

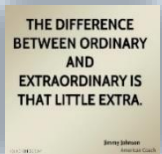


# ST. MARY'S CATHOLIC PRIMARY SCHOOL

## CURRICULUM 2020/21 & 2024/25

### CLASS 2 CYCLE A

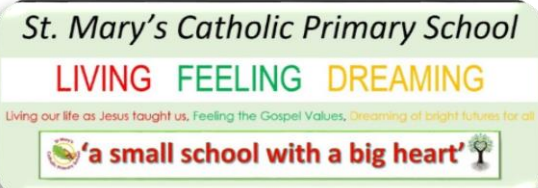
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CLASS TOPIC	Heroes & Villains	Romans	Ancient Egypt and Rivers	Earthlings	Survival!	Food Glorious Food
<b>Big Question</b> 	What is a hero?	How can people improve or damage the environment?	What are the long term effects of global warming?	Does your gender or race determine what you can do in life?	Why do some people and animals struggle to survive?	Are people around the world given a fair deal for the food they grow?
<b>Ethical/world thinking</b> 	Are true heroes obvious? Who do we consider to be heroes and why? Who are heroes who have shaped society and was this always for the better?	Consider the effect of tourism and human geography on nature.	Weather, water cycle and global warming. Melting of glaciers and rising seas. Long term carbon dioxide emission effects on our planet.	NASA and equality – jobs for all!	Explore the fairness of resources around the world: lack of food and water, shelter.	Fairtrade
<b>Extraordinary Ending</b> 	Shakespeare performance for school.	Present a newsround on Romans and why Romans came to Britain. Present all facts learned and be BBC newsreaders for the day.	Beat the Heat game. Convince world leaders to change the world.	Newspaper reports/blogs for Kid's Zone about the crash landing.  Put equality posters made on the children's notice board.	David Attenborough news reporter -Puppet Pals voice over animal report. Create own adaptation Modroc animal and make the Puppet Pals video with the	'Oliver' musical performance for the school.  Children take ownership of our Fairtrade Friday stall. Buy and sell other goods using their budget.





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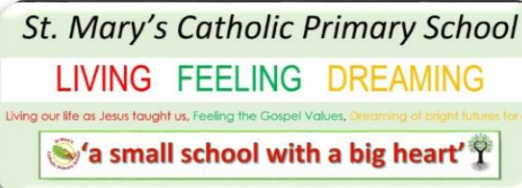
					scene and written report behind.	
<b>Interest generator</b>  <b>Hook to inspire/topic launch/ Stickability- what will we remember?</b> <i>Real life links to the topic.</i> 	Come to school dressed as a hero or villain – what do they look like?	Use MOSAIC APP to immerse the class into Roman life	Explore Climate Tales: Adventures of a Changing Planet (NASA) Big Questions to explore following the KWL pre topic quiz Independently research this website in pairs and report back under 6 different information headings.	Aircraft remains in the school grounds Children dressed as forensic scientists and attend the crash scene. Watch the CCTV footage of the spaceship hovering over the woods and landing.	Watch camel rap adaptation video and carousel other animals which have adapted to survive.	Play the Banana Game to understand how money is distributed fairly/unfairly.
<b>RELIGIOUS EDUCATION</b> 	<b>The Kingdom of God</b>  <b>CREATION</b>	<b>Trust in God</b>  <b>CHRISTMAS</b>	<b>Jesus the Bread of Life</b>  <b>JESUS' TEACHINGS</b>	<b>Reconciliation</b>  <b>EASTER</b>	<b>Celebrating</b>  <b>PENTECOST</b>	<b>Being a Christian</b>  <b>CHRISTIANITY &amp; OTHER FAITHS</b>






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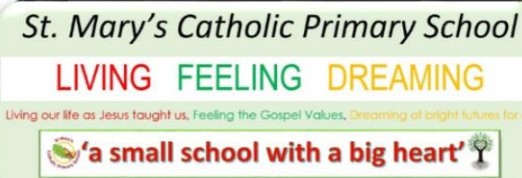
<b>Catholic Social Teaching</b> 	MacMillan coffee morning concert	Refugee visit  Anti-bullying week  Children in Need  Christmas Jumper Day (Save the Children)	NSPCC Number Day	Lent – food bank collection	How can we help slow down global warming? Share ideas with school.	Synagogue visit  Adopt an animal WWF
<b>Sacraments, Holy Days of Obligation and other significant Days</b> 	St Francis	All Saints Day  Christ the King  Reconciliation	Epiphany	Palm Sunday  Ash Wednesday  Reconciliation	Ascension  Pentecost  Ss Peter and Paul  May Procession	Corpus Christi  First Holy Communion
<b>PSHE/HRSE</b> 	<b>Rules &amp; Diversity</b>  <b>How can we describe our feelings?</b> Describe a wider range of feelings; people respond to feelings differently. Taking care of our mental wellbeing – mindfulness, growth mindset. CT1 identify, name & respond to a wider	<b>Anti-Bullying, Feelings &amp; Friendships</b>  <b>What can we do about bullying?</b> Recognising bullying; how to respond and ask for help; people who help them stay healthy and safe; overcoming difficulties in friendships – working	<b>Safety &amp; Wellbeing</b>  <b>How can I help myself and others?</b> Effects of bullying on mental wellbeing; where and how to seek support over concerns about own or others mental wellbeing	<b>Careers</b>  <b>What jobs would we like?</b> Challenging stereotypes, how communities work together, how to achieve personal goals – mindset, ambition Individual Liberty CT2 being part of a community means working together;	<b>Money Sense</b>  <b>How can money affect us?</b> Finance and its role in people's lives – being a critical consumer, meaning of interest, loan, debt, tax, allocation of resources and the effect on communities and individuals, research	<b>Wider World &amp; Support</b>  <b>How can I help myself and others?</b> Effects of bullying on mental wellbeing; where and how to seek support over concerns about own or others mental wellbeing  British Values





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	range of feelings in self and others; CT3 all people have worth and dignity as creations of God	through these can strengthen friendships Tolerance & Mutual respect CT2 Importance of forgiveness & about Jesus' teachings about forgiveness		they are part of different communities – local, national, international and that the church is a community of faith	and debate health & wellbeing issues.	
<b>HRSE/RSE YEAR 3/4 CYCLE A/C</b> 		<b>MOD 1 UNIT 1 LKS2</b> <b>Get Up!</b> The Sacraments  <b>MOD 2 UNIT 1 LKS2</b> Jesus My Friend  <b>MOD 2 UNIT 2 LKS2</b> Friends and Family When Things Feel Bad	<b>MOD 2 UNIT 3 LKS2</b> Staying Safe and Online Safety			<b>MOD 3 UNIT 1 LKS2</b> The Church & Love  <b>MOD 3 UNIT 2 LKS2</b> How do I love others?
<b>HRSE/RSE YEAR 5/6 CYCLE A/C</b> 		<b>MOD 1 UNIT 1 UKS2</b> Calming the Storm  <b>MOD 2 UNIT 1 UKS2</b> Is God calling Me?  <b>MOD 2 UNIT 2 UKS2</b> Under Pressure Self Talk	<b>MOD 2 UNIT 3 UKS2</b> Impact on Lifestyle			<b>MOD 3 UNIT 1 UKS2</b> Catholic Social Teaching  <b>MOD 3 UNIT 2 UKS2</b> Reaching Out

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<b>OUTDOOR LEARNING</b> 	Performance poetry on the outdoor amphitheatre	Gladiator games  Roman army/camp re-enactment.	Make a river Observing the Water Cycle in action and making our own mini water cycle  Explore the River Lune	Alien Landing on the school grounds - investigation	Survival Day – Survival Skills, den building etc.	Popcorn/marshmallows in millennium – irreversible changes (Science)
<b>LOCAL LINK</b> 	Link with local Heartbeat charity; use of locally produced food for DT	Romans in Ribchester	River Lune (Lancaster)	Alston Observatory visit	Compare and contrast local area to story setting (rainforest).	Local food suppliers
<b>NATIONAL LINK</b> 	Famous chefs in the UK and their impact on food and culture	Romans in the UK – history, language and longevity	British rivers	British Space developments – Tim Peake		UK Parliament Week Jamie Oliver's School Meal Campaign
<b>GLOBAL LINK</b> 	World food and our place in it.	Italy - Rome	River Nile – river in Africa	Time Zones in different countries	Countries all around the World- Focus on countries within the class novel Exploring the world around us, those with various	Focusing on countries that provide the UK with Fairtrade foods.

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					climates/ environments	
<b>VISITS/ VISITORS</b> 	Heartbeat workshop	Trip to Ribchester Museum  Trip to the Lake District	Trip to the Lune Aqueduct – canal and river trust	Visit to Alston Observatory	Blackpool Zoo visit – Evolution & Inheritance Workshop	Visit to Kirkham's Cheese Dairy  Visit from MP
<b>ENGLISH</b>  <b>AUTHOR STUDY/ CLASS READ</b> 	<b>Jane Eyre</b> - Charlotte Bronte & <b>Jane Eyre</b> - retold by Gill Tavner.  <b>Shakespeare plays</b> – William Shakespeare	<b>Romans on the Rampage</b> - Jeremy Strong  <b>Escape from Pompeii</b> - Christina Balit	<b>Cinderella in the Nile</b> - B. Naidoo  <b>Poem – Night Mail</b> – W. H. Auden  <b>The Story of Tutankhamun</b> - P.Cleveland.Peck	<b>George's Secret Key to the Universe</b> - Stephen Hawking  <b>Curiosity – The Story of the Mars Rover</b> – M. Motum  <b>Hidden Figures</b> -the story of four women- M.L.Shetterly+ L.Freeman	<b>The Explorer</b> - Katherine Rundell	<b>Oliver Twist</b> – Charles Dickens
<b>GENRES</b> 	Older literature Information text  hybrid  Poems with imagery Reviews	Play script based on a film - Dum Spiro.  Non-Chronological reports	Traditional Tales  Stories with a theme  Poems with a structure	Science Fiction  Information booklets/explanatory text	Fiction  Non-fiction (Fact file)  Biography	Stories with historical settings Films and play scripts Classic narrative poetry. Instruction writing




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<p><b>MULTI-MODAL WRITING/ CROSS-CURRICULAR</b></p>	<p>Y5 Shakespeare Workshops (Mrs Brice)</p> <p>Debate – pride of Britain style presentations for own hero – class vote</p> <p>Food magazine review</p> <p>Persuasive menus</p>	<p>Roman Soldier writing – soldier/shield shapes</p> <p>Puppet pals – Roman animation with narrative</p>	<p>Information booklets</p> <p>River shaped writing/poems</p> <p>Mummy/Pharaoh/Sphinx shaped writing/poems</p> <p>Ancient Egypt Scrolls/Pyramid shaped writing /poems</p> <p>Hieroglyphics</p> <p>Creating a poem based on a river</p>	<p>Papier-mâché planets for exciting writing</p> <p>Space Journals</p>	<p>Survival Story – DT make a raft/vehicle used in story</p> <p>Design a species – fact file – use Modroc to make 3D model of species (DT)</p> <p>Habitat corners</p>	<p>Recipe book</p> <p>Y5 Performance Poetry Workshops – Mrs Brice</p>
<p><b>MATHS</b></p>	<p><b>Class 2:</b></p> <p>Place value</p> <p>Addition and Subtraction</p> <p>Roman Numerals</p>	<p><b>YR5/6</b></p> <p>Four Operations</p> <p>Fractions</p> <p><b>YR3/4</b></p> <p>Subtraction</p> <p>Mental multiplication</p> <p>Mental division</p> <p>Written</p>	<p><b>YR5/6</b></p> <p>Fractions</p> <p>Decimals</p> <p>Percentages</p> <p>Geometry</p> <p><b>YR3/4</b></p> <p>Multiplication</p> <p>Measurement (length including perimeter)</p> <p>Add &amp; Subtract</p> <p>Fractions</p> <p>Decimals</p>	<p>Place value – decimals</p> <p><b>YR5/6</b></p> <p>Graphs</p> <p>Volume</p> <p>Shape</p> <p>Position</p> <p>Consolidation</p> <p><b>YR3/4</b></p> <p>Volume</p> <p>Mass</p> <p>Money</p> <p>Position/direction</p> <p>Time</p>	<p>Counting and sequencing using</p> <p><b>YR5/6</b></p> <p>Algebra</p> <p>Measurement</p> <p>Consolidation of multiplication and division, fractions, decimals and percentages</p> <p>Perimeter</p> <p><b>YR3/4</b></p> <p>Times table focus</p>	<p>Multiplication &amp; Division</p> <p>Fractions</p> <p>Area</p> <p>Time</p> <p>Measures within topic – recipes/cooking</p>

					Decimals and fractions in the context of measures Fractions and division Measures (perimeter, volume/capacity and mass)	
<b>SCIENCE</b> 	<b>Animals including Humans - Circulatory System</b>  Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.  Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.		<b>Materials – Solid, Liquid or Gas?</b>  Compare and group materials together, according to whether they are solids, liquids or gases.  Observe that some materials change state when they are heated or cooled, and measure or research the temperature	<b>Earth and Space</b>  Describe the movement of the earth, and other planets, relative to the sun in the solar system.  Describe the movement of the moon relative to the earth.  Describe the sun, earth and moon as approximately spherical bodies Use the idea of	<b>Evolution and Inheritance</b>  Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.  Recognise that living things produce offspring of the same kind, but normally offspring vary and are not	<b>Materials – Reversible and Irreversible changes</b>  Comparative / fair tests of everyday materials.  Compare and group together everyday materials based on their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and

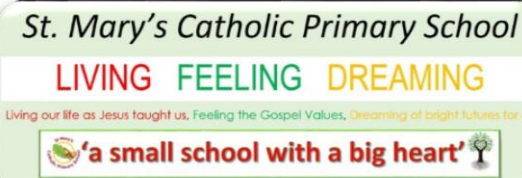






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### CLASS 2 CYCLE A



	Research famous scientists that have impacted on modern medicine.		at which this happens in degrees Celsius (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	the earth's rotation to explain day and night and the apparent movement of the sun across the sky.	identical to their parents.  Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	response to magnets.  Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.  Use knowledge of solids, liquids and gases to describe how mixtures might be separated, including through filtering, sieving and evaporating.  Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials
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						Demonstrate that dissolving, mixing and changes of state are reversible changes.
<b>SCIENTIFIC ENQUIRY</b> 	<p>Ask relevant questions using different types of scientific enquiry.  Set up simple practical enquiries, comparative and fair tests.  Make systematic and careful observations, taking appropriate measurements using standard units (using a range of equipment, including thermometers and data loggers)  Gathering, recording, classifying and presenting data in a variety of ways.  Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.  Report on findings for enquiries – written and oral explanations, displays or presentation of results.  Use results to draw simple conclusions, make predictions, suggest improvements and raise further questions.  Identify differences, similarities or changes related to simple scientific ideas and processes.  Use straightforward scientific evidence to answer questions or to support their findings.</p> <p>By exploring the work of scientists.  Through scientific research about the relationship between diet, exercise, drugs, lifestyle and health.  By observing / measuring changes to breathing, heart beat and or pulse rates after exercise.  By <b>exploring</b> falling paper cones or cup-cake cases.  By <b>designing and making [exploring]</b> a variety of parachutes.  By <b>carrying out fair tests</b> to determine which designs are the most effective.  By <b>exploring</b> resistance in water by making and testing boats of different shapes.  By <b>designing and making [creating/inventing/designing]</b> artefacts that use simple levers, pulleys, gears and/or springs and explore their effects.</p>					
<b>GEOGRAPHY</b> 		<b>Name and Locate counties and cities of the United Kingdom</b>	<b>Rivers</b> – Identify key features of rivers and the water cycle.		<b>World's countries and key features – research</b> -locate the world's	<b>World food – where does food come from?</b> -locate the worlds

		<p><b>Roman Settlements</b>  Compare Roman names to current names of places on a map of the British Isles.</p> <p><b>Roman Influences in the Lake District-a study of a region of the United Kingdom</b>  What is the human geography of the Lake District Like?  What is a National Park?  Visit the Lake District and engage in fieldwork and first hand observation. Investigate changes of National Parks.</p>	<p>Investigate a local river and the longest river in the world – the river Nile.</p>		<p>countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p>	<p>countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.</p>
<p><b>HISTORY</b></p> 	<p><b>Black History Month</b>  – Significant people in history</p>	<p><b>Roman Britain -</b>  Identify what was life in Britain like before the Romans invaded and settled.</p>	<p><b>Ancient Egypt -</b>  (including the River Nile)  Pupils should be taught about the achievements of</p>			<p><b>A local History Study -</b> Archives for St Francis school – what were school dinners like in the early days of our</p>

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		<p>How reliable is the evidence? Why did the Romans come to Britain? Who was Boudicca and what did she do?</p> <p><b>How did the Romans live in Britain?</b> <b>How did the Romans change in Britain?</b></p>	<p>the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of ancient Egypt.</p> <p><b>History Timeline -</b> Look at and locate on a historical timeline (including the influence of water) the four major ancient civilisations (Indus Valley, Shang Dynasty, Ancient Sumer and Ancient Egypt.)</p>			<p>school? Photo evidence, interviews with Grandparents who attended school – primary/secondary sources</p>
<p><b>MUSIC</b></p> 	<p><b>Heroes and Villains Marvel theme!</b></p> <p><b>MUSIC AT THE MOVIES</b></p>	<p><b>Italian Songs –</b> Children will learn Italian songs and investigate 'Pines of Rome' by Ottorino Respighi – a famous classical work depicting places in</p>	<p><b>Charanga Unit – Music of Ancient Egypt</b></p> <p><b>MODERN DAY</b></p>	<p><b>Charanga Unit – Space</b></p> <p><b>MODERN DAY SPACE MUSIC</b></p>	<p><b>Keyboards and notation</b></p> <p><b>INSTRUMENTS</b></p>	<p><b>Music from musical 'Oliver'</b></p> <p><b>MODERN MUSICAL</b></p>

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		Rome at different parts of the day. <b>ITALIAN/CLASSICAL MUSIC</b>				
<b>COMPUTING</b> 	<b>CP -Lego Coding –</b> select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	<b>Online Safety-Anti-bullying week –</b> social media, digital footprint, staying safe online use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. <b>IT/DL – Digital research -</b> retrieving information and documents related to the history and science topic Children to research and find out about	<b>CS-Programming –</b> Develop sequencing and programming, further understanding of debugging using Purple Mash software  <b>DL/CS – Communication beyond emailing –</b> Engage safety with group chats, forums and other ways of networking with each other and the wider world.	<b>CS -Lego Coding –</b> create space rovers select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	<b>IT / DL - digital research</b> Understand computer networks including the internet; such as the world-wide web; and the opportunities they offer for communication and collaboration select, use and combine a variety of software on a range of digital devices to design and create a range of programs to present data and information; use search technologies	<b>DL/CS – Communication beyond emailing/Online Safety –</b> Engage safety with group chats, forums and other ways of networking with each other and the wider world.

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		ancient Egypt and rivers across the UK and worldwide.				
<b>ART</b>  <b>Constable</b> <b>Dyck</b> <b>Picasso</b> <b>Rousseau</b> <b>Hooke</b> <b>Rothko</b> <b>Pollock</b> <b>Kandinsky</b> <b>Talbot</b>	<b>Portraits and self-portraits –</b> Investigate the art of famous artists and their famous portraits. Drawing and painting of Dyck, and Picasso, contemporary portraits in the National Portrait Gallery website. Create own drawings and painting influenced famous artists.	<b>Mosaics</b> Make observational drawing of Roman mosaic art work, using a range of techniques.	<b>Abstract painting -</b> Relief paintings, large and small scale with texture. To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting with a range of materials. To learn about great artists such as Turner, Constable and Hokusai and how they created art work based on water.	<b>Drawing and Painting developed into abstract paintings.</b> Oil & ink/water planet painting Papier mache planets. Experiment with drawing, painting, printing and 3D art. Investigate famous abstract artists: Pollock, Kandinsky, Miro and Rothko - and their individual style of abstract art.	<b>Camouflage in the natural world –</b> photography, sketching, 3d models of creatures created for a specific habitat - using Modroc, habitat corners (paint/collage) Experiment with drawing, painting, printing, 3D art, collage and digital media. Study famous artist Henry Rousseau and his use of camouflage in his art work.	<b>Still Life –</b> Drawing and painting inspired by local artist Andrew Talbot



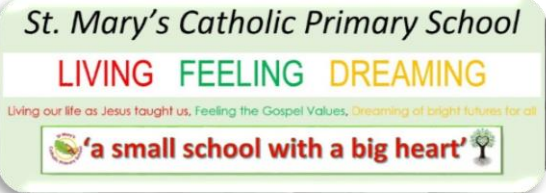
			Mixed Media – Ancient Egyptian portraits/artwork			
<b>DESIGN TECHNOLOGY</b> 	<b>Hero Chefs!</b> - Learn about influential chefs such as Jamie Oliver and their influence of the schools meals. Investigate schools meals, consider how they fulfil the eatwell plate. Plan, prepare and create a healthy meal. Have a healthy 'bake-off' 'inviting families to taste food prepared	<b>Mosaics</b> – Investigate famous Roman mosaic design. Create mosaics.			<b>Camouflage in the natural world</b> – photography, sketching, 3d models of creatures created for a specific habitat - using Modroc, habitat corners (paint/collage) Experiment with drawing, painting, printing, 3D art, collage and digital media. Study famous artist Henry Rousseau and his use of camouflage in his art work.	<b>Food – food from another culture</b> - variety of cooking techniques. understand and apply the principles of a healthy and varied diet prepare and cook a variety dishes using a range of cooking techniques - understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.





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PHYSICAL EDUCATION	Invasion Games	Lancashire SOW Dance Unit – The Great Plague	Gymnastics	Invasion Games	Fielding & Striking	Gymnastics
	Lancashire SOW Dance unit – Heroes and Villains	Lancashire SOW Gymnastics Unit 1	Creative Games	Games – Net and Wall	Outdoor Adventure Activities	Athletics
MFL 	SPANISH BASICS 1 Greetings, alphabet numbers  ME AND MY FAMILY My body Emotions	CULTURE AND GRAMMAR  Exploring Spain	SPANISH BASICS 2 Days of the week  Colours  SCHOOL All About - School and friends.	ME AND MY FAMILY The way I look  SCHOOL Classroom instructions	WIDER WORLD Holidays and Leisure Time (Free Time)	FOOD Café Espanol  Ordering food – expanding food and drink vocabulary
NOTES						