

## Holy Family Curriculum Update - Spring 2

<b>RE</b>	<p><b>*Thanksgiving</b> Different ways to say thank you. The Eucharist: the parish family thanks God for Jesus.</p> <p><b>*Opportunities</b> Each day offers opportunities for good Lent, the opportunity to turn towards what is good in preparation for Easter.</p>
<b>English</b>	<p><b>* Rumpelstiltskin-</b> (Talk for Writing) STORY WRITING-Defeating the monster tale</p> <ul style="list-style-type: none"> <li>-Teach the children the story with the actions.</li> <li>-Spelling and Grammar tasks embedded into the story.</li> <li>-Read the story.</li> <li>-Unpick the vocabulary and discuss the story.</li> <li>-What are their likes, dislikes, patterns and puzzles?</li> <li>-Box the story up.</li> <li>-Plan their own story.</li> <li>-Write their own story up.</li> </ul> <p>Read work aloud with appropriate intonation.</p> <p><b>*Write statements, questions, exclamations and commands appropriately.</b></p> <p><b>*Some use of exclamation marks for effect.</b></p> <p><b>*Some use of question marks.</b></p> <p><b>*Some words with contracted forms are spelt accurately eg. Don't ,won't, I'll, didn't.</b></p> <p><b>*Begin to use apostrophes for simple contracted forms eg. Don't ,won't, I'll, didn't.</b></p> <p><b>*How to trap a Dragon-</b> (Talk for Writing) INSTRUCTIONS</p> <ul style="list-style-type: none"> <li>-Teach the children the instructions with the actions.</li> <li>-Spelling and Grammar tasks embedded into the text.</li> <li>-Read the instructions.</li> <li>-Unpick the vocabulary.</li> <li>-Box the instructions.</li> <li>-Plan their own instructions.</li> <li>-Write their own instructions.</li> </ul>
<b>Maths</b>	<p><b>*Measure</b></p> <p><b>Money:</b></p> <ul style="list-style-type: none"> <li>-Recognise symbols for £ and pence-combine amounts.</li> <li>-Find different combinations of coins that equal the same amounts of money</li> <li>-Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</li> </ul> <p><b>Length/height, weight, capacity, temperature:</b></p> <ul style="list-style-type: none"> <li>-Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (oc); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.</li> <li>-Compare and order measurements using &gt;, &lt; and =</li> </ul> <p><b>Time:</b></p> <ul style="list-style-type: none"> <li>-Compare and sequence intervals of time.</li> <li>-Tell and write the time using o'clock, <math>\frac{1}{2}</math> past, <math>\frac{1}{4}</math> past and <math>\frac{1}{4}</math> to the hour.</li> <li>-Tell and write the time to five minutes.</li> </ul>
<b>Science</b>	<p><b>* Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>-Identify and name a variety of plants and animals in their habitats.</li> <li>-Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants and how they depend on each other.</li> </ul>

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	-Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify and name different sources of food.
<b>Topic</b>	<p><b><u>THREADS OF THE PAST</u></b></p> <p><b>* Quarry Bank Mill</b></p> <p>-Life as a child worker in the cotton mill. Understand some of the ways in which we find out about the past.</p> <p>-Ask and answer questions, choosing and using parts of stories and other sources. Identify similarities and differences between ways of life in different periods.</p> <p>-Compare aspects of life in different periods.</p> <p><b>*Textiles-Design and make a bag from recycled clothing</b></p> <p>-Generate ideas and plan what to do next, using their experience of materials and components.</p> <p>-Describe how a commercial product works.</p> <p>-Describe their design using pictures, diagrams, models and words.</p> <p>-Say how the product will be useful to the user.</p> <p>-Write about how they are going to make the product.</p>
<b>Computing</b>	* Word processing-complete basic word processing tasks and use them to word process work.
<b>PE</b>	*Gymnastics
<b>PSHCE</b>	*Good to be me/Say no to bullying!
<b>Music</b>	<p>* Zoo time</p> <p>(Reggae music)</p>