

## Holy Family Curriculum Update - Autumn 1

<h1>RE</h1>	<p><b>Beginnings</b> We explore the many beginnings each day offers. We reveal that God is present in every beginning.</p> <p><b>Other Faiths: Prayer at Home</b></p> <p><b>Judaism</b> We look at Shabbat, God's Special day. We discover why Saturday is God's special day, the Shabbat blessings and how Shabbat ends.</p> <p><b>Islam</b> We look at quiet times. We discover how Muslims pray at home, the Muslim home, the Muslim family and how prayer is important for Muslims.</p> <p><b>Signs and Symbols: Baptism</b> We explore our experience of signs and symbols. We reveal the signs and symbols used in Baptism.</p>
<h1>English</h1>	<p><b>Fire, fire! The Great Fire of London</b> <b>*Toby and the Great Fire of London-</b> by Margaret Nash (Talk for Writing) -<b>COLD TASK</b>-write a diary -Teach the children the story with the actions -Spelling and Grammar tasks embedded into the story -Read the story -Unpick the vocabulary and discuss the story -What are their likes, dislikes, patterns and puzzles? -Box the story up. -Plan their own story. -Write their own story up. -<b>HOT TASK</b>- write a diary <b>*Newspaper Report Writing</b> (Talk4Writing Non-Fiction) -Teach the children the newspaper report with actions -Read the newspaper report and become familiar with the format -Change the newspaper report to be about the Great Fire of London</p>
<h1>Maths</h1>	<p><b>Year 2</b> <b>Number and Place Value</b> * Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward or backward *Recognise the place value of each digit in a two-digit number (tens, ones) * Identify, represent and estimate numbers using different representations, including the number line *Compare and order numbers from 0 up to 100 using &lt; &gt; and = * Read and write numbers to at least 100 in numerals and in words *Use place value and number facts to solve problems</p> <p><b>Addition and Subtraction</b> * Solve problems with addition and subtraction, using concrete objects and pictorial representations, including those involving numbers, quantities and measures, applying their increasing knowledge of mental and written methods. *Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 * Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: -a two-digit number and ones -a two-digit number and tens</p>



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	<p>-two two-digit numbers          -adding three one-digit numbers          *Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot          * Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems</p>
<p><b>Science</b></p>	<p><b>Uses of Everyday Materials</b>          *Name, identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses, using their physical properties          *Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, stretching and twisting          *Think about properties that make materials suitable and unsuitable for particular purposes          *Explore the particular uses of materials as suitable for building houses following the Great Fire of London due to flammability, durability and waterproofing, as well as the use of various materials to use in a water hose to fight fire, observing and recording which bottle squirts water the furthest</p>
<p><b>Topic</b></p>	<p><b><u>Fire, fire! The Great Fire of London</u></b></p> <p><b><u>History:</u></b>          Children will learn about what happened in the lead up to the Great Fire of London in 1666, the role of key people such as Samuel Pepys and King Charles II, and compare and contrast the fire service then and now, and the city of London then and now.          Learn about significant historical events beyond living memory that are significant nationally or globally.          Know where the people and events they study fit within a chronological framework          Understand some of the ways in which we find out about the past.          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><b><u>Geography:</u></b>          Children will look at the four countries of the United Kingdom and the capital cities of each country, exploring London in more depth. Children will learn about the geography of London, exploring historical and current maps. They will explore key physical and human landmarks of London, including the River Thames, Globe Theatre, St Paul's Cathedral and the Houses of Parliament.          Name, locate and identify the characteristics of the 4 countries and capital cities of the United Kingdom.          Use world maps, atlases and globes to identify the United Kingdom and its countries.          Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</p> <p><b><u>Design and Technology:</u></b>          Children will taste a range of breads, then design and make their own bread flavours. They will then eat it.          Follows basic safety rules and can explain what it means to be hygienic          Knows what the term ingredient means.          Uses simple scales or balances.          Select ingredients from a given range.</p>



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	<p>Says if they like or dislike a food and why. Understands where a greater range of raw products come from.</p>
<b>Computing</b>	<p><b>E-Safety-</b> Use the school's safer internet rules Use the search engines agreed by the school Act if they find something inappropriate online or something they are unsure of. <b>You've Got Mail-</b> Use the internet for learning and communicating with others Send and receive email.</p>
<b>PE</b>	<p>Fitness</p>
<b>PSHCE</b>	<p><u>New beginnings</u> The theme offers children the opportunity to see themselves as valued individuals within their community and to contribute to shaping a welcoming, safe and fair learning community for all. Children will also look at fire safety and the role of fire fighters in our society.</p>
<b>Music</b>	<p><b>Hands, Feet, Heart</b> South African Music</p>