



## Holy Family Curriculum Update - Spring 1

<b>RE</b>	<p><b>*Books</b> Different books used at home and in school. The books used in Church on Sunday by the parish family.</p> <p><b>*Thanksgiving</b> Different ways to say thank you. The Eucharist: the parish family thanks God for Jesus.</p>
<b>English</b>	<p><b>* Dear Greenpeace-</b> Persuasive Letters (Talk for Writing)-Persuasive letter about saving the whales -Learn the persuasive letter -Unpick the vocabulary and discuss the story. -What are the features of a persuasive letter? -What language is used to write a persuasive letter? -Write a persuasive letter to save Orangutans (link to Palm Oil Crisis)</p> <p><b>* Emperor Penguin</b> (Explanation Text) Use adjectives and adverbs to describe and specify some use of -ly to turn adjectives into adverbs. apostrophes to mark singular possession e.g. The Emperor Penguin's egg. Some accurate use of adding -es to nouns and verbs ending in -y (flies, carries, babies).</p>
<b>Maths</b>	<p><b>*Division</b>-explore practically and pictorially. Recall and use division facts for 2, 5 and 10 multiplication tables including recognising odd and even numbers. Calculate mathematical statements for division within the multiplication tables and write them using the division (÷) and equals (=) signs. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.</p> <p><b>* Fractions</b>-Recognise, find, name and write fractions <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{2}{4}</math> and <math>\frac{3}{4}</math> of a length, shape set of objects or quantity. Write simple fraction for example, <math>\frac{1}{2}</math> of 6 = 3 and recognise the equivalence of <math>\frac{2}{4}</math> and <math>\frac{1}{2}</math>.</p>
<b>Science</b>	<p><b>* Living things and their habitats</b> -Explore and compare the differences between living things that are living, dead and things that have never been alive. -Identify and name a variety of plants and animals in their habitats, including micro-habitats. -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.</p>
<b>Topic</b>	<p><b><u>LIFE ON EARTH</u></b></p> <p><b>*Geography- Antarctica</b> Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p><b>*Art-Printing-Georg Baselitz-eagle</b> Talk simply about own work and that of other artists. Use printmaking as a means of drawing. Develop impressed images with some decorative detail. Mix colours to match those of the natural world. Continue to experiment with tools and surfaces. Observe and draw landscapes as accurately as possible.</p>
<b>Computing</b>	<p><b>* Super Sci-Fi</b> Children will create a simple space invader game and then create a game using advanced settings.</p>



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<b>PE</b>	<b>*Sending and receiving</b>
<b>PSHCE</b>	<b>* Going for goals</b> This theme provides opportunities for children to reflect on themselves as individuals, particularly their strengths as learners and how they learn most effectively. Activities focus on the underlying prerequisites for successful goal-directed learning and behaviour.
<b>Music</b>	<b>* Wanna Play in a Band?</b> Rock music.