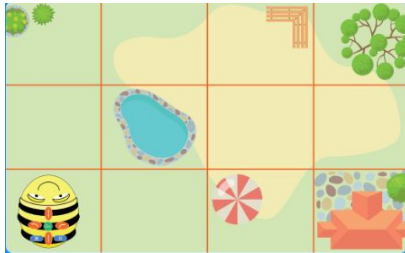
[Get started >](#)

Lesson 5: Rocket launching

- ✓ To test a design and record data.

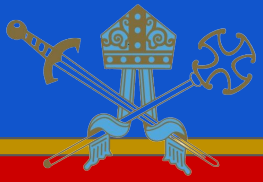
[Get started >](#)

Programming a Bee Bot:



Programming it and correcting mistakes.





Our learning this term



Design & Technology:

Puppets -

Lesson 1: Joining fabrics

✓ To join fabrics together using different methods.

[Get started >](#)

Lesson 2: Designing my puppet

✓ To use a template to create my design.

[Get started >](#)

Lesson 3: Making and joining my puppet

✓ To join two fabrics together accurately.

[Get started >](#)

Lesson 4: Decorating my puppet

✓ To embellish my design using joining methods.

[Get started >](#)



Art:

Lesson 1: Tube towers

✓ To roll paper to make 3D structures.

[Get started >](#)

Lesson 2: 3D drawings

✓ To shape paper to make a 3D drawing.

[Get started >](#)

Lesson 3: Tree of life

✓ To apply paper-shaping skills to make an imaginative sculpture.

[Get started >](#)

Lesson 4: Giant spider model part 1

✓ To work collaboratively to plan and create a sculpture.

[Get started >](#)

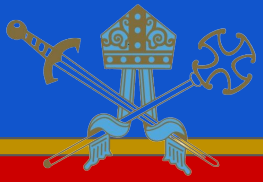


Lesson 5: Giant spider model part 2

- ✓ To apply painting skills when working in 3D.

[Get started >](#)





Our learning this term



History:



The children will learn that their parents and grandparents were born before them and their age tells us how many years ago they were born. They will discover that babies grow into children, children into adults, adults into elderly. The children will look at evidence from the past and discuss that it can tell us what life was like. The children will ask and answer questions to aid their historical learning.

Geography:

Diagrams/symbols

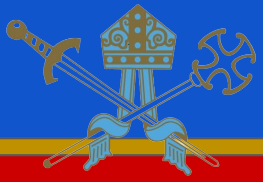
Physical Geography



Human Geography



Ask and answer geographical questions
Identify seasonal and daily weather patterns in the United Kingdom.
Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.



Our learning this term

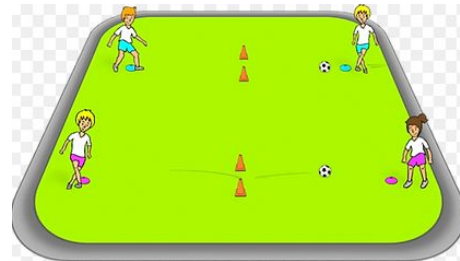
Music: Using their voices and instruments to experiment with, create and combine sounds

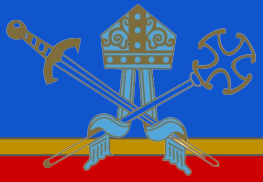


PE: Athletics and Games



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Phonics

- We follow the RWI phonics scheme and children are taught phonics every day. In the week beginning 9th June 2025, our current Year 1 children will take the statutory Phonics Screening Check. During the Phonics Screening Check, children are asked to read (decode) 40 words. Reading the Phonics books at home is very important and supports the learning of these sounds.
- Please support your child with their phonic knowledge by going through the sounds on the charts previously given and in the speed sounds books. The children should be confident to recognise whether the word has special friends or not. They need to ensure that they are checking that the sounds are correct and not just assume that they know the word or sound.

Most of these words are real words but some are pseudo-words (Alien words). Pseudo-words are included to ensure that children are using their decoding skills and not just relying on their memory of words they've read before.



Consonant sounds

f	l	m	n	r	s	v	z	sh	th	ng
ff	ll	mm	nn	rr	ss	ve	zz	ti		nk
ph	le	mb	kn	wr	se		s	ci		
					c		se			
					ce					

b	c	d	g	h	j	p	qu	t	w	x	y	ch
bb	k	dd	gg		g	pp		tt	wh			tch
	ck				ge							
	ch				dge							

Vowel sounds

a	e	i	o	u	ay	ee	igh	ow
	ea				ā-ē	ē-ē	i-ē	ō-e
					ai	y	ie	oa
						ea	i	o
						e	y	

oo	oe	ar	or	air	ir	ou	oy	ire	ear	ure
ū-ē			oor	are	ur	ow	oi			
ue			ore		er					
ew			aw							
			au							

Children learn all of the sounds on this chart.

This was provided to you during Parents Evening.

Once they know all of these sounds, they will be able to read any unfamiliar word.

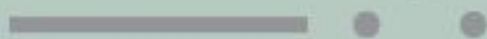
We learn, achieve and love following Jesus.



'Special Friends', 'Fred Talk'

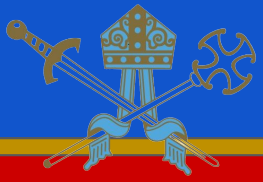
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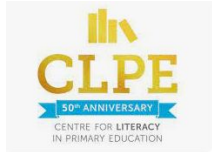
We learn, achieve and love following Jesus.





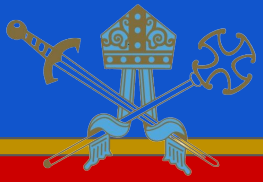
Reading

Becoming a fluent, skilled and attentive reader starts at the earliest stages. Therefore, making sure that children become engaged with reading at the earliest opportunity is one of the most important ways to make a difference to their life chances.



Books are changed every 3-5 days. Please listen to your child read every day and And leave a comment in his/her reading record.
Please ensure that your child has their Phonics book in their bag everyday and return any books that you might have at home. Please access Oxford Owls and Bug Club daily.





Homework

Homework is set every Friday and is due to be returned on the following Wednesday.

Your child's homework will include spelling words, which we will test in class.

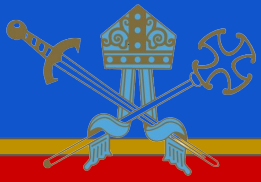
At times, we may also give children a project to complete that involves research and/or artwork.

We also encourage the children to regularly practise their Maths skills on Numbots.



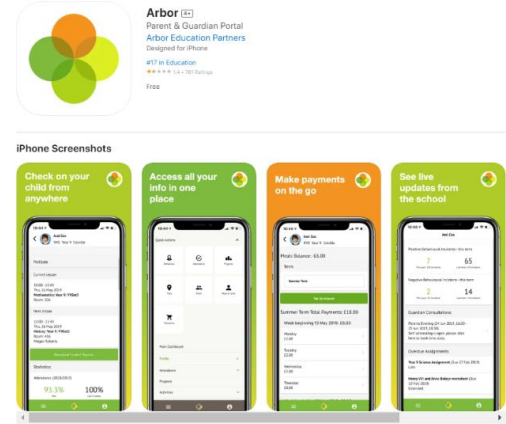
Please ensure that you are accessing your child's email address regularly as part of their homework.





Educational Visits/Arbor

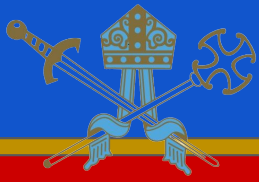
Our Educational visits this term:
Southend Sealife Centre
3rd July 2025



Please note that if we do not receive sufficient contributions towards educational visits, then they may have to be cancelled. Payments are made and consent given via Arbor.

All correspondence, payments, club bookings and consent for trips will be sent electronically through Arbor.





Dates for your diary

5.5.25 May Day

26-30.5.25
Half term

18.7.25 End of
Summer Term.
School closes
at 1:30pm



8.5.25 VE day celebration-
children to wear Red, White and
Blue

19.5.23-23.5.25



19.5.25 AM - EYFS/KS1 Sports day;
school field, parents invited.

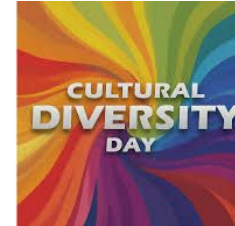
22.5.25 AM KS2 Sports Day. Blackshots
Athletics track. Parents invited to bring
a picnic for after the event.



30.6.25 AM Infant music festival
8.7.25 6:00pm Junior Music festival



4.6.25 Class photo's



10.7.25
Volunteers
needed
please

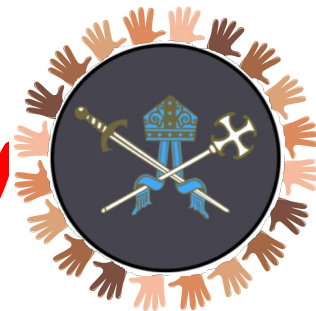


15.7 Whole
school Mass
10:15am in
school

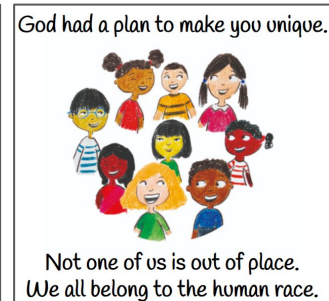
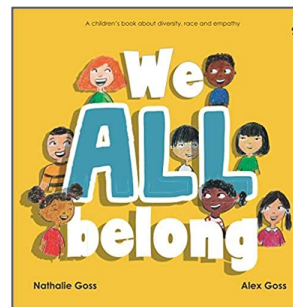


Cultural Diversity Day

Thursday 10th July 2025



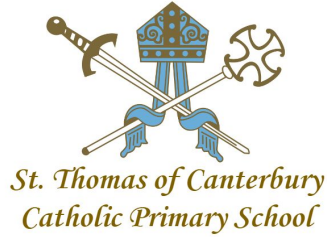
To celebrate our cultural diversity we are planning a full day of celebrations. We will have various activities throughout the day please let your child's class teacher know if you can help in any way or have a particular talent to share with us. This could be linked to cultural dance and music, art ideas, reading stories in a different language or any other suggestions you might have. We would be delighted to hear from you!





Maths Mastery

Listening



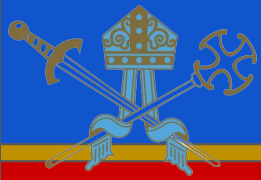
*School Focus
Areas
2024/2025*

*New Religious
Education Directory*



*Playtime and
Lunchtimes*





Implementation of the new Religious Education Directory

To know You more clearly

The Religious Education Directory
for Catholic Schools, Academies and Colleges
in England and Wales

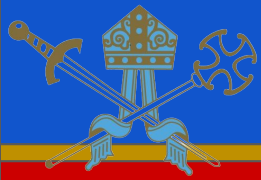


Religious
Education
Directory

We have begun to deliver lessons from the programme of study featured in the new Religious Education Directory (RED) entitled *To Know You More Clearly*. Initially, we have launched this new RE curriculum in EYFS and Years 1 & 2, with KS2 following in September 2025.

The six themes, or “branches” of the new curriculum are built around the liturgical calendar. The aim of the updated RED is to enable pupils to become more religiously literate so that they have the knowledge, understanding and skills to reflect spiritually, think ethically and theologically, as well as recognise what religious commitment demands in everyday life.



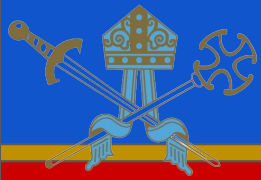


SCHOOL FOCUS Listening

Your child may talk to you about their listening partner and perhaps you have wondered what this means.

Over the past few months, the staff and children at St Thomas's have done a lot of work around how important it is to listen and how to be good listeners. Your child has a listening partner they talk and listen to in order to share their ideas during the day. This not only benefits your child's emotional wellbeing, but also leads to improved learning and understanding.





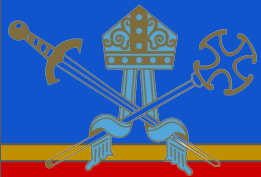
SCHOOL FOCUS Playtime and Lunchtime



This academic year, we have invested in more playground equipment using funds raised from the Year 6 Enterprise Day and the Friends of St Thomas. We have been spending time modelling play to the children; they have even been learning new games suitable for playtime in their PE lessons.

Another focus for us this year is lunchtimes. We are working with the children to promote good table manners and etiquette. We are encouraging them to use this time to talk and listen to their friends at their table as well as being adventurous and trying new foods.





SCHOOL FOCUS- Maths Mastery

This academic year, we have introduced the mastery approach to the teaching and learning of Maths at St Thomas's. Teaching for mastery assumes **everyone** can learn and enjoy mathematics.

A mastery approach means that pupils are taught through whole-class interactive teaching, enabling all to master the concepts taught. In a typical lesson, the teacher leads back and forth interaction, including questioning, short tasks, explanation, demonstration, and discussion, enabling pupils to think, reason and apply their knowledge to solve problems.

Key number facts are learned until they become automatic, and other key mathematical facts are learned deeply and practised regularly.





St. Thomas of Canterbury Catholic Primary School

Ward Avenue, Grays, Essex, RM17 5RW

PARENT VOLUNTEERS

Are you able to listen to children read?

Help with educational visits?

Help with school displays?

Assist with whole school events such as

Cultural Diversity Day or Sports Day?

WE WOULD APPRECIATE YOUR HELP

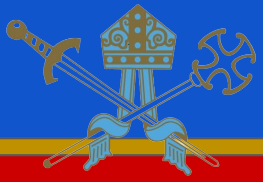
Please collect a form from the office.



Follow us!

[St Thomas of Canterbury Primary School Grays Facebook Page](#)





Friends of St Thomas' Come and join us!

Mrs Foley, our Community Involvement Lead, is leading the establishment of the Friends of St. Thomas of Canterbury.

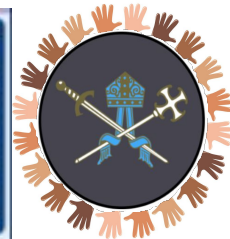
If you would like to be a part of this parent support group, who come together to help raise much needed money for our school, you can contact our email address: friendsofstoc@stthomasofcanterbury.thurrock.sch.uk

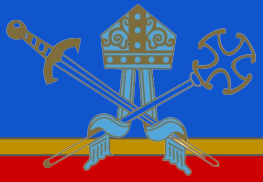
We got together to organise the tea, coffee and sweet treat sales after the Nativities, concerts, Easter passion plays and Parents' Evenings. We've held Break the Rules days (non-uniform days) as well as many raffle sales for Valentine's, Mother's Day and Easter. We will be arranging; fetes, discos, and other fundraising events **if we get enough volunteers.**

Look out for details of our next PTA/FOST meeting!

If the only way you are able to support the school is by purchasing the things we have for sale; raffle tickets, cakes and coffees, this is still really valuable to help us raise funds!

Meet Arley, who you can contact for pre-loved school uniform;





Parent Heritage Come and join us!

St. Thomas of Canterbury's Parent Heritage Group

Welcome to St Thomas of
Canterbury's Parent Heritage Group!

Parents and carers will have the opportunity to discuss how our school supports the diverse heritages and multi-cultures within our school. We would like to hear your suggestions about how else we can embrace all aspects of our diverse community.

Everybody welcome!

Dates to be confirmed...



What we aim to achieve:

- Working together as a school/home community to celebrate our diverse cultures across the school.
- Planning cultural days: traditional clothing, traditional music, traditional stories.
- Ways in which the school can support families in celebrating diversity.
- Your ideas for what you would like to see implemented/how you would like to take part and support the children.

**If you
would like
to join our
Parent
Heritage
Group,
please
contact
Miss East
in Year 3.**