

# ST MARY'S CATHOLIC PRIMARY SCHOOL

## Summer Term 2022



Dear Parents,

We hope you had an enjoyable Easter and that your children are feeling refreshed and ready for the new term ahead.

We have many exciting activities planned for this term, centred around our topic "Sensational Safaris".

The following information tells you what we will be covering in class during the Summer term.

<b>Subject</b>	<b>Objectives to be covered</b>
RE	WALT understand how Mary Magdalene and Peter reacted during the story of the Resurrection. WALT understand reasons why the disciples were so surprised to find Jesus alive again. WALT understand the importance of symbols used in the season of Easter. WALT know that water, light and the colour white are special signs of Easter. WALT know two stories of the appearance of Jesus to his disciples, Emmaus and doubting Thomas. WALT recall the story of Pentecost. WALT say and recite the Hail Mary from memory. WALT know where the words in the Hail Mary come from. WALT understand why Mary is so special to us. WALT write our own prayer to Mary. WALT know that Jesus' promise to send the Holy Spirit is fulfilled at Pentecost and this marks the beginning of the Church. WALT understand that the Holy Spirit helps and guides Christians today.

	<p>WALT know how the feast is celebrated in Church and the different symbols used.</p> <p>WALT understand how different customs from around the world celebrate special celebrations.</p> <p>WALT understand that Baptism is a beginning and welcome into the Church</p> <p>WALT know that Confirmation celebrates the gift of the Holy Spirit.</p> <p>WALT know the significance and variety of signs and symbols in our own lives and in the life of the Church.</p> <p>WALT know that belonging and love may be expressed in many different ways in a Community.</p> <p>WALT know that people pray in a variety of ways in church.</p> <p>WALT know that about St. Paul and how he taught people to follow Jesus.</p> <p>WALT think of ways we can listen to St. Paul and try to follow Jesus.</p> <p>WALT identify some of the things the priest does during Mass.</p> <p>WALT understand that Catholic Christians believe that the bread and wine used at Mass becomes the body and blood of Jesus Christ.</p>
Reading	<p>Phonics - Year 1</p> <p>WALT identify the sound /ee/ as y and ey</p> <p>WALT identify the sound /y.oo/ as u</p> <p>WALT identify the short sound /oo/ as u</p> <p>WALT identify the long /oo/ as u-e</p> <p>WALT identify the sound /y.oo/ as u-e</p> <p>WALT identify the /y.oo/ as ue</p> <p>WALT identify the long /oo/ as ue</p> <p>Phonics - Year 2</p> <p>Revising Phase 3, 4 and 5 digraphs</p> <p>WALT identify /l/ or /ul/ sound spelled '-le' at the end of words.</p>

	<p>WALT identify /l/ or /ul/ sound spelled '-el' at the end of words (this spelling is used after m, n, r, s, v, w and commonly s).</p> <p>WALT identify /l/ or /ul/ sound spelled '-al' at the end of words.</p> <p>WALT identify and spell words ending in '-il.'</p> <p>WALT identify the long vowel 'i' spelled with a y at the end of words.</p> <p>WALT know to add '-es' to nouns and verbs ending in 'y.'</p> <p>WALT know to add '-ed' to words ending in y (the y is changed to an i).</p> <p>WALT know to add '-er' to words ending in y (the y is changed to an i).</p> <p>WALT know to add 'ing' to words ending in 'e' with a consonant before it.</p> <p>WALT know to add 'er' to words ending in 'e' with a consonant before it.</p> <p>We will be reading a range of non-fiction and fiction texts as a whole class to answer questions and complete activities based on what we have read. We will use the acronym VIPERS to help us focus our reading on vocabulary, inference, prediction, explain, retrieval and sequencing.</p> <p>WALT define and use sophisticated vocabulary from nonfiction texts.</p> <p>WALT infer information from a text.</p> <p>WALT make predictions.</p> <p>WALT explain information learnt from a range of texts.</p> <p>WALT retrieve information from a text.</p> <p>WALT sequence a text.</p> <p>Children will also read with an adult in small groups, one to one and through everyday lessons in class.</p>
Writing	<p>- Non - chronological texts</p> <p>WALT know the features of a non-chronological text.</p> <p>WALT use a heading, sub-headings and paragraphs in our writing.</p> <p>WALT use different openers to make our writing more interesting.</p> <p>WALT use conjunctions to add more information to our sentences.</p> <p>WALT use technical vocabulary related to the topic of Meerkats.</p>

WALT use capital letters, finger spaces and full stops.

WALT write in the present tense consistently.

- Adventure Stories

WALT retell a familiar story.

WALT make a storyboard for a familiar story.

WALT plan our own adventure story.

WALT know that a story a title, a beginning, a build-up, a problem, a resolution and an ending.

WALT use a story mountain to plan a story.

WALT use adjectives to make our sentences more interesting.

WALT use connectives to add more detail to our sentences.

WALT use a capital letter, finger spaces and a full stop.

*Year 2*

WALT to use adverbs in our story.

WALT use different sentence openers in our story.

WALT use an exclamation sentence in our writing.

WALT begin to use paragraphs in our writing.

- Poetry

WALT listen, read and respond to poetry.

WALT know what a Haiku is.

WALT know what syllables are and how to count them in a word.

WALT write our own Haikus based on Safari animals.

- Traditional tales from other cultures

WALT retell a traditional tale other cultures.

WALT make a storyboard for a familiar story.

WALT change one thing in a traditional tale from other cultures to make our own version.

WALT use a story mountain to plan a story.

WALT use adjectives to make our sentences more interesting.

	<p>WALT use connectives to add more detail to our sentences.  WALT use a capital letter, finger spaces and a full stop.  Year 2  WALT to use adverbs in our story.  WALT use different sentence openers in our story.  WALT use an exclamation sentence in our writing.  WALT begin to use paragraphs in our writing.</p> <p>- Information leaflet  WALT know the features of an information leaflet.  WALT to research information to include in our leaflet.  WALT plan our information leaflet using a spider diagram.  WALT write an information leaflet using a title, introduction, subheadings, diagrams, bullet points and fact boxes.  WALT edit our work to make it better.  WALT share our work with each other and say things we have done well.</p>
<p>SPAG</p>	<p>- Yr 1  WALT use capital letters and full stops in our writing.  WALT know what an adjective is and use them in a sentence.  WALT know what a verb is and use more interesting verbs in our writing.  WALT know what a noun is and can find it in a sentence.  WALT use connectives to join two sentences together.  WALT add the suffix -s to make a plural.  WALT add the suffix -es to make a plural.  WALT to add the suffix -ing to a verb.  WALT to spell and use personal pronouns.  WALT use the prefix -un.</p> <p>- Yr 2  WALT use the suffix -er to turn a verb into a noun.</p>

	<p>WALT use the suffix -er to turn regular adjectives into comparative adjectives.</p> <p>WALT know what a verb is and use more interesting verbs in our writing.</p> <p>WALT know what an adjective is and use adjectives to expand noun phrases.</p> <p>WALT know how to describe a verb using an adverb.</p> <p>WALT how to use the suffix -ly to turn an adjective into an adverb.</p> <p>WALT know how to use an apostrophe to show possession.</p> <p>WALT use subordination to join two clauses together to compare/contrast/add a condition.</p> <p>WALT identify different sentence types - exclamation, statement, question and command.</p> <p>WALT to add the suffix -ment.</p> <p>WALT form adjectives using -ful and -less.</p>
<p>Maths</p>	<p>- Year 1</p> <p><u>Number and place value:</u></p> <p>WALT count in twos, fives and tens.</p> <p>WALT identify numbers more than and less than a number.</p> <p>WALT write numbers in numerals and in words.</p> <p><u>Addition and subtraction</u></p> <p>WALT solve missing number problems.</p> <p>WALT solve addition and subtraction word problems.</p> <p>WALT find number bonds within 20.</p> <p><u>Fractions, decimals and percentages</u></p> <p>WALT recognise a half as 1 of 2 equal pieces.</p> <p>WALT recognise a quarter as 1 of 4 equal pieces.</p> <p>WALT find and name a half and quarter.</p> <p><u>Multiplication and division</u></p>

WALT count in twos, fives and tens.  
WALT solve multiplication and division word problems.

#### Geometry

WALT describe position, direction and movement.  
WALT recognise and use the directions left and right.  
WALT name and describe a range of 2D and 3D shapes.

#### Measures

WALT compare and describe capacity and volume.  
WALT solve practical problems including capacity and volume.  
WALT measure and record the capacity or volume of an object.  
WALT sort events in chronological order.

- Year 2

#### Number and place value:

WALT count in twos, fives and tens.  
WALT read and write numbers to at least 100 in numerals and in words.  
WALT identify, represent and estimate numbers using different representations, including the number line.

#### Addition and subtraction

WALT solve missing number problems.  
WALT recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.  
WALT add and subtract two digit numbers from a two digit number.

#### Fractions, decimals and percentages

WALT recognise, find, name and write fractions  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{4}$ , and  $\frac{3}{4}$  of a length, shape, set of objects or quantity.

	<p>WALT write simple fractions and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</p> <p><u>Multiplication and division</u>  WALT count in twos, fives and tens  WALT recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.  WALT solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p> <p><u>Geometry</u>  WALT identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.  WALT identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.  WALT use mathematical vocabulary to describe position, direction and movement.</p> <p><u>Measures</u>  WALT tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.  WALT choose and use appropriate standard units to estimate and measure length/height in any direction; mass; temperature; capacity to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</p> <p><u>Statistics</u>  WALT interpret and construct simple pictograms, tally charts, block diagrams and simple tables.</p>
Science	<p>WALT know the difference between things that are living, dead and have never been alive and explaining how we know by identifying, classifying and sorting.</p>

	<p>WALT map a habitat and its inhabitants - identifying different animals and their habitats</p> <p>WALT know about the Microhabitats of minibeasts both locally and further afield.</p> <p>WALT know about World habitats and how their different features suit different animals and plants - adaption.</p> <p>WALT know how animals and plants depend on each other in different habitats to survive.</p> <p>WALT know how animals obtain their food from plants and other animals that all connect to make a food chain.</p>
Geography	<p>WALT know where Kenya is in the world.</p> <p>WALT know the location of some of Kenya's major cities, oceans and rivers.</p> <p>WALT know about what the weather is like in Kenya.</p> <p>WALT know about the landscape of Kenya.</p> <p>WALT compare the landscape of Kenya to the UK.</p> <p>WALT know what National Park in Kenya is and what can be found there.</p> <p>WALT use compass directions to move around a map.</p> <p>WALT know about the Masai culture is like.</p> <p>WALT discuss how Masai culture is similar and different to our lives.</p>
Art	<p>WALT explore and find out about collage.</p> <p>WALT use different materials to create a collage with different colours of paper.</p> <p>WALT know what texture is and how it can be changed in a collage using different materials.</p> <p>WALT to create our own textured collages.</p> <p>WALT know about collages created by Picasso (particularly face collages).</p> <p>WALT create own face collage using different textured materials. WALT describe the face we created using language of textures.</p> <p>WALT know about mosaics and create our own.</p>

PE	<p>WALT move at different speeds for varying distances.</p> <p>WALT hop, jump and leap for distance.</p> <p>WALT jump with height.</p> <p>WALT throw for distance.</p> <p>WALT throw for accuracy.</p> <p>WALT develop our agility and co-ordination.</p> <p>WALT develop our balance and stability.</p>
DT	<p>WALT explore the components, materials and features of playground equipment.</p> <p>WALT be able to explore different ways of joining and strengthening materials to create pieces of playground equipment.</p> <p>WALT design a piece of playground equipment.</p> <p>WALT make a piece of playground equipment according to a design.</p> <p>WALT evaluate a finished product.</p>
Music	<p>WALT to use tempo and dynamics when creating a short section of sound that represents an animal.</p> <p>WALT to make different timbre (sounds) using the same instrument.</p> <p>WALT copy a short rhythm and recognise simple notation based on safari animals.</p> <p>WALT perform a Traditional 'call and response' song from Africa along with actions.</p> <p>WALT create rhythms based on 'call and response' thinking of a question (call) and a short answer (response) about animals.</p> <p>WALT add dynamics (volume) to a structure of rhythms.</p> <p>WALT play my composition using a simple rhythm on an untuned percussion instrument.</p> <p>WALT feedback to my classmates about their performances.</p>
Computing	<p>WALT confidently log on and log off Chrome books.</p>

	<p>WALT open a programme and learn how to use it to create a product.</p> <p>WALT create an eBook in a format to be read on a computer including text.</p> <p>WALT include images drawn in the app or photographed, sounds as hot-spots or to narrate bits of the story or information.</p> <p>WALT include video or animation embedded into the book.</p> <p>WALT share and evaluate our eBooks.</p>
RHE	<p>WALT explore our relationship with the wider world.</p> <p>WALT to know how we are called to love others in the wider community through service, through dialogue and through working for the Common Good.</p> <p>WALT know the story The Good Samaritan and how we can be Good Samaritans in our lives.</p> <p>WALT know about the Trinity - God as a three in one community of love.</p> <p>WALT think about what the Trinity means for us.</p> <p>WALT that God made us to be in loving relationships with one another.</p> <p>WALT know about the different local and global communities that we are part of.</p> <p>WALT know what rights and responsibilities come with belonging to these communities.</p>
PHSE	<p>I know what I am good at.</p> <p>I know that I need to have a positive learning attitude.</p> <p>I know some of the jobs people do.</p> <p>I know some of the strengths and interest people might need in order to do some of these jobs.</p> <p>I can identify jobs I might be good at.</p>

This term our PE day will continue to be on a Tuesday. As we are doing outdoor PE, your child will need to have shorts, t-shirt and trainers in school on this day. Tracksuits should also be in PE bags just in case it is cold. Children with longer hair should also make sure that it is fully tied back for PE lessons.

As the weather hopefully continues to improve, please ensure that your child has their water bottle in school everyday as well as a sunhat and suncream applied. We ask children have plimsolls in school so please can the children bring in indoor shoes if they haven't done so already.

Maths and Literacy homework will continue to be set on a Tuesday and should be completed by the following Monday. Reading books should be returned on Wednesday and new books will be given out on a Thursday. Please try to read with your child everyday, where possible.

If you would like to speak with me regarding any questions or concerns, the easiest way to do this is by emailing or telephoning the school office and I will get back to you as soon as I can.

Kind regards,

Miss O'Brien