

# ST MARY'S CATHOLIC PRIMARY SCHOOL

Spring Term 2022



Dear Parents,

I hope you have all had a wonderful Christmas break and that your child is looking forward to coming back for the Spring Term. I would like to take the opportunity to say thank you to you all for your very kind gifts, cards and Christmas wishes, I very much appreciated them!

This letter is an overview of the work we will be covering in class over the next two terms. Our topic is "What can we learn from the Ancient Egyptians?" and we will be conducting an in-depth study of the Ancient Egyptians alongside learning about other Ancient Civilisations across the world that were active at a similar time.

**Art and DT:** This term we will be doing a range of painting and making tasks related to our theme. It is likely that the children will get messy during these sessions. If you would like to, we would suggest that they bring in an old shirt or apron to wear during these sessions that can be kept on their pegs to save their uniforms from paint and PVA. Please send these as soon as possible.

**Reading and Homework:** Please encourage your child to read daily at home, keeping a note of books read in their personal reading record. Children always enjoy being read to, even when they can read fluently for themselves, so do try to share a good story with them whenever time allows. If you have any queries or concerns regarding your child's reading, please write them in their reading diary or send me a message on google classroom. Homework will continue to be set on a Tuesday to be handed in on the following Monday. We will continue to set this either on google classroom or on paper as we were doing last term.

**PE:** Children should black wear shorts and a blue t-shirt with the St. Mary's logo for indoor P.E. Our PE units for this term are going to be Gymnastics and Dance so we will be inside for our PE lessons. We will have PE on a **Tuesday** afternoon so please make sure your child has their kit with them at the start of the week. We will continue to be running our weekly mile so they will still need to have a pair of trainers in school. Please label all of your child's clothing with their name as this will aid in the speedy return of missing items.

Please see the grid below for details of the objectives we will be covering across all subjects this term.

Kind regards,

Mrs R Rance

Subject	Week 1 3rd Jan	Week 2 10th Jan	Week 3 17th Jan	Week 4 24th Jan	Week 5 31st Jan	Week 6 7th Feb	Week 7 14th Feb	Week 8 28th Feb	Week 9 7th March	Week 10 14th March	Week 11 21st March	Week 12 28th March	Week 13 4th April
English	<p><u>Factfiles</u> WALT find and record information- take notes WALT use presentational features to layout a factfile WALT present our work neatly using features of the text</p>	<p><u>Adventure Stories</u> WALT create an adventure story toolkit (features) WALT use adjectives to describe WALT write a setting description WALT explore different types of sentences WALT write a character description WALT edit and improve our writing WALT plan an adventure story based in Egypt (tomb-raiding) WALT write an adventure story WALT up-level my sentences WALT edit and redraft a story</p>		<p><u>Newspaper Reports</u> WALT identify the features of a newspaper report WALT orally retell a text using a text map WALT plan a newspaper report WALT write a newspaper report WALT brainstorm information about a key event WALT plan questions and gather quotes WALT plan a newspaper report WALT write a newspaper report WALT edit and improve our writing WALT create a news broadcast based on a newspaper report</p>			<p><u>Non-Chronological Reports</u> WALT identify features of a non-chronological report. WALT sort the features of a non-chronological report. WALT use the internet and other sources to research a topic. WALT plan and write an introduction for a report. WALT plan the sub-headings for a report. WALT organise my writing into paragraphs. WALT identify and use a conjunction and an adverbial at the start of a paragraph. WALT plan the layout of my report. WALT edit and redraft a report.</p>			<p><u>Poetry</u> WALT identify the features of kennings WALT write kennings WALT create a bank of rhyming words WALT identify the patterns in limericks WALT write limericks WALT perform a poem with clarity and expression WALT write a rhyming poem WALT edit and improve our writing WALT perform my own poem with expression and clarity for an audience</p>			
<p><u>Guided Reading</u> Books: <i>The Story of Tutankhamun</i> by Patricia Cleveland-Peck</p>	WALT explore unfamiliar voca	WALT make inferences based on evidence in a text (I)	WALT make sensible predictions (P)	WALT explain reasons for authorial choices (E)	WALT skim and scan to find relevant information (R)	WALT summarise the key points of a text (S)	WALT Identify synonyms for new vocabulary and	WALT make justified inferences (I)	WALT predict what will happen next (P)	WALT explain use of language and the impact	WALT Find information (R)	WALT summarise a story and give a justified opinion	Reading Assessments

<p><i>The Mystery of the Egyptian Scroll</i> by Scott Peters <i>Marcy and the Riddle of the Sphinx</i> by Joe Todd-Stanton</p>		<p>bula ry in cont ext (V)</p>						<p>use in context (V)</p>			<p>on the reader (E)</p>		<p>(S)</p>	
<p>SPaG</p>		<p>WALT use fronted adverbials</p>	<p>WALT punctuate direct speech accurately</p>	<p>WALT organise writing into paragraphs</p>	<p>WALT use brackets to give additional information</p>	<p>WALT use commas with accuracy</p>	<p>WALT punctuate direct speech accurately</p>	<p>WALT use bullet points</p>	<p>WALT organise my work into paragraphs</p>	<p>WALT use a drop in clause to provide information</p>	<p>WALT write in verses</p>	<p>WALT use rhyme appropriately</p>	<p>WALT choose vocabulary for interest, humour or suspense</p>	
<p>Maths</p>	<p><u>Fractions and Decimals</u> <u>Year 3</u> WALT identify parts and wholes WALT recognise unit fractions WALT find unit fractions of shapes and amounts WALT identify and find non-unit fractions WALT count in fractions WALT make a whole WALT find tenths WALT count in tenths WALT show tenths as decimals WALT place fraction on a number line WALT add and subtract fractions with the same denominator WALT compare fractions WALT order fractions WALT recognise equivalent fractions</p>		<p><u>Measures</u> <u>Year 3</u> WALT tell the time to the nearest 15 minutes WALT tell the time to the nearest 5 minutes WALT tell the time to the nearest 1 minute WALT read the 12 hour and 24 clocks and concert between the two WALT solve problems involving durations of times WALT read a timetable WALT recall facts to do with intervals of time</p>		<p><u>Addition and Subtraction</u> <u>Year 3</u> WALT mentally add and subtract multiples of 1, 10 and 100 WALT use formal addition to add two and three digit numbers WALT mentally subtract multiples of 1, 10 and 100 WALT use column subtraction to subtract two and three digit numbers WALT exchange where necessary</p>		<p><u>Measures</u> <u>Year 3</u> WALT measure length WALT find equivalent lengths- m and cm WALT find equivalent lengths- mm and cm WALT compare and add lengths WALT subtract lengths WALT measure perimeter WALT calculate perimeter</p>		<p><u>Number and Place Value</u> <u>Year 3</u> WALT use roman numerals to 20 WALT count in 50s WALT order numbers WALT compare numbers WALT place numbers on the numberline WALT represent numbers WALT multiply and divide by 10 and 100</p>		<p><u>Problem Solving</u> <u>Year 3</u> <i>Consolidation and application of skills taught over the term</i></p>			
<p>RE</p>	<p><u>Christmas</u> WALT recognise the important role played by Angels in the different parts of</p>	<p><u>Jesus Light of the world and Beloved Son</u> WALT hear, read and explore the Gospel accounts of key events in the life of Jesus: The Presentation of Jesus in the Temple</p>		<p><u>Moses to King David</u> WALT hear, read and explore key imagery that speaks of God in the Old Testament WALT understand signs and symbols and their significance in the liturgy</p>			<p><u>Lent</u> WALT hear, read and explore the Gospel accounts of key events in the life of Jesus: Temptation, Passion, Death</p>			<p><u>Holy Week</u> WALT hear, read and explore the Gospel accounts of key events in the life of Jesus: Holy Week</p>				

	<p>the Christmas Story</p> <p>WALT recognise the role of important Christians and how they spread the Good News of Jesus</p> <p>WALT explain the Church's customs for celebrating the birth of Christ</p>	<p>WALT hear, read and explore the Gospel accounts of key events in the life of Jesus: The Baptism of the Lord</p> <p>WALT hear, read and explore the Gospel accounts of key events in the life of Jesus: The Transfiguration</p>					<p>WALT understand the Church's celebrations of significant events in the life of Jesus</p> <p>WALT understand the prayer Jesus taught his friends and its significance</p> <p>WALT respect celebrations of other faith communities</p> <p>WALT investigate and recognise that Jesus called people to follow him</p>					<p>WALT explore Gospel accounts which show the love and complete self-giving of Jesus</p>	
Science	<p><u>Sound</u></p> <p>WALT identify how sounds are made - identify and explain sound sources around school</p>	<p><u>Sound</u></p> <p>WALT find patterns between the volume of a sound and the strength of the vibrations that produced it</p>	<p><u>Sound</u></p> <p>WALT recognise that vibrations travel through a medium the ear - explore how high and low sounds are created</p>	<p><u>Sound</u></p> <p>WALT find patterns between the pitch of a sound and the object that created it - explore musical instruments and explain how they change pitch</p>	<p><u>Sound</u></p> <p>WALT recognise that sounds get fainter as the distance from the sound source increases.</p>	<p><u>Sound</u></p> <p>WALT Investigate best material for absorbing sound and make a musical instrument</p>		<p><u>Light</u></p> <p>WALT recognise that we need light in order to see things and that dark is the absence of light</p>	<p><u>Light</u></p> <p>WALT Notice that light is reflected from surfaces by choosing the most reflective materials.</p>	<p><u>Light</u></p> <p>WALT Recognise that light from the sun can be dangerous and that there are ways to protect our eyes</p>	<p><u>Light</u></p> <p>WALT Recognise that shadows are formed when the light from a light source is blocked by a solid object</p>	<p><u>Light</u></p> <p>WALT Find patterns in the way that the size of shadows change</p>	
History	<p><u>Ancient Civilisations</u></p> <p>Was everybody an Ancient Egyptian?</p>	<p><u>Ancient Civilisations</u></p> <p>What did all ancient civilisations have in</p>	<p><u>Ancient Civilisations</u></p> <p>What was the greatest achievement of each civilisation?</p>	<p><u>Egypt</u></p> <p>What do we already know about the Ancient Egyptians?</p>	<p><u>Egypt</u></p> <p>What does the discovery of King Tut's tomb teach us?</p>	<p><u>Egypt</u></p> <p>So who did build the pyramids? Did the Prince of Egypt film get it right?</p>	<p><u>Egypt</u></p> <p>What can an old clay model and a pair of sandals tell us about life in Egypt</p>	<p><u>Egypt</u></p> <p>How could an Ancient Egyptian get into the afterlife?</p>	<p><u>Egypt</u></p> <p>Can we help Humphrey the hapless embalmer?</p>	<p><u>Egypt</u></p> <p>How can we learn so much about Ancient Egypt from just six objects?</p>	<p><u>Egypt</u></p> <p>Understanding the book of the dead: from page to stage.</p>		

		common?					5,000 Years Ago?						
Computing	<u>E-Safety</u> WALT identify the purpose of rules and why we need them in place.	<u>E-Safety</u> WALT identify each of the SMART rules and explain what they mean.	<u>E-Safety</u> WALT understand how each SMART rule can be followed and what actions need to be taken to keep safe online	<u>E-Safety</u> WALT make a presentation about the SMART rules									
Music								<u>Listening and Appraising</u> WALT analyse and explore the way sounds can be combined and used expressively	<u>Listening and Appraising</u> WALT explain and explore their own ideas and feelings about music in a range of ways	<u>Listening and Appraising</u> WALT learn to read music through recorder or glockenspiel lessons as well as using musical notation when composing	<u>Listening and Appraising</u> WALT Know how many beats are in a minim, crochet and semibreve and recognise their symbols	<u>Listening and Appraising</u> WALT recognise and identify instruments and numbers of instruments and voices being played looking at a range of live and recorded music	<u>Listening and Appraising</u> WALT Explain how musical elements can be used together to compose music.

Art/DT	<u>Painting</u> WALT mix secondary and tertiary colours	<u>Painting</u> WALT create different tones of colour	<u>Painting</u> WALT create a colour wash	<u>Painting</u> WALT mix paint to create a piece of art	<u>Painting</u> WALT mix paint to create a piece of art	<u>Painting</u> WALT use learnt techniques to paint (assessment)		<u>Making</u> WALT look at design briefs and consider making a mask for an audience	<u>Making</u> WALT complete a design that includes labelled parts, materials and techniques	<u>Making</u> WALT measure, mark out, cut and assemble components with accuracy	<u>Making</u> WALT work safely with a range of tools	<u>Making</u> WALT know how to strengthen materials		
PE	<u>Gymnastics</u> WALT create interesting point and patch balances	<u>Gymnastics</u> WALT develop stepping into shape jumps with control	<u>Gymnastics</u> WALT develop the straight, barrel and forward roll	<u>Gymnastics</u> WALT transition smoothly in and out of balances	<u>Gymnastics</u> WALT create a sequence with matching and contrasting shapes and actions	<u>Gymnastics</u> WALT create a partner sequence incorporating the use of equipment		<u>Dance Machines</u> WALT create actions in response to a stimulus and move in unison	<u>Dance Machines</u> WALT select and use actions to represent an idea	<u>Dance Machines</u> WALT understand how dynamics impact the actions performed	<u>Dance Seasons</u> WALT remember and repeat actions using dynamics to show different phases	<u>Dance Seasons</u> WALT choose actions relating to an idea, using the space to make my work interesting		
French	<u>Food Glorious Food</u> WALT understand and join in with a story, recognise and repeat key vocabulary	<u>Food Glorious Food</u> WALT count items and use "some," for amounts	<u>Food Glorious Food</u> WALT ask politely for something WALT use definite articles le/la/les to mean 'the.'	<u>Food Glorious Food</u> WALT choose the correct article when talking about food WALT say if they like or dislike a food	<u>Food Glorious Food</u> WALT describe colour, shape and size of something WALT place adjectives in the correct part of the sentence	<u>Food Glorious Food</u> WALT have short conversations about food		<u>Family and Friends</u> WALT identify and introduce some of their relations	<u>Family and Friends</u> WALT name some common pets	<u>Family and Friends</u> WALT recognise some rooms in their house	<u>Family and Friends</u> WALT consider whether nouns are masculine or feminine	<u>Family and Friends</u> WALT make new sentences by substituting vocabulary appropriately	<u>Family and Friends</u> WALT use masculine/feminine articles and possessive pronouns	

PSHE			<u>One World</u> WALT discuss ways in which people's lives are similar and different and give reasons for these differences	<u>One World</u> WALT explore differences of opinion and identify if I feel these are unfair	<u>One World</u> WALT think about the lives of people living in other places, make considered decisions and give reasons for my opinions.	<u>One World</u> WALT recognise how our actions impact on people living in different countries and can identify things I can do to make the world a fairer place	<u>One World</u> WALT recognise how our actions impact on people living in different countries and can identify things I can do to make the world a fairer place	<u>One World</u> WALT identify different organisations that help people in different countries who are in challenging situations and can explain how they do this					
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