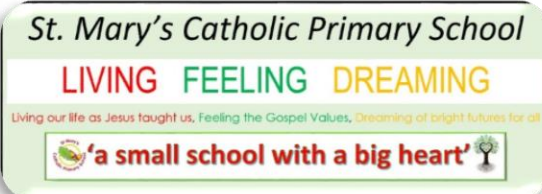







# ST. MARY'S CATHOLIC PRIMARY SCHOOL

## CURRICULUM 2022/23

### CLASS 2 CYCLE C



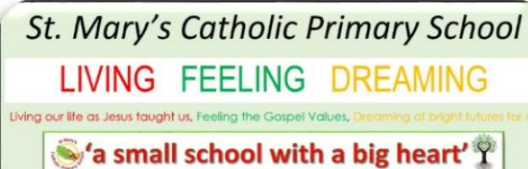
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
CLASS TOPIC	Healthy Humans	The Art of Food	Rock and Roll: volcanoes and through the ages	Animals and Conservation	Seaside and Victorians	Seaside and Victorians
<b>Big Question</b> 	What choices can we make for a healthy lifestyle?	How can you live a happy healthy life?	What is the impact of natural disasters? – earthquakes and volcanoes	What are the threats to habitats and ecosystems and what can we do to help?	Do we like to be beside the seaside?	What part do humans play in protecting the seas?
<b>Ethical/world thinking</b> 	Does everybody have access to a healthy and balanced diet?	Obesity crisis. Why is obesity increasing in the world?	Why do people live near volcanoes and do they have a choice?	The worth of all animals Are all living things precious no matter how big or small? Explore animal and conservation charities and how they to make a difference e.g. help the rhinos	Explore plastic pollution and the effects of this on sealife and ecology of the ocean.  Which sea animals are at risk of extinction and what can we do?	How are we going to make a difference as future citizens to change the huge issue of pollution?
<b>Extraordinary Ending</b> 	Plan and organise a picnic for the Reception children to welcome them. Make menus for	Children create a healthy living section under Kid's Zone for the website-children leading children	As part of Rock N Roll Music study, perform and record the Rock N Roll dances learned.	Supporting habitats In our local environment  Adopt and animal WWF/raise	Visit the beach and litter pick. Take pictures of before and after our pick.  Create an iMovie for the website and	Visit the beach again, in the same mile spot as last half term. Explore pictures of before and after the first litter pick and litter pic again to see





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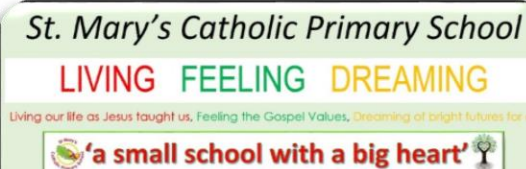
	the children to choose from.			money day for an animal charity	Seesaw to raise awareness about plastic pollution/recycling.	how much plastic pollution has returned.
<b>Interest generator</b> <b>Hook to inspire/topic launch/ Stickability- what will we remember?</b> <i>Real life links to the topic.</i> 	The Human Body Science Carousel	Make a poo using tights	History Stone Age Workshop Day	Wild Boar Park See animals and go to the Education Centre there to learn about predators, food chains etc	Rock Pool Roadshow	Edutanks talk on sealife and coral
<b>RELIGIOUS EDUCATION</b> 	Creation CREATION	Mary Our Mother CHRISTMAS	Inspirational People JESUS' TEACHINGS	Jesus, the Son of God EASTER	Life of the Risen Jesus PENTECOST	Called to Serve CHRISTIANITY & OTHER FAITHS






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### CLASS 2 CYCLE C



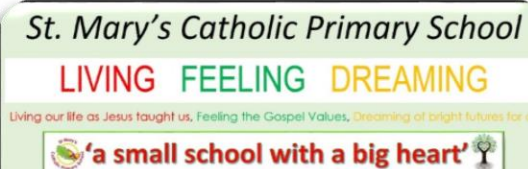
<b>Catholic Social Teaching</b> 	MacMillan coffee morning concert	Refugee visit Anti-bullying week Children in Need Christmas Jumper Day (Save the Children)	NSPCC Number Day	Lent – food bank collection	How can we help slow down global warming? Share ideas with school.	Synagogue visit Adopt an animal 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> Importance of school/class rules for health and safety; how to improve respectful relationships; recognise differences and know to respect these: Rule of Law	<b>Friendship, Feeling and Anti-Bullying</b> What does discrimination mean? Actions can affect self and others; discrimination, teasing and bullying; stereotypes – how they can be unfair; differences and similarities	<b>Safety &amp; Wellbeing</b> <b>Staying Safe and Online Safety</b> <b>What are the rules that keep us safe?</b> How to stay safe online- passwords, avatars, fire safety, first aid; how our actions affect self and others; appropriate and inappropriate touch Tolerance & Mutual respect	<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	<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>Support</b> <b>Changes &amp; Choices</b> What positively and negatively affects health; informed choices; balanced lifestyle; how drugs can affect health and safety; the law and drugs; taking responsibility for our own health and wellbeing.




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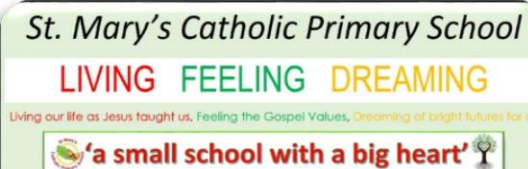
	Tolerance Mutual respect	between people; equalities. <b>How can we describe our feelings?</b> Describe a wider range of feelings; people respond to feelings differently. Taking care of our mental wellbeing – mindfulness, growth mindset. CT1 identify, name & respond to a wider range of feelings in self and others; CT3 all people have worth and dignity as creations of God	CT1 Take increased responsibility for their safety and that of others CT2 judge what kind of physical contact is acceptable/unacceptable and how to respond or seek help	means working together; they are part of different communities – local, national, international and that the church is a community of faith	and debate health & wellbeing issues.	Changes in adolescent body – facts about puberty and the menstrual cycle. Science link – vaccinations, allergies.
<b>HRSE/RSE YEAR 3/4 CYCLE A/C</b> 		<b>MOD 1 UNIT 1 LKS2</b> Get Up!  <b>MOD 2 UNIT 1 LKS2</b> Jesus My Friend  <b>MOD 2 UNIT 2 LKS2</b>	<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?






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### CLASS 2 CYCLE C



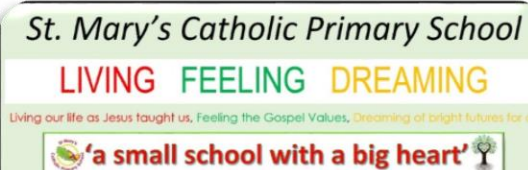
		Friends and Family When Things Feel Bad				
<b>HRSE/RSE YEAR 5/6 CYCLE A/C</b>  		<b>MOD 1 UNIT 1 UKS2</b> Calming the Storm  <b>MOD 2 UNIT 1 UKS2</b> Is God calling Me?  <b>MOD 2 UNIT 2 UKS2</b> Under Pressure Self Talk	<b>MOD 2 UNIT 3 UKS2</b> Impact on Lifestyle			<b>MOD 3 UNIT 1 UKS2</b> Catholic Social Teaching  <b>MOD 3 UNIT 2 UKS2</b> Reaching Out
<b>OUTDOOR LEARNING</b>  	Planting in school veg garden  Design and make picnic – Beacon Fell	Reconstruct large scale digestion system	Making erupting volcanoes  Making rock models	Exploring habitats around St. Mary's  Wild Boar Park	Visit to the local seaside – litter pick	
<b>LOCAL LINK</b>  	Picnic at Beacon Fell	Healthy eating in the Lancashire area.	Stone age in Lancaster/Garstang area  Bleasdale stone circle trip and study	Habitats in the local area	Blackpool study – historical, physical and human influences.	St. Thomas' Church  Harris Museum, Preston



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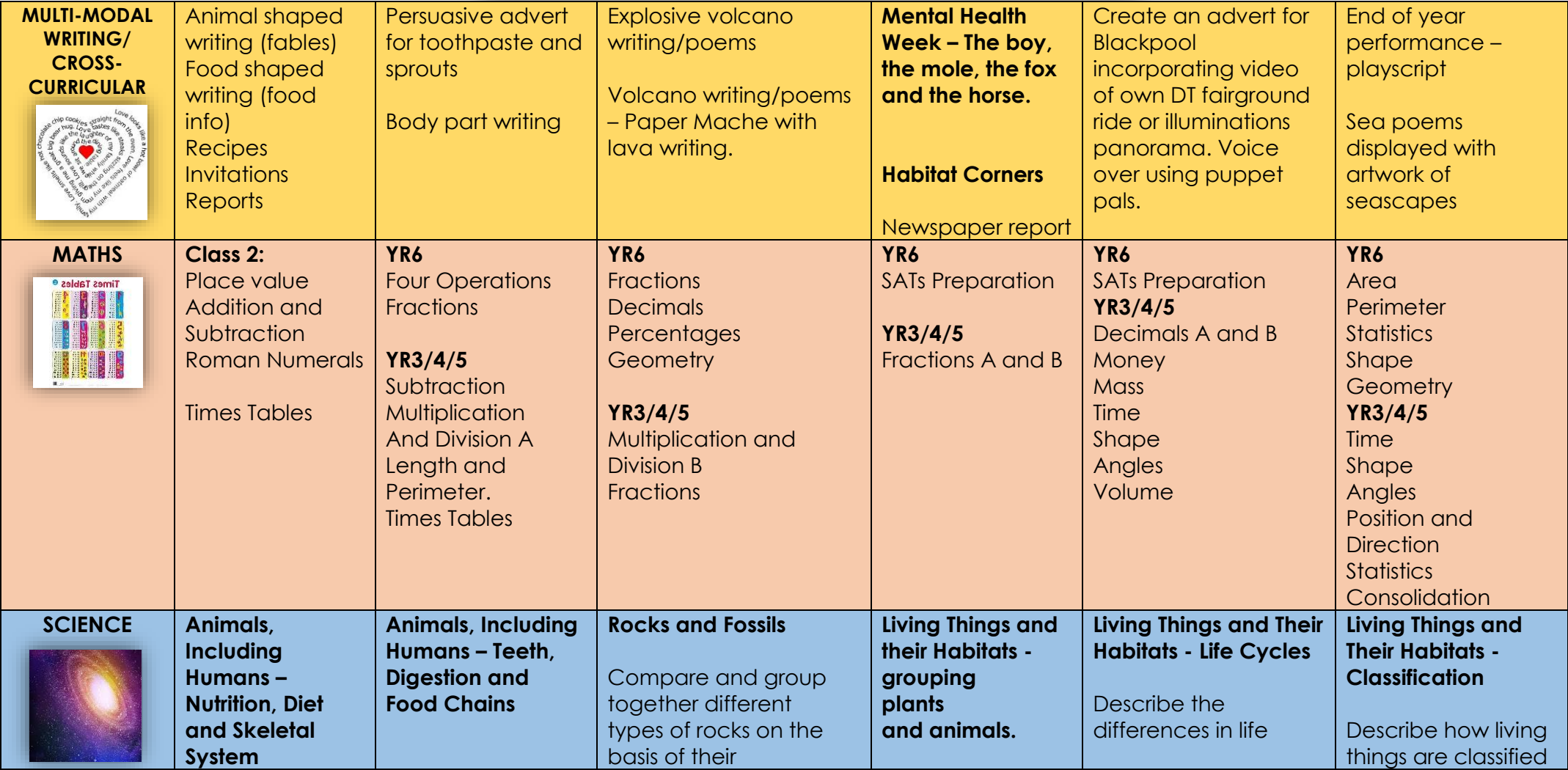
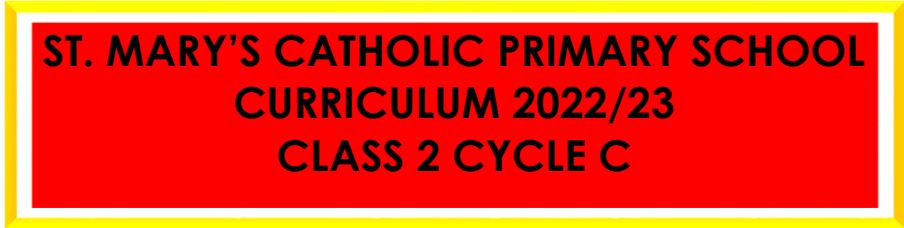
### CLASS 2 CYCLE C



<b>NATIONAL LINK</b> 	How food is grown and made and distributed across the UK	Healthy eating in the UK	Stone age in Britain	Different habitats across the UK.	Seaside towns across the UK	Folk tales from the British Isles
<b>GLOBAL LINK</b> 	Food from around the world Fables from other countries	Healthy eating across the globe	Stone age around the world Volcanoes around the world	Different habitats around the world	Comparing British seaside holidays to holidays abroad – now and in Victorian times. Link this to own holiday experiences.	Folk tales from other countries
<b>VISITS/ VISITORS</b> 	Picnic at Beacon Fell  Doctor Jo virtual visits – Skeletal system and keeping healthy	Visit from dentist Trip to Museum  Doctor Jo virtual visitor digestion	Liverpool World History Museum	Wild Boar Park – animal conservation Local vet visit	Rock pool roadshow	Blackpool Tower & circus  Virtual visit – seaside pollution
<b>ENGLISH AUTHOR STUDY/ CLASS READ</b>	<b>The Hare and The Tortoise and other Aesop's Fables.</b>	<b>Please Mrs Butler</b> - Allan Ahlberg.  <b>Bill's New Frock</b> - Anne Fine	<b>Stone Age Boy</b> - Satoshi Kitamura	<b>The Last Bear</b> - Hannah Gold  <b>Habitat Corners</b>	<b>Extracts Carrie's War</b> - Nina Bawden  <b>Persuasive letters</b>	<b>Why the Whales Came</b> - Michael Morpurgo  <b>A Sea Dirge</b> - Lewis Carroll on the Poem



					<b>Poetry - Sealife</b>	Hunter website ( <a href="#">here</a> ). <b>Picnic</b> - Judith Nicholls on the Children's Poetry Archive website ( <a href="#">here</a> ). <b>Seashell</b> - James Berry on the Children's Poetry Archive website ( <a href="#">here</a> ).
<b>GENRES</b> 	Fables  Poems: Structure  Persuasion: Letters	Issues and Dilemmas  Persuasion: advertisement	Story as a theme  Poems as a theme  Discussion  Diaries  Recount	Discussion Text  Debate  Poems on a theme  Newspaper report	Story told with flashbacks  Balanced argument/ debate  Written response to the poem in another text type and form.	Novel as a theme  Autobiography (fictional character)  Poems based on a theme



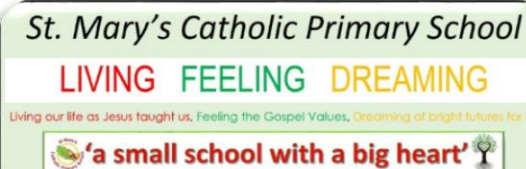





# ST. MARY'S CATHOLIC PRIMARY SCHOOL

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### CLASS 2 CYCLE C



	<p>Identify that animals, including humans, need the right types and amounts of nutrition and that they cannot make their own food: they get nutrition from what they eat.</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p>	<p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Identify the different types of teeth in humans and their simple functions.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Describe how teeth and gums have to be cared for in order to keep them healthy.</p>	<p>appearance and simple physical properties.</p> <p>Describe in simple terms how fossils are formed.</p> <p>Recognise that soils are made from rocks and organic matter.</p>	<p>(2022-2023 repeated from Cycle B due to covid, assessment and curriculum re-alignment)</p> <p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things</p>	<p>cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals.</p>	<p>into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p>Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals.</p>
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						<p>Give reasons for classifying plants and animals based on specific characteristics</p> <p><b>Animals including humans – growth and development of humans</b></p> <p>Describe the changes as humans develop into old age.</p> <p>Describe the life process of reproduction in some plants and animals.</p>
<p><b>SCIENTIFIC ENQUIRY</b></p> 	<ul style="list-style-type: none"> <li>• Ask relevant questions using different types of scientific enquiry.</li> <li>• Set up simple practical enquiries, comparative and fair tests.</li> <li>• Make systematic and careful observations, taking appropriate measurements using standard units (using a range of equipment, including: thermometers and data loggers)</li> <li>• Gathering, recording, classifying and presenting data in a variety of ways.</li> <li>• Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</li> <li>• Report on findings for enquiries – written and oral explanations, displays or presentation of results.</li> <li>• Use results to draw simple conclusions, make predictions, suggest improvements and raise further questions.</li> <li>• Identify differences, similarities or changes related to simple scientific ideas and processes.</li> <li>• Use straightforward scientific evidence to answer questions or to support their findings.</li> </ul>					

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 exploring falling paper cones or cup-cake cases.  
 By designing and making [exploring] a variety of parachutes.  
 By carrying out fair tests to determine which designs are the most effective.  
 By exploring resistance in water by making and testing boats of different shapes.  
 By designing and making [creating/inventing/designing] artefacts that use simple levers, pulleys, gears and/or springs and explore their effects.

**GEOGRAPHY**




**The 7 continents**


**Volcanoes and earthquakes -**


Describe and understand key aspects of: Physical geography, including: volcanoes and earthquakes and how they are formed.

**Blackpool & other seaside resorts. Location of first railways & reasons.**

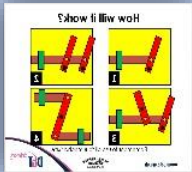

Identify human and physical geography land use, economic activities – using a range of maps.  
 Name and locate counties and cities of the United Kingdom (revision).

<b>HISTORY</b> 	<b>Black History Month</b> – significant people in history		<b>Stone Age</b> -To know about changes in Britain from the Stone Age to the <b>Iron Age</b> . This could include: § late Neolithic hunter-gatherers and early farmers, for example, Skara Brae and <b>Bronze, Age</b> religion, technology and travel, for example, Stonehenge § Iron Age hill forts: tribal kingdoms, farming, art and culture.		<b>Victorian Holidays &amp; the railway boom.</b> Aspect of British history beyond 1066 - leisure and entertainment Identifying where periods studied fit into a chronological framework by noting connections, trends and contrasts over time. Understand the methods of historical enquiry, how evidence is used to make historical claims, and begin to discern how and why contrasting arguments and interpretations of the past have been constructed. Learn about our local seaside resort of Blackpool.
<b>MUSIC</b> 	<b>Musical notation</b> Listen, sing, explore, improvise, play and perform with keyboards – <b>Charanga Classroom Jazz 1 SOUTH AMERICAN MUSIC</b>	<b>Explore, play and perform with keyboards</b> Sing, listen, perform Christmas music <b>MODERN DAY AND HISTORY OF MUSICAL STYLES</b>	<b>Listen, Sing, Compose and Perform Rock 'n' Roll songs</b> History of Rock 'n' Roll genre of music and famous 'rock'n'roll performers. <b>MODERN DAY AND HISTORY OF MUSICAL STYLES</b>	<b>'Charanga Y6 Summer 1' 'You've got a friend'</b> Listen and appraise the music of Carol King as a female composer and her influence on	<b>Listen, explore and play, compose and perform:</b> <b>Sounds of the Seaside</b> Investigate sounds of the seaside and compose background music to link to English work. <b>Musical Showcase</b> <b>CLASSICAL MUSIC AND SEA SHANTIES</b>

				modern day music	
				<b>MODERN DAY AND HISTORY OF MUSICAL STYLES</b>	
<b>COMPUTING</b> 	<b>CS-Programming</b> – Develop sequencing and programming, further understanding of debugging using Purple Mash software.	<b>IT - Text and images Simulations and Modelling –</b> Children to present their learned book on teeth and the digestive systems using a range of media formats- using iPads and PowerPoint.	<b>Online Safety</b> Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content.	<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	<b>CS/DL - Lego Education Coding</b> – Focusing on input and outputs using Bluetooth remote coding. Evaluate inputs and outputs and make changes to adjust to improve outcomes.

<p><b>ART</b></p>  <p><b>Oldenburg</b>  <b>Renoir</b>  <b>Constable</b>  <b>Hokusai</b>  <b>Hooke</b></p>	<p><b>Still Life Art - drawing and painting of food</b>          - Experiment with different grades of pencils, charcoal, chalk, and biro by making observational drawings of food and packaging – inspired by Renoir's Onion</p> <p><b>Clay models of food:</b> Use tools to sculpt details, a clay syringe to make different textures, and fabrics such as netting or hessian, to add detail of surface textures – Inspired by the</p>	<p><b>Food Art -</b>          Explore still life artists from the Dutch Masters – Rembrandt</p> <p>Drawing and Painting          - experimenting with grades, lines, textures and dimensions          - Experiment with different effects and textures in paint.          - Mix colours and know which primary colours make secondary colours.</p> <p><b>3-D</b>          - Plan, design and make models from          - Use papier-mâché to create a simple 3-D object.</p>	<p><b>Painting and Drawing –</b>          Cave drawings</p>	<p><b>Painting and Drawing - Animal</b>          Conservation art work</p>	<p><b>Seascape drawing, painting &amp; collage with textiles element</b>          Study of artists' work inspired by the sea. Drawing and painting developed into collage / batik / felt making. Investigate and compare the seaside art work of Wallis and Lowry. Use materials to enhance art work – creating a seaside landscape piece of art work</p>
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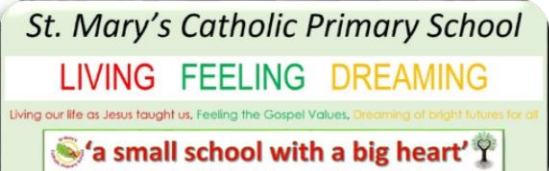
	textured art of Oldenburg.					
<b>DESIGN TECHNOLOGY</b> 	<b>Healthy Picnic – eat well plate</b> To understand and apply the principles of a healthy and varied diet prepare and cook a variety of dishes. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.		<b>Clay Models linked to the Stone / Bronze and Iron Ages.</b>		<b>Mechanisms</b> - Create a fairground ride or Blackpool illuminations panorama with movement and lights – cams, pulleys, gears.	
<b>PHYSICAL EDUCATION</b> 	<b>Games – invasion games</b>  <b>Netball</b>	<b>Lancashire SOW Dance Unit –</b> Y3/4 – The Plague  <b>Fencing – Y5/6</b>	<b>Lancashire PE SOW unit – Gymnastics – Years 3/4</b> <b>Curling - Year 5/6</b>	<b>Games – Football</b>	<b>Lancashire SOW Striking and Fielding Games-Rounders</b>  Swimming Y 3/4	<b>Athletics</b>




# ST. MARY'S CATHOLIC PRIMARY SCHOOL

## CURRICULUM 2022/23

### CLASS 2 CYCLE C



<b>MFL</b> 	<b>SPANISH BASICS 1</b> Greetings, alphabet numbers <b>ME AND MY FAMILY</b> My body Emotions	<b>FOOD</b> Café Espanol Ordering food – expanding food and drink vocabulary	<b>SPANISH BASICS 2</b> Days of the week	<b>ME AND MY FAMILY</b> The way I look  <b>SCHOOL</b> Classroom instructions	<b>CULTURE AND GRAMMAR (book link)</b> The Very Hungry Caterpillar	<b>WIDER WORLD</b> Exploring Spain (food and festivals)
<b>NOTES</b>						