



Holy Family Curriculum Update - Spring 1

RE	<p>Journeys We explore our journey through the year. We reveal the Christian family's journey through the Church's year.</p> <p>Listening and Sharing We explore our experience of listening and sharing. We reveal listening to the Word of God and sharing the Holy Communion.</p>
English	<p>The Iron Man by Ted Hughes</p> <p>*Week 1, 2 and 3- Character Descriptions (Non-Fiction)</p> <p>*Week 4, 5, 6 & 7- How to Defeat a Monster Tale: The Iron Man</p> <ul style="list-style-type: none"> * Start to use a varied and rich vocabulary and an increasing range of sentence structures. * Consistent use of a variety of sentences with different structures and functions. * Begin to evaluate the effectiveness of own and others' writing, suggesting grammar and vocabulary improvements. * Re-read writing to check for meaning and tense form. * Mostly accurate use of apostrophes for contracted forms, eg. don't
Maths	<p>Fractions</p> <ul style="list-style-type: none"> *Count up and down in tenths: recognise that tenths arise from dividing an object into 10 equal parts and dividing one-digit numbers or quantities by 10 *Recognise, find and write fractions as numbers: unit fractions and non-unit fractions with small denominators *Recognise and use fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators *Recognise and show, using diagrams, equivalent fractions with small denominators *Compare and order unit fractions and fractions with the same denominators *Solve problems involving fractions <p>Measurement</p> <ul style="list-style-type: none"> * Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml) * Measure the perimeter of simple 2-D shapes
Science	<p>Animals including Humans</p> <ul style="list-style-type: none"> *Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat *Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
History	<p>Stone Age, Bronze Age, Iron Age: Changes in Britain from Stone Age to Iron Age</p> <p>Children will learn about tools, homes, trade, travel, clothes and artefacts from the Stone Age, Bronze Age and Iron Age. Children will learn about the case studies of Stonehenge and Liverpool through these ages. Children will compare the Stone Age to now as well as looking at similarities and differences between the three ages.</p> <p><i>Can give a broad overview of what life was like between the Stone, Bronze and Iron Ages.</i></p> <p><i>Make careful observations of artefacts to find out about the period and ask and answer questions about the past.</i></p> <p><i>Are beginning to recognise the part that archaeologists have had in helping us understand more about what happened in the past.</i></p> <p><i>Use evidence to describe the culture, clothes, way of life and actions of people from the past.</i></p> <p><i>Recognise that change occurred due to intelligence, inventiveness and human resolve to overcome difficulties in life at the time.</i></p> <p><i>Complete an ongoing timeline to place historical events in chronological order (intervals of 10/100).</i></p> <p><i>Can understand that the past is divided into different named periods of time (BC and AD).</i></p>



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	<p><i>Understand how our knowledge of the past is constructed from a range of sources. Communicate ideas about the past using other areas of the curriculum.</i></p>
DT	<p>Vegetable Soup Children will taste and evaluate a range of vegetable soups, design and cook their own, before they then taste and evaluate it. Uses equipment safely. Begin to select their own ingredients when cooking and baking. Grows herbs with intentions of using them in their cooking. Makes use of a wide range of cooking terms. Describes how combined ingredients come together. Weigh using scales or balances in grams. Designs a meal with reference to the principles of a healthy and varied diet. Make good presentation of food. Says if they like or dislike a food, with reference to taste and texture.</p>
Computing	<p>We Love Games (Computer Science and Information Technology) Use gaming apps to develop computational thinking skills and develop a simple program as a final project.</p>
PE	<p>Tennis</p>
PSHE	<p><u>Going for Goals</u> The theme looks at inspirational people, setting goals and growth mindset.</p>
Music	<p>Three Little Birds Reggae music</p>
Spanish MFL	<p>Birthdays, Days and months Reading and writing Numbers 1-10 Numbers 1-31</p>