



THE CURRICULUM

At St Thomas of Canterbury Catholic Primary School we encourage the development of each individual. We accept that you as parents are the first and most important teachers of your children and we support you in continuing this process. With parents, teachers and children, working together, we can achieve a great deal. At St Thomas' we offer **all** children a broad and balanced curriculum which draws on each child's own experience of the world and seeks to develop and extend their understanding of it. The curriculum is planned and sequenced so that new knowledge and skills build on what has been taught before.

Children are encouraged to see themselves as active participants in their own learning. They are encouraged to develop a positive attitude towards themselves, their work and towards others. We actively encourage the children to become independent and self-disciplined learners.

At St Thomas of Canterbury Catholic Primary School the curriculum offered includes;

- RE
- National Curriculum Core Subjects: English, Maths, and Science
- Foundation Subjects: Computing, History, Geography, Design and Technology, Art and Design, PE, Music and French (KS 2 only)

Personal, Social, Health Education is also taught through all elements of our curriculum as well as a discrete subject.

Whilst maintaining a broad and balanced curriculum at St Thomas' priority is given to the teaching of the National Curriculum core subjects and RE. The school has drawn up a plan, which indicates the National Curriculum programmes of study which must be covered by each year group. Where it is not possible to make links between subjects, then these are taught on an individual basis. Teachers plan their work, as a team, half-termly. From these plans more detailed weekly and daily plans are drawn up.

The teaching staff consider what the children need to learn, why they are teaching it and carefully consider how to teach and assess it. They ensure that essential skills and knowledge for future learning are '**embedded**' each year, whilst also challenging pupils to use and apply new knowledge and skills confidently in a range of contexts.

The school focuses on promoting excellent attitudes to learning. We encourage a 'can do' attitude and approach to learning and have high expectations of what children can achieve.

The methods and strategies used to teach these skills are left to the discretion of the year group to ensure that learning and teaching remains fresh, focused and inspiring. The National Curriculum provides the statutory content so that the school can ensure progression and coverage across the key stages.

WHAT WILL I BE DOING AT SCHOOL THIS TERM?

An overview of some of the work being carried out by Year 2 in the Autumn term.

Religious Education.

The topics for R.E come from the Catholic Religious Education Programme called 'Come and See'.

The children will be working on:

Beginnings

In this topic, the children will explore new beginnings. They will learn Jesus was born and lived in a human family. We will be celebrating and responding to the many beginnings each day offers and remembering that God is present at every beginning.

Signs and Symbols

In this topic, the children will explore the signs and symbols they use and experience. They will hear about the importance of symbols in the celebration of baptism.

Preparing

In this topic, the children will learn that preparing to welcome a visitor shows love and care. They will learn about Advent and how the four weeks help people to prepare to welcome Jesus at Christmas and the celebration of the birth of Jesus.

Judaism

We will learn about why Saturday (Shabbat) is God's special day for Jewish people. We will learn how they celebrate Shabbat and appreciate that Shabbat is a family day of rest, happiness and a time to think about God.

Hinduism

Within this topic, we will explore quiet times and the Hindu home shrine. We will learn how Hindus pray at home and appreciate the meaning of Puja as well as the purpose of the shrine.

English

In English we will be working on:

Stories with familiar settings

Instructions

Recounts in the form of newspaper reports

The children will be learning the following key skills:

- **Reading stories with a familiar setting, using expression and taking particular note of full stops, commas and question marks.**
- **Predicting what may happen, based upon previous events.**

- Retelling a story, using words from the text.
 - Recognising and discussing the features of different texts.
 - Reading words of two or more syllables.
 - Reading accurately by blending sounds in unfamiliar words, especially alternative graphemes.
 - Reading words containing: 's, 'es, 'ing, 'ed, 'er, 'est endings.
 - Developing an understanding by linking reading to prior knowledge and background information.
 - Making links between the book that they are reading and other books that they have read.
 - Applying phonic knowledge and skills to decode words.
 - Reading Common Exception Words.
 - Reading words accurately and fluently at 90 words per minute.
 - Using inference to draw simple conclusions about characters, settings and events.
 - Making simple inferences about characters from what they say and do.
 - Discussing favourite authors.
 - Answering questions by referring back to the text.
 - Checking that they understand the text that they are reading and explain the meaning of words in context.
 - Re-reading books to build up their fluency and confidence.
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- Writing simple, coherent narratives about those of others (real and fictional)
 - Writing about real events, recording these simply and clearly.
 - Demarcating most sentences in their writing with capital letters and full stops, and use question marks correctly when required
 - Using present and past tense mostly correctly and consistently
 - Using co-ordination (e.g. or / and / but) and some subordination (e.g. when / if / that / because) to join clauses.
 - Segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically-plausible attempts at others
 - Spelling many common exception words.
 - Forming capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.
 - Using spacing between words that reflects the size of the letters.

The children will also be:

- Discussing story structure, settings and themes. Participating in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to others.
- Learning how to consider what they are going to write before beginning; by planning, speaking aloud and writing down key words or ideas.
- Writing stories, poems, instructions and recounts, whilst learning how to use full stops, capital letters, exclamation marks and question marks.
- Using a variety of adjectives, adverbs, conjunctions, sentence openers and verbs to engage the reader.

- Recognising the key features of newspaper reports, instructions, stories and information texts. For example: columns, paragraphs, imperative verbs, story language and sub headings.
- Handwriting: introducing joined handwriting, sentence writing, practising the use of capital letters, full stops and different ways of joining sentences by starting to use some of the diagonal and horizontal strokes needed to join letters.
- Writing capital letters, lower case letters and digits of the correct size and orientation.
- Phonics: applying phonic knowledge and skills as the route to decode words.
- Recognising alternative spelling choices for the same sound. For example: the sound 'a' can be spelt in a variety of ways – say, rain, make, straight.
- Reading words containing common prefixes and suffixes.

Mathematics

The children will be working on the following key skills:

- **Comparing and ordering numbers from 0-100.**
- **Using place value in a two-digit number to solve problems.**
- **Partitioning any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus.**
- **Adding and subtracting any 2 two-digit numbers using an efficient strategy, explaining methods verbally, in pictures or using apparatus (e.g. $48 + 35$; $72 - 17$).**
- **Recalling all number bonds to and within 10 and use these to reason with and calculate bonds to and within 20, recognising other associated additive relationships (e.g. If $7 + 3 = 10$, then $17 + 3 = 20$; if $7 - 3 = 4$, then $17 - 3 = 14$; leading to if $14 + 3 = 17$, then $3 + 14 = 17$, $17 - 14 = 3$ and $17 - 3 = 14$).**
- **Counting forwards and backwards in steps of 2, 3 and 5 from 0 and in 10s from any number.**
- **Recalling multiplication and division facts for 2, 5 and 10 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary.**
- **Naming and describing properties of 2-D and 3-D shapes, including number of sides, vertices, edges, faces and lines of symmetry.**
- **Adding amounts of money and working out change.**

The children will also be studying:

- Numbers to 100 – reciting, reading, writing.
- Counting on/back in ones, twos and tens to 100.
- Recognising the place value of each digit in a 2 digit number.
- Appropriate standard units to measure length/ height (m/cm) in any direction; mass (kg/g); to the nearest appropriate unit, using rulers and scales.
- The terms clockwise and anti-clockwise.

Science

The children will be working on:

Grouping and changing materials

The children will:

- discuss and evaluate the use of everyday materials.
- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
- identify naturally occurring materials.
- predict and describe how materials can be changed and used and become familiar with the terms reversible and irreversible change.

Computing

We are photographers

The children will learn to:

- Use technology safely and respectfully.
- Identify what makes a good photograph.
- Take a good photograph.
- Download photographs and make changes by editing and enhancing photographs.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

We are Astronauts

The children will learn to:

- Predict what a simple program will do and test those predictions.
- Have a clear understanding of algorithms and sequences of instructions.
- Give clear and concise instructions.
- Create sprites and backgrounds.
- Program and adjust instructions.

History:

The children will:

- recognise that their own lives are different from the lives of people in the past.
- learn about aspects of the past beyond living memory.
- be encouraged to ask and answer questions about significant events and individuals.

The Fire of London

This unit of work links an important event in British history with a famous person - Samuel Pepys.

Children will:

- develop their sense of chronological order and consider why the great fire happened, its results and the different way it was represented using historical sources.

Remembrance Day and Guy Fawkes

The children will:

- explore an event that has been commemorated for nearly 100 years.
- investigate the origins of Remembrance Day and how its significance has grown.

Geography: Famous Landmarks

Children will be:

- researching famous landmarks and their locations.
- exploring the designs of these landmarks and their purpose.
- exploring the similarities and differences through studying human and physical features of the UK.
- using maps and atlases to support their learning, identify and label the continents, oceans, countries, capital cities and the surrounding seas.
- using and understanding basic geographical specific vocabulary relating to human geography.

Design & Technology: Puppets

This unit of work involves children making a textile product by marking out, cutting and joining pieces of fabric. The children will:

- look at a selection of hand puppets and base their design on their investigations into how the puppets have been made and who they have been designed for.
- evaluate their product against the agreed design criteria.

ART: Famous Human and Physical Features

The children will explore a number of UK human and physical features before sketching these using a line and shading.

In PE our topics are:

Gymnastics – The children will:

- Perform basic skills in travelling, being still, finding space and using it safely, both on the floor and using apparatus.
- Develop the range of their skills and actions, for example, balancing, taking off and landing, turning and rolling with control and coordination.
- Describe their own or their partner's sequence accurately and choose an aspect to improve.

Games - The children will:

- Travel with, send and receive a ball and other equipment in different ways.
- Develop these skills to play simple, competitive net, striking/ fielding and invasion type games that they and others have made, using simple tactics for attacking and defending.
- Show good awareness of others in running, catching and avoiding games.
- Watch and describe performances accurately.

Music: Sounds, Duration and Performing

The children will:

- learn to listen with concentration and understanding to a range of live and recorded music.

- experiment with, create, select and combine sounds using a variety of instruments and use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- learn to sing with a sense of shape, melody, increasing and decreasing tempo and awareness of others.

PSHE:

The following Attitudes and Dispositions will be addressed via PSHE and through a cross curricular approach

- Developing self-awareness
- Having a go and embracing new ideas
- Being unselfish and putting others first
- Having a good sense of humour
- Developing confidence
- Being aspirational
- Showing initiative
- Developing a curiosity and keenness to learn
- Acting as a team player
- Being responsible
- Developing spatial awareness
- Being 'fit & healthy'
- Becoming independent
- Being polite and well mannered
- Being caring and thoughtful of others and showing empathy