



Parents Information Event

Wednesday 18th September 2024

Father,

Please pour out Your blessings upon our whole school community so that everyone grows in the knowledge of Your truth, love, wisdom and peace.

In Jesus's name we pray.

Amen.

RE, Catholic Life and Values

- We are a Catholic school. Catholic is a word that means 'Universal' and 'Inclusive' and this sums up what it means to be here.
- Everyone is welcome. Everyone is important. Everyone can succeed.
- Our Catholic nature is part of every moment in school, from offering the day to God in the morning to thanking God as we make our way home.

Units – Curriculum branches

- Structure in form of the Liturgical Year, one per half-term
 1. *Creation & Covenant – Creation of the world and covenants (promises) made in the Old Testament*
 2. *Prophecy & Promise – Advent – Prophets of the Old Testament and how they point to the coming of Jesus*
 3. *Galilee to Jerusalem – Life, Ministry and Teaching of Jesus*
 4. *Desert to Garden – Lent – Passion, death and resurrection of Jesus*
 5. *To the Ends of the Earth – The early church and Pentecost*
 6. *Dialogue and Encounter – Other religions*

Spiral curriculum, “adding leaves to each curriculum branch.”

Knowledge Lenses

- These are the objects of our study:
 - HEAR – The Word – The Bible and teaching documents of the church
 - BELIEVE – What do Catholics believe?
 - CELEBRATE – How do our beliefs shape our prayer, liturgy and sacraments?
 - LIVE – The impact of faith on life: ethics, philosophy, art and culture.
- They run through all the ‘branches’ (units) and provide structure.
 - What does the Bible say?
 - What do Catholics believe?
 - How do Catholics worship?
 - How does this affect our lives?

Knowledge Lenses – Other Faiths




- DIALOGUE

- The Church's teaching on the relationship between Catholicism and other Christian traditions, between Catholicism and Judaism, between Catholicism and other religions, and between Catholicism and non-religious or atheistic worldviews.
- It is called 'dialogue' because it focuses on the importance of dialogue as the only authentic way of living faithfully in a pluralistic world.

- ENCOUNTER

- Pupils are also expected to engage in a discrete study of other faiths, religions, and worldviews.

Ways of Knowing

	Understand 	Discern 	Respond 
Aim	<p>In this way of knowing, you are aiming to help pupils to be able to understand deeply the meaning of sacred texts, religious beliefs, sacred rites, and the lives of individuals and communities who are shaped by these texts, beliefs, and rites.</p>	<p>In this way of knowing, you are aiming to help pupils to be able to judge wisely in response to different interpretations of the meaning, significance, and implications of texts, beliefs, rites, and ways of life so that they can arrive at justified conclusions about what is true, what is good, and what is beautiful.</p>	<p>In this way of knowing, you are aiming to help pupils reflect personally and with integrity on what they have learned and consider the implications for action these may have for their own lives and the world in which they live.</p>

Collective worship – Celebration of the Word



Gather: We welcome everyone and prepare ourselves to get closer to God.

Word: We experience a piece of scripture using methods such as drama, art, music, movement, silence, story, song and poetry to bring it to life.

Response: We consider what we have seen and heard and how it relates to us.

Mission: We rejoice and go forth to live out the Gospel of the Lord in our lives.

Ready, Respectful, Safe

- Do the children know the rules? Can they recite them without thinking?
- Three simple words that any action can be pinned to.
- Precise, positive – what is good about the behaviour? How does this fit our values?
- Framing our conversations – how do we show we are ready?
- Restorative follow up.



Positive Regard

- Fitting in with the evidence-informed approach in school we are working to establish a trauma-informed culture in school.
- A quote which has resonated with me: “Trauma-**un**informed is only valuing children for academic success; trauma-informed is valuing the whole child.”





Maslow's hierarchy of needs



St Thomas of Canterbury School: What does behaviour look like in our school?



ST CLARE
Catholic Multi Academy Trust

Ready

- ✓ I have a positive attitude towards learning
- ✓ I have the correct equipment and uniform
- ✓ I show Star Sitting
- ✓ I begin tasks straight away
- ✓ I listen to and follow instructions

Respectful

- ✓ I always try my hardest
- ✓ I listen to others and wait for my turn
- ✓ I speak and act kindly to all in school
- ✓ I recognise when I have made a mistake and put it right

Safe

- ✓ I move around school showing Fantastic Walking
- ✓ I use the school grounds and equipment appropriately
- ✓ I talk to a trusted adult if something worries me
- ✓ I am kind and supportive with my words
- ✓ I am gentle and considerate with my actions

All staff, every day, have a responsibility to:

- Greet children warmly at the door by name
- Create and maintain an engaging environment
- Promote school rules and use Class Dojo
- Establish clear routines
- Communicate behaviour expectations, giving examples of what this looks like
- Conclude the day positively
- Deal with low-level disruption speedily
- Respond calmly and give 'take up time'
- Follow up every time and engage in reflective conversations

Positive reinforcement:

- First attention for best conduct
- Specific praise for ready, respectful and safe
- Positive feedback for both children and parents – Dojo points, stickers, postcards, phone calls

Class Dojo and Golden Time

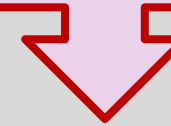
The Class Dojo system is used to acknowledge positive contributions made by children to our school community, with Dojos added by members of staff when children **stand out** for demonstrating our core values above.

Points are lost when children's behaviour continues to fall short of expectation, after reminders.

Class Dojo Point attainment targets may be personalised to the individual needs of a child.

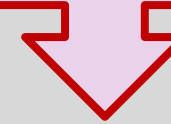
Redirection

Move closer to the learner, praise positive behaviour around the learner, make eye contact with the learner, refer to Zones of Regulation or say the child's name with a reminder of expected behaviour e.g. 'Charlie, Star Sitting thank you'.



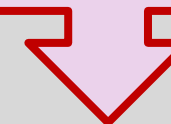
Reminder

Learner given, in private (if possible), a clear verbal reminder of expectations. State the behaviour, redirect and give take-up time. 'Charlie, you are choosing to talk to your partner. You need to get on with your work. Thank you.'



Warning

A clear verbal warning delivered privately, if possible, to the learner. Outline consequences if behaviour persists. 'Charlie, you're still talking, this is a warning. If you continue the consequence will be a time out and you will lose a Dojo Point. You need to continue with your work. Thank you.'



Time-out

Teacher speaks to learner privately. Boundaries are reset, learner reflects on next steps and is reminded of previous positive conduct/attitude/learning. Appropriate Dojo points are deducted. The learner is given a final opportunity to engage with learning.

Virtues to Live By

Guiding Principles

To ensure children and young people are given opportunities to:

1. Experience a positive and purposeful ethos providing a sense of belonging to their school community.
2. Grow in their knowledge and understanding of the virtues.
3. Practise the virtues to further the call to live life to the full.
4. Appreciate the connection between biblical and practical wisdom and living.
5. Hear the Christian story and encounter it in practice.
6. Understand their uniqueness and dignity as made in the image and likeness of God.
7. Know that our limitations are also opportunities for growth.
8. To notice, to reflect, to pray and to play
9. To exercise the cognitive, affective and behavioural components of character: know it in your head, feel it in your heart and show it with your hands.

Our Virtue to Live by:

Honesty

I tell the truth.

I am reliable and trustworthy.

My actions match my words.

I am honest with myself and others even when it is difficult.

"Therefore each of you must put off falsehood and speak truthfully to your neighbour, for we are all members of one body." Ephesians 4:25

Teaching and Learning

“If we create a culture where every teacher believes they need to improve, not because they are not good enough but because they can be better, there is no limit to what we can achieve.” Dylan Wiliam

Vision – Evidence informed so we give the best to our children



The role of external evidence...





Who is doing retrieval practice in the class?

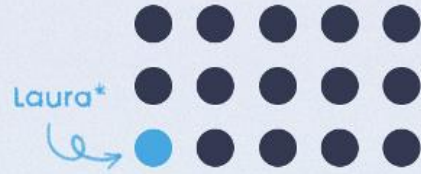
The power of cold calling & wait times

Created by Doug Lemov & Luke Talyer | Illuminated by @Inner_Drive | innerdrive.co.uk

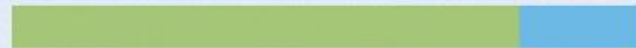
Laura*, what's the capital of Australia?



Just Laura



What's the capital of Australia, Laura*?



The quickest in the class

Just Laura



What's the capital of Australia.....Laura*?



The quickest in the class

Everyone in the class

Just Laura




Barak Rosenshine's

PRINCIPLES OF INSTRUCTION



A thematic interpretation for teachers by Tom Sherrington @teacherhead

VISUALISED BY OLI CAV Oliver Cavill @olcav



REVIEWING MATERIAL

- Daily review
- Weekly and monthly review




Daily review is important in helping to resurface prior learning from the last lesson. Let's not be surprised that students don't immediately remember everything. They won't! It's a powerful technique for building fluency and confidence and it's especially important if we're about to introduce new learning – to activate relevant prior learning in working memory.

QUESTIONING


- Ask questions
- Check for student understanding




The main message I always stress is summarised in the mantra: ask more questions to more students in more depth. Rosenshine gives lots of great examples of the types of questions teachers can ask. He also reinforces the importance of process questions. We need ask how students worked things out, not just get answers. He is also really good on stressing that asking questions is about getting feedback to us as teachers about how well we've taught the material and about the need to check understanding to ensure misconceptions are flushed out and tackled.

SEQUENCING CONCEPTS & MODELLING

- Present new material using small steps
- Provide models
- Provide scaffolds for difficult tasks







Small steps – with practice at each stage. We need to break down our concepts and procedures (like multi-stage maths problems or writing) into small steps so that each can be practised.

Models – including the importance of the worked-example effect to reduce cognitive load. We need to give many worked examples; too often teachers give too few.

Scaffolding is needed to develop expertise – a form of mastery coaching, where cognitive supports are given – such as how to structure extended writing – but they are gradually withdrawn. The sequencing is key. Stabilisers on a bike are really powerful aids to the learning and confidence building – but eventually they need to come off.

STAGES OF PRACTICE

- Guide student practice
- Obtain a high success rate
- Independent practice

Teachers need to be up close to students' initial attempts, making sure that they are building confidence and not making too many errors. This is a common weakness with less effective teachers. Guided practice requires close supervision and feedback.

High success rate – in questioning and practice – is important. Rosenshine suggests the optimum is 80%. i.e. high! Not 95-100% (too easy). He even suggests 70% is too low.

Independent, monitored practice. Successful teachers make time for students to do the things they've been taught, by themselves... when they're ready. "Students need extensive, successful, independent practice in order for skills and knowledge to become automatic."


Mathematics Mastery

To name a few...

- 6 part lesson
- Do now
- Worked examples
- Maths meetings

Tom Sherrington

ROSENSHINE'S PRINCIPLES IN ACTION



A JOHNS HOPKINS PUBLICATION

We make sure we carefully consider how we do what we do to ensure it is effective.



Early Years

St Thomas of Canterbury

7 areas of learning

Prime areas

- Communication and Language
- Physical Development
- Personal, social and emotional development

Specific areas

- Literacy
- Maths
- Understanding of the world
- Expressive arts and design

Characteristics of effective learning

- Characteristics of effective learning
- playing and exploring
- active learning
- creating and thinking critically
- Strong links with metacognition and effective learning behaviours with the rest of school

Curriculum

- Working closely with subject leaders to develop foundation of History, Geography, Science and Art in early years
- We have a spiral curriculum so children are introduced to “topics” in early years and revisited further up school
- In early years we have an overarching seasonal curriculum which allows children to explore their immediate surroundings/environment and begin to develop observational skills needed for later Science.
- Strong focus on vocabulary development-we do these through stories (talk through stories)-use of widgeo and Makaton-share this with parents and practise retrieval skills by recapping on previously learnt vocab at the start of sessions
- Use of outdoor and indoor environments to enhance children’s learning

Pre-school

Half termly topics

Autumn 1- All about me (transition)

Autumn 2- colour, light and dark (science links)

Spring 1- teddy's bears picnic (literacy links-based around stories)

Spring 2-where in the world (geography links - beginning to look at where we are from and comparing to different places such as Africa-revisited in reception)

Summer 1-animals and their young (science links-lifecycles)

Summer 2- travel and transport (history links-how transport has changed overtime-great inventions Y1)

Reception

Half termly topics

Autumn 1- All about me (transition)

Autumn 2- local community (geography links- builds on prior knowledge from pre-school where in the world topic KS1 link-my local community)

Spring 1- polar regions (geography links/ KS1 link- polar places)

Spring 2- explorers (history links/ KS1 link great explorers)

Summer 1- hot places (geography links/ KS1- on safari)

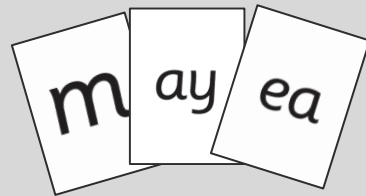
Summer 2- summer holidays (history links past and present)



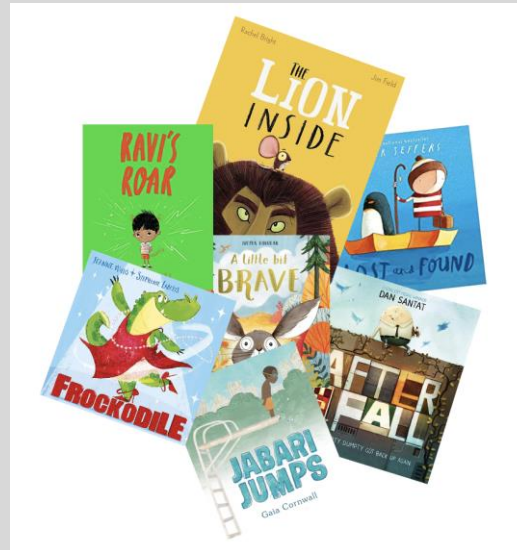
Phonics & Reading

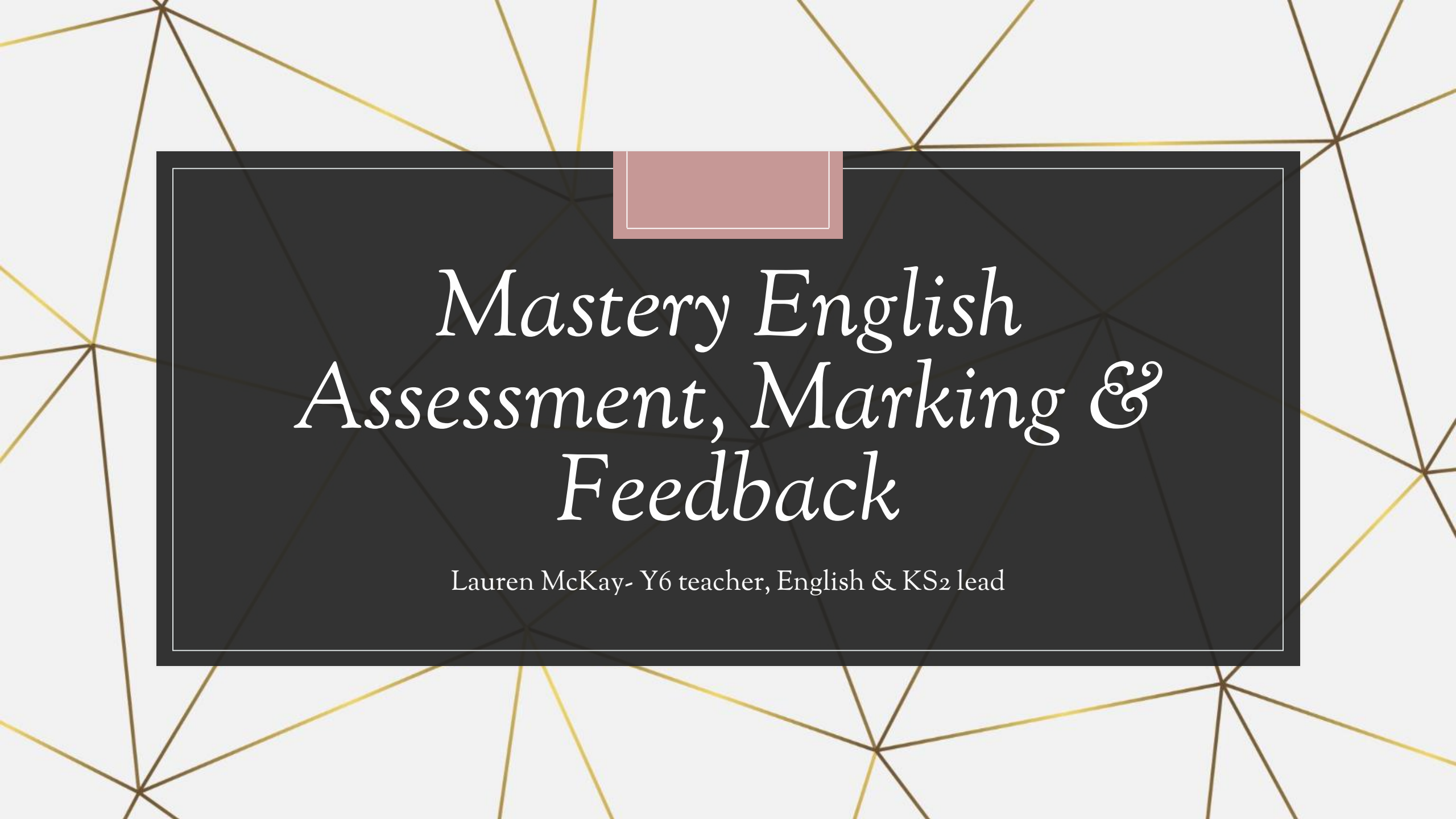
Zara Tripp - Reception teacher & Reading lead

Phonics



Reading for Pleasure





Mastery English Assessment, Marking & Feedback

Lauren McKay- Y6 teacher, English & KS2 lead



Mastery English

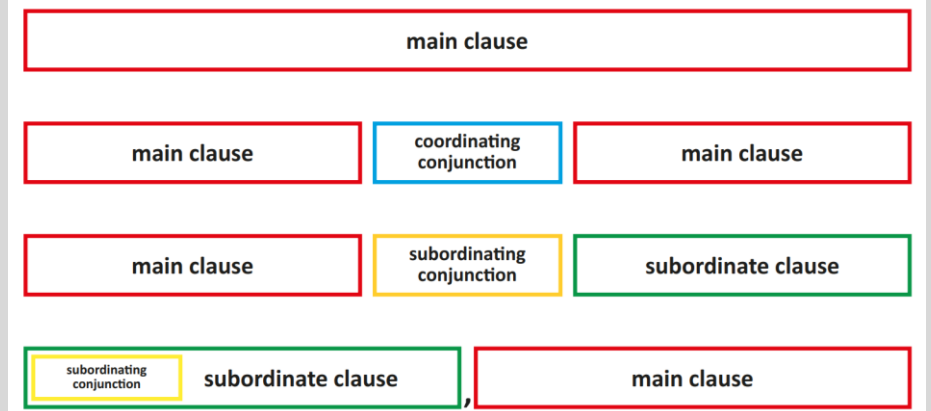
EdShed



Rockerbox
News

Letter-join

	Year 2	Year 3 Theme: stories with morals that convey a lesson to be learnt	Year 4 Theme: adventure stories that explore different settings	Year 5 Theme: historical fiction that takes us back to a different time	Year 6 Theme: stories in which characters overcome challenges
Scheme/programme	RWI Phonics and Get Writing Mastery English	English Mastery (pilot)			
Autumn 1	RWI Phonics and Get Writing				
Writing purpose(s)		to narrate, to describe	to persuade, to narrate	to narrate, to describe	to narrate, to describe
Author		Roald Dahl	E.B. White	Michael Morpurgo	R. J. Palacio



Summer 1					
Writing purpose(s)	to narrate, to inform	to narrate, to inform	to inform, to persuade	to narrate	to describe, to narrate, to inform
Author	Neil Gaiman	Peter Brown	Onjali Rauf	Gill Lewis	Beverley Naidoo
Summer 2					
Writing purpose(s)	to narrate, to inform	to narrate, to describe	to narrate, to analyse	to inform, to analyse	to analyse, to persuade
Author	Alexander McCall Smith	Hugh Lupton/Daniel Morden	Catherine Johnson	Peter Bunzl	William Shakespeare

Grammatical term/colour coding	Soundbite KS1	Soundbite KS2
Noun (red words/nouns)	A person, thing, idea or place.	A person, thing, concept or place.
Adjective (orange)	A describing word.	A word that modifies (describes) a noun or pronoun.
Verb (green words/verbs)	An action word.	A word that indicates physical or mental action, or a state of being.
Adverb (brown)	A word that describes a verb or adjective.	A word that modifies a verb, adjective, adverb or sentence.
Adverbial phrase (purple)		A group of words that modify the main clause.
Coordinating conjunctions (blue)	Words that join two main clauses.	Conjunctions that join two words or phrases as an equal pair. (FANBOYS)
Subordinating conjunctions (yellow)		Conjunctions that introduce a subordinate clause. (AWHITEBUS/ISAWAWABUB)
Conjunctive adverbs (pink)		An adverb or adverb phrase that connects the

Assessment, marking and feedback

The Education Endowment Foundation research shows that effective feedback should:

- redirect or refocus either the teacher's or the learner's actions to achieve a goal
- be specific, accurate and clear
- encourage and support further effort
- be given sparingly so that it is meaningful
- provide specific guidance on how to improve and not just tell students when they are wrong

- Constant
- Teaching from where the learner is
- Responsive to our pupils' needs
- Making decisions
- Modifying

	Where the learner is going	Where the learner is	How to get there
Teacher	Clarifying, sharing and understanding learning intentions	Engineering effective discussions, tasks, and activities that elicit evidence of learning	Providing feedback that moves learners forward
Peer		Activating students as learning resources for one another	
Learner		Activating students as owners of their own learning	

A great teacher:

- Establishes where the students are in their learning
- Identifies the learning destination
- Carefully plans a route
- Begins the learning journey
- Makes regular checks on progress on the way
- Makes adjustments to the course as conditions dictate

Whole Class Feedback Sheet		Date:	Lesson:
Work to Praise and Share		Need Further Support	
Presentation		Basic Skills Errors	
Misconceptions and Next Lesson Notes			



SEND at St Thomas of Canterbury School

Nurturing Confidence, Independence
and Resilience

Senco Role





SEND GOALS

To work together to create a truly inclusive school where pupils can grow in faith, confidence, independence and resilience.

To work together with all our pupils on their journey towards a fulfilled adulthood; providing them with support to achieve their academic potential, become engaged, active learners, communicate effectively and develop positive relationships.

How does school know if my child needs help?

- High quality teaching; continuous assessment and knowledge of each child.
- Specific assessments, observations, information gathering.

◦ **What then?**

- Adaptations to the teaching; clarify vocab, reinforcement of key learning, pre-learning, resources, scaffolding tasks, pace.
- Small group work.
- A child does not need to be on the SEND Register in order to receive support.

The Hive

Integrated Resource (I.R)

Commissioned by Local Authority

Physical/medical needs

Form of specialist provision within a mainstream

Integrated with mainstream lessons as appropriate to individual needs

Mrs. Howard - I.R Lead





PE

PE this year

- Class teachers are very excited to be delivering weekly sessions!
- We continue to have expert support through Evo and Links School Sports Partnership.
- Opportunities to try out sports, leading to competitions

INSPIRE AND ENGAGE

These events will have an emphasis on participation. The aim is to inspire participants to continue their physical activity journey.

DEVELOP AND PLAY

These events will have an emphasis on personal development. The aim is for participants to learn and develop new skills.

COMPETE

These events will have an emphasis on competition. Taking part in these events may see participants progress to higher levels.

- Like England, we want to win a major trophy!

Using the website and class blogs to support your child at home



Using the website and class blogs to support your child at home

OUR CURRICULUM

At St Thomas of Canterbury School, there is a strong evidence base to the way our curriculum has been developed. We have carefully considered the importance of cognitive science to ensure children build on prior learning, with frequent recall opportunities, and so know more and remember more.

As a Catholic school, a minimum of 10% of the teaching timetable is dedicated to formal religious education through the Come and See Programme. In reality, the Catholic teaching goes way beyond the 10% because the Christian values underpin every aspect of learning in our school. The children learn about faith and learn to live the faith. Throughout the school week, children are involved in daily acts of worship, liturgy and opportunities for deep, spiritual reflection.

The following documentation has been updated for the 2022-23 academic year.

Art

ART AND DESIGN CURRICULUM RATIONALE

ART CURRICULUM MAP

Computing

COMPUTING CURRICULUM RATIONALE

COMPUTING CURRICULUM PROGRESSION MAP

Early Reading and English

ENGLISH CURRICULUM RATIONALE

ENGLISH CURRICULUM PROGRESSION MAP

TRANSCRIPTION AND COMPOSITION PROGRESSION MAP

Our aims, how we plan to achieve them, and how we will know what is working.

What we will teach and when – including knowledge, skills and vocabulary.

Using the website and class blogs to support your child at home

PSHE Curriculum Progression Map



School Purpose: To nurture curiosity every day, for every child, within a community acting as a beacon of the Catholic faith

Overarching Concepts									
Online	Respect	Being Safe	The Law	Respect, consent, diversity, identity	Online	Being Safe	The Law	Seeking Support	Personal Responsibility & Self Respect
Core Themes									
Relationships				Living in the wider world			Health and Wellbeing		
Topics									
Family			Community			Mental Wellbeing			
Friends			Online Safety			Staying Healthy			
Self			Money and Work			Growing			
Mental Health and Wellbeing									

Lesson resources are taken from the Sheffield Primary curriculum, and The Life to the Full programme provided by Ten Ten Resources. Ten Ten Life to the Full content is marked LTF.

Year-on-year overview

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Family	Identify special people and what makes them special.	Families are made up of a special group of people, which changes gradually over time.	Children and adults both have responsibilities to each other. We should feel loved, cared for and safe in our homes.	Families can change. There is no one set family structure and any type of family can provide love and support	All people deserve respect, even if they are different to other people.	Some people get married. Identify the positive features that should be present in a family. Learn how to disagree with respect.	We all rely on the people around us.
Friends	The characteristics of positive and negative relationships.	Understand that friends do not always agree with each other, but we can resolve our differences kindly, and with mutual respect.	Understand why bullying is so hurtful.	We have responsibilities to our friends – other people's emotions are important and our actions can affect other people's feelings. The difference between a group of friends and a 'clique'.	Differences in gender, skin colour, religion, culture, sexuality and (dis)ability should not inhibit friendship or cause negative treatment. Friendships are not always perfect and it is normal to disagree with your friends. Understand when a relationship is unhealthy when support is required.	Everyone is unique and worthy of respect. Friendships change over time. Identify behaviour that is controlling or manipulative and issues around consent and coercion	Understand what stereotypes are and learn to challenge them. Gay, bisexual, transgender and non-binary people may face discrimination; we should treat everyone with respect.
Self	We are each unique, with individual gifts, talents and skills.	Our choice of activities can affect our happiness.	We are important, unique people who deserve kindness and respect.	We all experience a range and depth of feelings. We have responsibilities for some things but cannot control everything.	Understand the range of powerful emotions that we can have. Learn what to do if we experience low moods. Build self-esteem.	Learn to express our sense of identity. Understand that our brains can get poorly and can be treated. Big events can affect our mental and emotional health.	Images in the media do not always reflect reality and can affect how people feel about themselves. Emotions change as they grow up.

Using the website and class blogs to support your child at home

Spring Term

Content	Knowledge, Skills and Understanding Built	Key vocabulary
C1) How do we make the world fair?	<ul style="list-style-type: none"> Understand what is meant by 'the rule of law' [link to British Values] Understand the basics of how laws are made and enforced Appreciate the reasons why we need laws and that these are not always the same for everyone (some people need more protection - for example children) Appreciate that the world is not fair and it is our responsibility to help those less fortunate Identify our common values (Link to 'British Values') 	rules, laws, government, vote, rights, police, fair, equal, equality
C2) Where do you feel like you belong?	<ul style="list-style-type: none"> Understand that we are all part of a wider community of people, who we rely on We have a responsibility to support other people in our community when we are able to Know that we should treat the people in our community with respect Understand that biological parents ("Tummy mummy" and "birth dad") are not always the people that look after a child Appreciate that the people you live with are not always part of your 'birth family' (adopted/foster care, carers) 	community, citizen, support, belong, adoption, same-sex,
C3) How can we help the people around us?	<ul style="list-style-type: none"> Understand that we have the power and responsibility to make our communities better places to live 	community, responsibility, acts of kindness
HSBC Money Matters lesson (Critical Consumer: Shopping Sense)	<ul style="list-style-type: none"> Explore the concept of 'fairness' and how to spend money ethically. Builds awareness of how our spending decisions can impact communities. 	fairness, ethical, impact
LTF Module 1, Unit 3 Session 1: What Am I Feeling?	<ul style="list-style-type: none"> That emotions change as they grow up (including hormonal effects) To deepen their understanding of the range and intensity of their feelings that 'feelings' are not good guides for action What emotional well-being means Positive actions help emotional well-being (beauty, art, etc. lift the spirit) Talking to trusted people help emotional well-being (eg parents/carer/teacher/parish priest). 	feelings, emotions, information, experience, reaction, fear, anger, joy, sadness, boredom, tiredness, contentment, uncomfortable, masking ,emotional well-being, action, hormones, chemicals, puberty
LTF Module 1, Unit 3 Session 2: What Am I Looking At?	<ul style="list-style-type: none"> To recognise that images in the media do not always reflect reality and can affect how people feel about themselves. 	media, radio, television, newspapers, magazines, video, games, internet, advertising, influence, social media, truth, reality, stereotypes, resilience, self-confidence, Facebook, Snapchat, TikTok, Twitter, Instagram

Using class blogs to support your child at home



The Home of Year 5

Welcome

HOMEWORK

KNOWLEDGE ORGANISERS

CLASS NEWSLETTERS

Knowledge Organisers

Our knowledge organisers, showing what we are learning each unit, will be posted here.

Science

Spring Term – Properties of Materials

Properties of Materials Knowledge Organiser

Properties of Materials	Choosing the right material
There are lots of different materials that we can make things out of and each material has its own properties. For example: Glass is transparent and hard, copper is magnetic and impermeable.	Different materials are used for particular jobs based on their properties. For example glass is used for windows because it is hard and transparent. Oven gloves are made from a thermal insulator to keep your hands from being burnt.
 magnetic	 transparent
 impermeable	 thermally insulating
 flexible	

See the Key Vocabulary list for more examples of properties in red.

Testing for different Properties	Solubility
As scientists we can set up investigations to find out the properties of materials. For example we could set up a simple electrical circuit and use different materials to complete the circuit to see if they have electrical conductivity as one of their properties. We must be aware of all the possible variables and only change one though to make it a fair test.	Dissolving A solution is made when solid particles are mixed with liquid particles. Materials that will dissolve are known as soluble. Materials that won't dissolve are known as insoluble. A suspension is when the particles don't dissolve.
 circuit	 soluble
 variable	 insoluble
 electric conductor	 suspension
 electric insulator	

RE

Unit 7 – Serving – Transformation

PENTECOST – Serving: Transformation
Big Question: How can energy transform?

You know this from before

- Jesus died and was resurrected
- Jesus ascended to Heaven
- The disciples were scared
- Jesus sent the Holy Spirit to guide them
- The Holy Spirit came as wind and fire
- The disciples told everyone about Jesus. Everyone heard them in their own language.

The Road to Emmaus

- Jesus came to walk with two disciples on their way to Emmaus
- They didn't recognise Jesus
- Jesus explained why he had to die and be resurrected
- They recognised Jesus when he blessed and broke the bread

Saul's conversion

- The Holy Spirit can transform
- Saul persecuted Christians
- Jesus appeared to Saul on the road to Damascus and Saul went blind
- Jesus told Saul to change his ways. Saul agreed and could see again
- The Holy Spirit helped Saul to obey the Word of Jesus. Saul went blind, calling himself Paul.
- Paul became a good example of how to live

The Fruits of the Spirit

- Paul says let the Holy Spirit transform us
- The effects of this transformation are called the Fruits of the Spirit
- The Holy Spirit guides us in how to live
- The Holy Spirit helps and strengthens us
- love
- joy
- peace
- patience
- kindness
- goodness
- faithfulness
- humility
- self-control

[re-knowledge-organiser-unit-7](#)

Download

Parents – How you can help

- Promote the value of learning
- Good attendance
- Homework
- Back the school and our decisions.
 - We are not perfect and if you disagree, please contact us – we are listening.

Parents – How you can help

Our PTA, the Friends of St Thomas are in desperate need of new members.

You might have noticed as you walked around school:

- the games area in Key Stage 2
- the Smooga to mark the football area in Key Stage 1
- the interactive whiteboards

These are all examples of how the Friends have supported our school.

Meetings to plan fundraising and new projects are held in the Abbey pub regularly – if you are able to spare some time, please join us.

FRIENDS OF ST THOMAS



The Friends of St Thomas is a registered charity organisation run by parents and teachers from the school. We organise various events throughout the school year for the children, all the family and the local community and parish. Events include:

School Disco

Summer Fayre & BBQ

Winter Warmer

Parents' Quiz Night

Annual Car Boot

Parent/Teacher Football Match

Plus many other events

Funds raised from the events have been used to fund school trips, buy speciality equipment for the school, an AstroTurf football pitch and caring for the school animals.

If you would like to get involved please come along to one of our monthly meetings or just volunteer to help at any of the events. If you can help in any other way and have any specific skills or talents then please let us know. We are always looking for bakers!

Make sure you follow us on Facebook (@friendsofsttc) and Twitter (@FoStThomas)

[MORE INFORMATION](#)

VOLUNTEERS

Please email friends@st-tc.co.uk or fill in the enquiry form

Full Name *

Email *

Contact Number *

Other Information (Optional): (520 chars left)