

# ST MARY'S CATHOLIC PRIMARY SCHOOL

Autumn Term 2022



Dear Parents,

I hope you all had a wonderful, relaxing summer and that your children have enjoyed their first week of Year 5. I am writing to inform you of the work we will be covering in class over the next two terms, along with some class timetable arrangements.

Subject	Objectives to be covered
RE	<p>WALT use the Bible to locate scripture</p> <p>WALT know that there are stories of Creation in the book of Genesis.</p> <p>WALT understand that Creation stories are simply a way of teaching that God created the world and everything in it rather than a factual account of how Creation took place.</p> <p>WALT know that every human being is made in God's image and Likeness and what this means for us</p> <p>WALT understand that every human being is called to respect and care for the human family of the world.</p> <p>WALT identify ways in which they can use their God given gifts and talents in the service of other people.</p> <p>WALT know the story of St. Francis of Assisi.</p> <p>WALT hear the words of the Canticle of Creation and be able to write our own version</p> <p>WALT know the Beatitudes of Jesus and understand that they provide a guide for living as a disciple of Christ.</p> <p>WALT reflect upon using gifts and talents, to live out the Beatitudes</p> <p>WALT know and be able to recall a number of miracles performed by Jesus including The Curing of the Demoniac, The Healing of a Woman with a Haemorrhage, and the Healing of the Man Born Blind.</p> <p>WALT understand that Jesus was able to work these miracles because he was the Son of God.</p> <p>WALT describe how people's lives were changed by Jesus healing them</p>

	<p>WALT know that pilgrimages are a special form of prayer.</p> <p>WALT know about some of the major Christian religious shrines in the United Kingdom and around the world.</p> <p>WALT understand some reasons why people make special pilgrimages to these places of faith.</p> <p>WALT research some information about these special places.</p> <p>WALT recall the names of the Seven sacraments.</p> <p>WALT understand that these are actions of Jesus Christ today.</p> <p>WALT understand how Christ might continue to heal people today.</p> <p>WALT understand that in the Sacrament of the Sick Jesus Christ brings healing and peace to those who are ill.</p> <p>WALT describe the actions that take place at the celebration of the Sacrament of the Sick.</p> <p>WALT know that in the season of Advent we prepare to celebrate the first coming of Jesus.</p> <p>WALT know that Advent is also about preparing for Jesus to come again at the end of time and that this is an important message for Christians.</p> <p>WALT know some of the messages of the Old Testament prophets about the coming of the Messiah</p> <p>WALT know the story of the birth of John the Baptist and understand why his birth was unexpected.</p> <p>WALT empathise with the thoughts and feelings of Zechariah.</p> <p>WALT know the Benedictus Prayer and what it tells us about Jesus</p> <p>WALT know the story of the ministry of John the Baptist in the wilderness.</p> <p>WALT explore and describe the character of John the Baptist and the significance of his message for the Season of Advent.</p>
Reading	<p>WALT define and use sophisticated vocabulary</p> <p>WALT infer information in a text</p> <p>WALT make predictions</p> <p>WALT explain information learnt from a text</p> <p>WALT retrieve information from a text</p> <p>WALT summarise a text</p>
Writing	<p>WALT describe settings effectively</p> <p>WALT plan an effective story</p> <p>WALT write an effective story</p> <p>WALT plan and write a balanced argument</p> <p>WALT write a persuasive letter</p> <p>WALT plan, write and deliver a persuasive speech</p>

	<p>WALT plan and write newspaper reports</p> <p>WALT plan and write non-chronological reports</p> <p>WALT write poems which contain imagery</p>
SPAG	<p>WALT expand single nouns into multi-word noun phrases to enhance descriptions and be even more specific</p> <p>WALT identify different types of noun (common, proper, abstract)</p> <p>WALT change nouns and adjectives into verbs by adding suffixes</p> <p>WALT identify modal verbs in sentences</p> <p>WALT identify and use words which can be from more than one word class</p> <p>WALT identify relative clauses and relative pronouns</p> <p>WALT use commas brackets and dashes</p> <p>WALT identify, add and use semi colons</p> <p>WALT understand active and passive voice</p> <p>WALT change sentences from active to passive and vice versa</p> <p>WALT write sentences in active and passive voice</p> <p>WALT identify synonyms of given words</p> <p>WALT identify antonyms of given words</p> <p>WALT spell words with the following patterns -ious -cious -cial and -tial -cial and -tial -ant -ence correctly</p>
Maths	<p>WALT read, write, order and compare numbers, identifying the value of each digit</p> <p>WALT interpret negative numbers, moving forwards and backwards through zero</p> <p>WALT round numbers to the nearest 10, 100, 1000</p> <p>WALT add and subtract mentally with increasingly large numbers</p> <p>WALT add and subtract using the formal written method</p> <p>WALT add and subtract using the formal written method</p> <p>WALT identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.</p> <p>WALT multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</p> <p>WALT know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.</p> <p>WALT establish whether a number up to 100 is prime and recall prime numbers up to 19</p> <p>WALT multiply and divide numbers mentally drawing upon known facts.</p>

	<p>WALT multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.</p> <p>WALT solve problems involving multiplication and division,</p> <p>WALT use effective written methods (long multiplication and long division)</p> <p>WALT use common factors to simplify fractions; use common multiples to express fractions in the same denomination</p> <p>WALT compare and order fractions, including fractions &gt;1</p> <p>WALT add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions</p> <p>WALT multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, <math>\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}</math>]</p> <p>WALT divide proper fractions by whole numbers [for example, <math>\frac{1}{3} \div 2 = \frac{1}{6}</math>]</p> <p>WALT identify 3d shapes including cubes, cuboids and other shapes from 2d drawings</p> <p>WALT use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places</p>
Science	<p>WALT describe how and why our shadow changes during the day.</p> <p>WALT use the idea of the Earth's rotation to explain day and night.</p> <p>WALT describe with evidence the shape of the Sun, Moon and Earth.</p> <p>WALT describe with evidence the shape of the Sun, Moon and Earth.</p> <p>WALT to describe the movement of the Earth, Sun and Moon.</p> <p>WALT explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.</p> <p>WALT identify the effects of friction acting between two surfaces.</p> <p>WALT identify and explain the effects of air resistance.</p> <p>WALT recognise that levers and pulleys allow a smaller force to have a greater effect.</p> <p>WALT recognise that gears allow a smaller force to have a greater effect.</p>
History	<ol style="list-style-type: none"> <li>1. How significant was The Blitz?</li> <li>2. World War 2: Whose War?</li> <li>3. What was the impact of the war on the people in our locality?</li> </ol>

	<ol style="list-style-type: none"> <li>4. How well does a fictional story tell us what it would be like to be an evacuee?</li> <li>5. Evacuee experiences- Is this all we need to know about the experiences of children during WW2?</li> <li>6. New Opportunities? What was the impact of WW2 on Women in Britain?</li> <li>7. What did men do during the war? Did all men have to fight?</li> <li>8. When was the most dangerous time to live? How different was The Blitz?</li> </ol> <p>Autumn 2 (Warfare through time)</p> <ol style="list-style-type: none"> <li>1. What can the Bayeux tapestry tell us (and not tell us) about the Battle of Hastings in 1066?</li> <li>2. Why did Henry V win at Agincourt in 1415?</li> <li>3. How had warfare changed by the 1640s?</li> <li>4. Were the soldiers in WW1 really "Lions led by Donkeys?"</li> <li>5. How significant were the dropping of atomic bombs in Hiroshima and Nagasaki in changing the nature of warfare in 1945?</li> </ol>
Art	<p>WALT learn about the Pop Artist Andy Warhol and produce work in the style of his artwork</p> <p>WALT learn about the Pop Artist Roy Lichtenstein and produce work in the style of his artwork</p> <p>WALT create a piece of street art called a throwie</p> <p>WALT create our own sculpture in the style of Anish Kapoor</p> <p>WALT know that Anish Kapoor is a famous sculptor and to recognise some of his work</p> <p>WALT create our own sculpture in the style of Anish Kapoor</p> <p>WALT understand that Brendan Jamison is a famous sculptor and recall some facts about him and his work</p> <p>WALT create a sculpture in the style of Brendan Jamison</p>
DT	<p>WALT investigate toys with moving cam mechanisms</p> <p>WALT investigate different types cam mechanisms</p> <p>WALT investigate ways of strengthening structures for a moving toy</p> <p>WALT be able to design a moving toy with a cam mechanism</p> <p>WALT be able to follow a design to create a moving toy with a cam mechanism</p> <p>WALT be able to evaluate a finished moving toy.</p>
PE	<p>WALT develop passing and moving</p> <p>WALT use the attacking principle of creating and using space</p> <p>WALT change direction and lose a defender</p>

	<p>WALT defend ball side and know when to go for interceptions</p> <p>WALT develop the shooting action</p> <p>WALT use and apply skills and tactics to small guided games</p> <p>WALT develop dribbling to beat a defender.</p> <p>WALT develop sending the ball using a push pass.</p> <p>WALT develop receiving the ball with control.</p> <p>WALT be able to move into space to support a teammate.</p> <p>WALT develop using an open stick (block) tackle and jab tackle to gain possession of the ball.</p> <p>WALT apply the rules and skills you have learnt to play in a hockey tournament.</p>
Music	<p>WALT know the key features of Blues music.</p> <p>WALT play the first line of the 12-bar Blues.</p> <p>WALT be able to play the 12-bar Blues.</p> <p>WALT be able to play the Blues scale.</p> <p>WALT be able to improvise with notes from the Blues scale</p> <p>WALT appraise the work of a classical composer (Felix Mendelssohn)</p> <p>WALT improvise as a group, using dynamics and pitch</p> <p>WALT improvise as a group, using texture</p> <p>WALT use knowledge of dynamics, texture and pitch to create a group composition</p> <p>WALT use teamwork to create a group composition featuring changes in texture, dynamics and pitch</p>
Computing	<p>WALT know the SMART rules and apply these to a range of scenarios</p> <p>WALT share messages of internet safety with others in a variety of ways</p> <p>WALT understand the concept of a programmed quiz and write suitable questions</p> <p>WALT program a sequence of instructions using selection to decide if an answer is right or wrong and a variable to keep score</p> <p>WALT improve our sequence of instructions to include various outputs</p> <p>WALT program an algorithm to make a multiple choice quiz</p> <p>WALT evaluate our work and the work of others</p>
RHE	<p>WALT understand that we are all unique, inside and out and that we are loved by God</p> <p>WALT understand that all human beings should love others, regardless of any differences</p>

	<p>WALT understand that as we get older, our bodies will grown and change and that it is important to feel comfortable about this</p> <p>WALT know some of the ways in which our bodies will change</p> <p>WALT understand that as we get older, our bodies will grown and change and that it is important to feel comfortable about this</p> <p>WALT know some of the ways in which our bodies will change</p> <p>WALT understand personal hygiene and how we can look after our bodies</p> <p>WALT understand the importance of sleep</p> <p>WALT understand what is meant by body image and the issues which relate to this</p>
PHSE	<p>WALT understand what rules are and why we need them</p> <p>WALT suggest rules that we should have in the classroom and why each rule is needed</p> <p>WALT know that we can make choices and that we have to try to make the right choice</p> <p>WALT know why there must be consequences when we make a bad choice and can think about what these consequences should be</p> <p>WALT know what we need to do if we make the wrong choice</p> <p>WALT know that our country has laws so that people can live happily and safely and the consequences of breaking these laws</p> <p>WALT know the age of criminal responsibility and what this means</p> <p>WALT know that all children have the right to basic things and what these things are</p> <p>WALT know the difference between things we are entitled to and things we just want</p> <p>WALT know that I have responsibilities and what these are</p> <p>WALT know how rights and responsibilities are linked</p>
MFL	<p>Year 6- Let's Visit a French Town</p> <p>WALT talk about where people live</p> <p>WALT describe what we can do in our town</p> <p>WALT talk about key places/buildings within our town</p> <p>WALT use familiar vocabulary in the context of mathematical activities</p> <p>WALT use appropriate vocabulary for visiting someone's home</p> <p>WALT use French songs and language in the context of exploring ordinal numbers</p> <p>Year 5- Getting to Know You</p> <p>WALT demonstrate my knowledge in a range of ways</p>

	WALT discuss career options and what I want to do when I am grown up WALT investigate and spell typical French names WALT explain how I am feeling WALT follow a simple story and predict what will happen next WALT select key words for descriptions
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Our PE day will be on Friday, so your child will need to have shorts, t-shirt, tracksuits and trainers in school on this day. Children should not wear earrings for PE so please ensure your child is either able to remove and put in their own earrings or does not wear earrings on a Friday. Children with longer hair should also make sure that it is fully tied back for PE.

You will have been asked recently about your preference for homework and whether you wish for this to be set on paper or online. Maths and Literacy homework will continue to be set on a Tuesday and should be completed by the following Monday, it can of course be handed in at any point before that. Please do encourage them to work independently and to hand work in on time.

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

Mrs Rance