

# ST MARY'S CATHOLIC PRIMARY SCHOOL

Spring Term 2023



Dear Parents,

I hope you have all had a wonderful Christmas break and that your child is looking forward to the term ahead. 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 term we will be inviting you to school on Friday 24<sup>th</sup> March for our class assembly at 9am. I hope you are able to join us.

The following information tells you what we will be learning in class during the Spring term.

Subject	Objectives to be covered
RE	<p style="text-align: center;"><b><u>Christmas</u></b></p> <p>WALT understand the story of the nativity WALT explore the different names given to Jesus by the angels WALT understand the reasons for different forms of prayers WALT understand the importance of Christmas WALT understand the significance and power of signs and symbols.</p> <p style="text-align: center;"><b><u>Listening to God's Word at Mass</u></b></p> <p>WALT understand that God calls and invites a free response WALT know that God is speaking to us in the Liturgy of the Word at Mass WALT identify the first reading WALT understand about the responsorial psalm WALT understand the second reading</p> <p style="text-align: center;"><b><u>Lent</u></b></p> <p>WALT to explore Gospel accounts of lives that were changed by Jesus WALT understand elements of sacramental celebrations, signs and symbols and their significance in liturgy WALT understand that people's lives were changed by their response to Jesus.</p> <p style="text-align: center;"><b><u>Easter</u></b></p> <p>WALT understand that at Easter we celebrate the presence of the risen Jesus in the World WALT retell the story of Emmaus WALT read and explore Gospel accounts of key events in the life of Jesus WALT explore Gospel accounts of how the disciples' lives were changed by their encounters with Jesus WALT understand the meaning of the Eucharistic prayer</p>

	<p style="text-align: center;"><b><u>Holy Week</u></b></p> <p>WALT understand and explain Jesus's death and resurrection  WALT understand the events of Palm Sunday  WALT recall the events of the Last Supper</p>
Reading	<p>During Guided Reading this term, we will be reading Charlotte's Web by EB White and a range of extracts from poetry and non-fiction texts. We use the acronym READING VIPERS to teach the following skills:  WALT understand how an author uses vocabulary for effect  WALT use dictionaries to check the meaning of words they have read  WALT use inference skills to understand how a character is feeling  WALT make predictions with evidence from the text  WALT comment on the presentational characteristics of non-fiction text types  WALT identify the main point and summarise orally the content of a passage of text independently.</p>
Writing	<p>In Literacy this term we will be covering the following writing units:  <b>Fables, Adventure Stories, Instruction Writing, Informal and Formal Letters and Shape Poems.</b>  WALT use verbs to show actions  WALT use short sentences for impact  WALT plan an adventure story  WALT write an opening to a story  WALT choose precise vocabulary to describe and explain  WALT write an action sequence  WALT write an effective ending  WALT edit and improve  WALT increase the legibility, consistency and quality of our handwriting</p>
SPAG	<p>WALT use first and third person pronouns  WALT use imperative verbs  WALT use a range of time conjunctions  WALT use adverbs and adjectives  WALT punctuate with increasing accuracy  WALT use prepositions to clarify time, cause and place  WALT use a range of subordinate and time conjunctions</p>
Maths	<p style="text-align: center;"><b><u>Measures</u></b></p> <p>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 style="text-align: center;"><b><u>Number and Place Value</u></b></p> <p>WALT count in 50s</p>

	<p>WALT order numbers  WALT compare numbers  WALT place numbers on the numberline  WALT represent numbers</p> <p style="text-align: center;"><b><u>Addition and Subtraction</u></b></p> <p>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 style="text-align: center;"><b><u>Multiplication and Division</u></b></p> <p>WALT multiply a 2 digit number by a 1 digit number  WALT link multiplication and division  WALT divide a 2 digit number by a 1 digit number , with and without exchange  WALT divide a 2 digit number by a 1 digit number with remainders</p> <p style="text-align: center;"><b><u>Statistics</u></b></p> <p>WALT make and use tally charts  WALT draw and interpret pictograms  WALT read and interpret bar charts  WALT interpret information from tables</p>
Science	<p style="text-align: center;"><b><u>Rocks</u></b></p> <p>WALT identify naturally occurring rocks and explore their uses.  WALT group rocks according to their characteristics.  WALT make systematic and careful observations.  WALT explain how fossils are formed.  WALT explore soil and how it is formed.  WALT observe carefully and systematically.  WALT present my findings using scientific vocabulary.</p>
Geography	<p style="text-align: center;"><b><u>Marvellous Maps</u></b></p> <p>WALT use maps and atlases to find countries and cities around the world.</p> <p>WALT identify physical features on a map.</p> <p>WALT use a key to describe features on an ordnance survey map.</p> <p>WALT use the eight compass points to describe routes on a map.</p> <p>WALT plan a journey using the eight compass points and four or six-figure grid references.</p> <p>WALT describe how land use has changed over time.</p>

	<p style="text-align: center;"><b><u>Our Local Area</u></b></p> <p>WALT name and locate the countries and cities of the UK.</p> <p>WALT use the eight compass points to describe the location of the countries and cities of the UK.</p> <p>WALT name and locate the main rivers and seas of the UK.</p> <p>WALT identify rivers and seas using an atlas or map.</p> <p>WALT locate the local area on a map.</p> <p>WALT identify human and physical features in our local area.</p> <p>WALT collect and record evidence.</p>
Art	<p style="text-align: center;"><b><u>Textiles - Weaving, Colour and Pattern</u></b></p> <p>WALT know that textiles are types of cloth or woven fabric.</p> <p>WALT understand the origins of wool and the processes used to make into yarn.</p> <p>WALT know that woolen yarn can be dyed.</p> <p>WALT understand the techniques to turn yarn into fabrics.</p> <p>WALT understand the traditions of weaving.</p>
DT	<p style="text-align: center;"><b><u>Light up signs</u></b></p> <p>WALT investigate and analyse illuminated signs.</p> <p>WALT understand how LEDs may be used instead of traditional incandescent bulbs in series circuits.</p> <p>WALT plan a decorative light up sign.</p> <p>WALT select and use tools, equipment, materials and components to make the enclosure of a decorative illuminated sign.</p> <p>WALT construct a working circuit with one or more lights, and fit it in a decorative illuminated sign.</p> <p>WALT evaluate my finished product.</p>
PE	<p style="text-align: center;"><b><u>Gymnastics</u></b></p> <p>WALT develop individual and partner balances.</p> <p>WALT develop control in performing and landing rotation jumps.</p> <p>WALT develop the straight, barrel, forward and straddle roll.</p> <p>WALT develop strength in inverted movements.</p> <p>WALT be able to create a partner sequence to include apparatus.</p>

	<p style="text-align: center;"><b><u>Dance</u></b></p> <p>WALT create actions in response to a stimulus and move in unison with a partner.</p> <p>WALT create actions to move in contact with a partner or interact with a partner.</p> <p>WALT select and link appropriate actions and dynamics to show our dance idea.</p> <p>WALT remember, repeat and create actions to represent an idea.</p> <p>WALT share ideas of actions and dynamics to create a dance that shows a location.</p> <p>WALT use choreographing ideas to develop our dance.</p>
Music	<p style="text-align: center;"><b><u>Changes in pitch, tempo and dynamics (River theme)</u></b></p> <p>WALT know that when you sing without accompaniment it is called acapella.</p> <p>WALT know that harmony means playing two notes at the same time that usually sound good together.</p> <p>WALT know that an ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.</p> <p>WALT know that 'performance directions' are words added to musical notation to tell the performers how to play.</p>
Computing	<p style="text-align: center;"><b><u>Scratch Animation</u></b></p> <p>WALT understand the algorithm behind our Scratch animation and the constraints of the Scratch programming language</p> <p>WALT familiarise ourselves with the Scratch interface and block-based language through initial programming of a sequence of instructions</p> <p>WALT create the graphics needed to tell our story following our Algorithm plan</p> <p>WALT write a simple sequence of instructions to control the output of the computer screen</p> <p>WALT use costumes to give the illusion of motion by using repetition in our program</p> <p>WALT review the algorithm and compare algorithm and programs to find any bugs in either.</p> <p>WALT finish the story by reviewing the coding blocks we have used so far and re-using them where appropriate.</p>
RHE	<p>WALT understand the importance of forgiveness and reconciliation in relationships.</p>

	<p>WALT understand that relationships take time and effort to sustain.</p> <p>WALT find ways to maintain and develop good, positive, trusting relationships and strategies to use when relationships go wrong.</p> <p>WALT understand that there are different types of relationships including those between acquaintances, friends, family and relatives.</p> <p>WALT develop a greater awareness of bullying (including cyber-bullying), that all bullying is wrong, and how to respond to bullying.</p> <p>WALT understand about harassment and exploitation in relationships, including physical and emotional abuse and how to respond.</p> <p>WALT judge well what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>WALT understand about different kinds of abuse, including 'abuse of private parts'.</p> <p>WALT understand that there are different people we can trust for help, especially those who care for us, including our teachers and parish priest.</p> <p>WALT understand the effect that a range of substances including drugs, alcohol and tobacco can have on the body.</p> <p>WALT know that our bodies are created by God, so we should take care of them and be careful about what we consume.</p> <p>WALT know that quick reactions in an emergency can save a life.</p> <p>WALT know that children can help in an emergency using their First Aid knowledge.</p>
PHSE	<p style="text-align: center;"><b><u>Safety First</u></b></p> <p>WALT keep safe in the sun</p> <p>WALT recall ways to keep safe at home including fire safety</p> <p>WALT recall key information about road safety</p> <p>WALT keep safe around medicines</p> <p>WALT stay safe around water</p> <p>WALT know what to do in an emergency</p> <p style="text-align: center;"><b><u>Money, Money, Money</u></b></p> <p>WALT know where money comes from</p>

	<p>WALT know that there are different ways to pay for things</p> <p>WALT know that people can choose what to spend money on</p> <p>WALT know that you can borrow and lend money and the advantages and disadvantages of this</p> <p>WALT know that advertising can affect how we spend money</p> <p>WALT understand that we need to keep track of our money and how we can do this</p>
MFL (French)	<p style="text-align: center;"><b><u>Food Glorious Food</u></b></p> <p>WALT understand and join in with a story, recognise and repeat key vocabulary</p> <p>WALT count items and use "some," for amounts</p> <p>WALT ask politely for something</p> <p>WALT use definite articles le/la/les to mean 'the.'</p> <p>WALT choose the correct article when talking about food</p> <p>WALT say if their like or dislike a food</p> <p>WALT describe colour, shape and size of something</p> <p>WALT place adjectives in the correct part of the sentence</p> <p>WALT have short conversations about food</p> <p style="text-align: center;"><b><u>Family and Friends</u></b></p> <p>WALT identify and introduce some of their relations</p> <p>WALT name some common pets</p> <p>WALT recognise some rooms in their house</p> <p>WALT consider whether nouns are masculine or feminine</p> <p>WALT make new sentences by substituting vocabulary appropriately</p> <p>WALT use masculine/feminine articles and possessive pronouns</p>

Our PE day will be Tuesday, 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 Tuesday. Children with longer hair should also make sure that it is fully tied back for PE.

Maths and Literacy homework will continue to be set on a Tuesday and should be completed by the following Monday.

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 Horton