



# St. Cuthbert's Catholic Primary School

## Year 2 Curriculum Overview 2024/ 2025

<b>CURRICULUM DRIVERS</b> Foundation stones of learning	<b>FAITH IN ACTION</b>	<b>DIVERSITY &amp; INCLUSION</b>	<b>LITERACY &amp; STORYTELLING</b>	<b>STEM</b>	<b>THE ARTS</b>	<b>SPORTING OPPORTUNITIES</b>
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<b>CHARACTERISTICS OF LEARNING</b>	<b>RESPONSIBILITY</b>	<b>ORGANISATION</b>	<b>COLLABORATION</b>	<b>INDEPENDENCE</b>	<b>RESILIENCE</b>	<b>SELF-REGULATION</b>
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<b>CURRICULUM ORGANISATION</b> Our whole school curriculum is a planned educational experience making full use of opportunities for real world learning	Communication and Language		Physical Development		Personal, social and emotional development		Literacy		Mathematics		Understanding the world		Expressive Arts and Design	
	ENGLISH	MATHS	HISTORY	GEOGRAPHY	ART	D&T	SCIENCE	MUSIC	PE	FRENCH	PSHCE/RSE	RE	COMPUTING	
	Educational visits		Responding to events in the news		Assemblies and Visitors		Extra-curricular clubs		Learning outside the classroom		Themed days/weeks			

<b>Quality of education</b>  <b>CURRICULUM IMPACT AND REVIEW</b>  Our curriculum ambition is for the high achievement of all pupils irrespective of background and starting point  We regularly review how well our curriculum enables achievement for all	<b>Behaviour and attitudes</b> Children are confident and successful learners and demonstrate that they have these key learning skills for life.		<b>Personal development</b> Children demonstrate the ethos of St Cuthbert's school in their learning and in their behaviour. Children learn to make the right choices for their safety both online and offline. Their choices benefit the school and the local community.	
	<b>An ambitious curriculum for all</b>  The aims of all curriculum subjects are clear for all year groups.  Learning builds on prior knowledge with clear end points. Children understand key concepts and knowledge and it is transferred to long term memory.  We empower disadvantaged children and children with SEND to access the whole curriculum and achieve.  Teachers prioritise the most important concepts or knowledge that children need to know.  Teachers have deep knowledge of the subjects they teach.  <i>There are relevant contexts for high quality outcomes across the curriculum engaging pupils with local, national and global issues.</i>		<b>Curriculum in action</b>  Teachers use strategies such as modelling, instruction and shared writing and discussion.  Teachers respond to misconceptions through adjustment and adaptation throughout the lesson to meet the needs of all children.  Children have the opportunity to solve problems and undertake learning at a deeper level  Provide regular opportunities for children to act on feedback.  The classroom climate and environment created by teachers inspires and motivates all pupils  Teachers work in strong partnership with parents and carers.	

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>RE</b>	Beginnings <b>Judaism</b>	Signs and Symbols Preparations	Books Thanksgiving	Opportunities Spread The Word	Rules <b>Islam</b>	Treasure <b>Sikhism</b>
<b>PSHE</b>	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing
<b>Catholic Life</b>	Harvest based activities	Advent services & community work	<b>Faith in action</b>	<b>Lent and Easter</b>	<b>May Procession with the whole community</b>	<b>Leavers Masses and celebrations</b>
<b>ENGLISH</b>	<b>Narrative Traditional Tale</b> Little Red Reading Hood  <b>Poetry</b> Desk Diddler	<b>Narrative Story</b> My Christmas Star  <b>Non-Fiction Diary</b> The Great Fire of London	<b>Narrative Overcoming difficulties Story</b> Milo Imagines the World  <b>Non-Fiction Non-Chronological Report</b> Big Cats!	<b>Poetry</b> Strange  <b>Non-Fiction Postcard</b> Meerkat Mail	<b>Narrative Story</b>  <b>Non-Fiction Persuasive Letter</b> The Day the Crayons Quit	<b>Narrative Friendship Story</b> The Friendship Bench  <b>Non-Fiction Letter</b> This is How We Do It
<b>MATHS</b>	Place Value Addition and Subtraction	Shape Money	Multiplication and Division	Length and Height Mass, capacity and temperature	Fractions Time	Statistics Position and direction
<b>SCIENCE</b>	Uses of everyday materials	Uses of everyday materials	Plants	Animals, including Humans	Living things and their habitats	Living things and their habitats
<b>HISTORY</b>	Black History Month Guy Fawkes Gun Powder Plot	The Great Fire of London & Newcastle	History of African Masks	Black History	Transport George Stephenson Trip to Stephenson Railway Museum	Transport Neil Armstrong
<b>GEOGRAPHY</b>	Human and Physical Geog Locational/Place Knowledge Weather Chart London	Human and Physical Geog Weather Chart of Australia	Africa Place knowledge Sim/diff between UK and Africa	Africa Geographical Skills and fieldwork Using world maps	Locational/Place Knowledge Wylam Links to George Stephenson	Geographical Skills and fieldwork
<b>ART</b>	Creating London landmark collage	Creating firework inspired art	Study/creating African Masks	Study of Tinga Tinga Artwork	Observational drawing of trains from past/present	Using a range of materials to design and make a vehicle which moves.
<b>DT</b>	Cooking and nutrition Preparing and cooking on a	Design, make and evaluate Tudor Houses	Using a range of equipment to perform practical tasks to	Cooking and nutrition Through cooking on the	Design, make and evaluate Steam Engines	Technical knowledge

	campfire.		make an African mask.	campfire		Exploring and using mechanisms (wheels)
<u>E-SAFETY</u>						
COMPUTING						
PSHE & RSE						
MUSIC	BBC ten pieces theme by Delia Derbyshire. Singing and performing in the Harvest festival.	Christmas Performance Nativity singing and performing	African Call and Response Che Che Kule	African drum patterns Samba Drums	Glockenspiel Hub Teacher	Glockenspiel Hub Teacher End of school performance
PE	Fundamentals Fitness	Gymnastics Dance	Team Building Sending & Receiving	Target Games Striking and Fielding Games	Net and Wall Games Invasion Games	Athletics Ball Skills