



Holy Family Curriculum Update - Summer 2

RE	<p>Choices We explore that choices have consequences. We reveal the importance of conscience in making choices and the Sacrament of Reconciliation.</p> <p>Special Places We explore that everyone has a special place. We reveal special places for Jesus and the Christian community.</p>
English	<p>This Morning I met a Whale by Michael Morpurgo</p> <p>*Week 1 to 4 - Warning Tale</p> <p>*Week 4, 5 and 6- Persuasive Letter (Non-fiction)</p> <ul style="list-style-type: none"> * Create plot in narrative writing including a full sequence of events, dilemma/conflict and resolution, focusing on building action. * Group related ideas in paragraphs. * 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. * Proof-read writing for spelling and punctuation errors. * Statements, questions, exclamations and commands to create an appropriate effect. * Adverbs to express time, place and cause (then, next, soon, therefore, finally). * Expanded noun phrases to add description and detail. * Sequence ideas or events maintaining writing form in a persuasive letter. * Most Y3/4 common exception words and some words on the Y3/4 spelling list are spelt accurately.
Maths	<p>Money</p> <ul style="list-style-type: none"> * Add and subtract amounts of money to give change, using both £ and p in practical contexts <p>Statistics</p> <ul style="list-style-type: none"> * Interpret and present data using bar charts, pictograms and tables * Solve one-step and two-step problems using information presented in scaled bar charts and pictograms and tables <p>Application of Place Value and Four Operations</p> <ul style="list-style-type: none"> * Solve number problems and practical problems involving number and place value * Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction * Solve problems, including missing number problems, including positive integer scaling problems and correspondence problems
Science	<p>Forces and Magnets</p> <ul style="list-style-type: none"> * Compare how things move on different surfaces * Notice that some forces need contact between two objects but magnetic forces can act at a distance * Working scientifically: fair tests exploring what affects friction



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Geography	<p>In My Liverpool Home Children will look at what a county is and explore a map of the counties within England. Children will consider characteristics of counties, including coastal, agricultural, rural, urban, and the position of counties using a four-point compass.</p> <p>In our fieldwork skills, we will be comparing and contrasting our school's local area with another school's local area. Children will plan a route to the school using a digital map, walk around the local area, sketching the human and physical features at each stop, using this to devise a simple map, with a key. We will use Ordnance Survey maps to compare and contrast the two areas, coming to a conclusion about the land use of each school.</p> <p>Name and locate counties of the United Kingdom and their identifying characteristics and land-use patterns</p> <p>Use maps, atlases and digital maps to locate features studied</p> <p>Use the four-point compass to build their knowledge of the United Kingdom</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area, using a range of methods, including sketch maps, plans and digital technologies.</p>
DT	<p>Mechanisms: Pop-Up Book We will be looking at mechanisms used in children's pop-up books, identifying how mechanisms work (linear, rotary, reciprocating, oscillating) and discussing what works well to create a whole class specification. Children will practise skills of creating mechanisms through prototypes: concertina spring fold, window flap/lift-the-flap, slider, mouth fold/V fold, box/step fold, using butterfly pins as pivots. Some mechanisms involve measuring in cm. Each child will decide on their theme for their pop-up book, creating a step-by-step overview of the book showing the design and mechanism for each page. Create pop-up book using a range of mechanisms according to their design. Finally, children will evaluate their pop-up books, looking at what has been done well and what needs to be improved on each page.</p> <p>Create a specification of the range of needs that the product must have.</p> <p>Investigate a range of products to see how they work. Work to generate ideas.</p> <p>Plan work to include a range of joins and mechanisms. Ensure that plans are realistic and appropriate for purpose and audience.</p> <p>Use models, words and pictures in an accurate sketch.</p> <p>Show that their design meets the specification and range of needs for the product.</p> <p>Create a step-by-step plan to show the order of making and the equipment and tools necessary at each step.</p> <p>Marking out, cutting, joining, finishing and inserting (glue, PVA, butterfly pins, sellotape). Measuring in centimetres.</p> <p>Use models, words and pictures in an accurate sketch.</p> <p>Recognise what they have done well and suggest what they would do better in the future and why.</p>
Computing	<p>My First Program (Computer Science and Information Technology) Children will learn how to create their very first animation in Scratch Jr. This will involve creating your own sprites/graphics and background images.</p>
PE	<p>Cricket with Lancashire County Cricket Club</p> <p>Tennis with Lawn Tennis Association</p>
RSHE	<p><u>Change</u> In this term, children will consider some ways in which change is positive, developmental and necessary. They will consider the many changes that have happened in their own lives and their feelings in relation to these changes. They will know that a degree of apprehension about change is normal and that humans have a range of strategies for coping flexibly with it.</p>
Music	<p>Ukelele from Resonate Hub</p>



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<p>Spanish MFL</p>	<p>Numbers 1-39 Fruit and Vegetables, Animals and Opinions</p>
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