



# Curriculum Information Year 2 2021-22



“St Mary’s aims to develop the talents of each pupil as a unique individual whose full potential can be developed in a community which has Christ at its centre.”

## Our Core Mission & Values:



As our School Mission Statement states: St Mary's aims to develop the skills and talents of all its pupils, in a nurturing family environment, which has Christ's living example of love at the heart of everything we do. As a thriving Catholic Christian school community, we have a unique and privileged position in living out this Mission: facilitating outstanding learning opportunities for our pupils; promoting values of empathy, tolerance and respect; being a living embodiment of 'church' for our wider school community.

## Our Vision:

A Vision of Growth from St Catherine of Siena:

"Be who God means you to be and you will set the world on fire."

The vision of St Mary's RC Primary School is as a hub of excellence in all we do: Educational Excellence, in our Teaching and Learning, in the formative Faith experiences we help facilitate for our pupils and wider school family, and in the way in which we strive to build God's Kingdom in our local and global community, piece by piece. By each member of our school family being encouraged, supported and inspired to live and work to the absolute fullness of their potential, our school will continue to be a beacon of educational, spiritual and community excellence for all to see.

## Our Commitments to Excellence and Growth:

As a community dedicated to excellence and growth in all we do, we commit to striving towards being the absolute best we can be. As a learning community, we have the highest expectations of our pupils, and as such, hold ourselves to account by the highest standards. Our home school partnership aims to outline the commitments we make towards one another, in order that we may best meet the needs of all pupils in our school. As a learning community, we strive to work as closely as possible with the parents and carers of our young people, as initial educators, to support and encourage educational, social, moral, physical and spiritual growth and development. Through choosing the family of St Mary's for your child's education, you are choosing to enter in to a partnership which strives to support, encourage, empathise and enable, and one of which we hope to all be proud.

## Our Curriculum:



At St Mary's, we strive to offer a broad and balanced Curriculum, based on firm groundings, which inspires, motivates and supports, and is delivered by highly skilled Teachers and support staff. We are committed to excellence in all we do, and the promotion of growth and development of each individual child.

The principles of the St Mary's Curriculum are as follows:



## Curriculum Subjects:

Our Core Curriculum consists of Religious Education, English, Mathematics and Science. Alongside this, pupils will access a Foundation Curriculum through which topics in Humanities (History and Geography), Computing, Art and Design Technology, Music, Physical Education and French will be taught. You will be able to see the class' planned units of study outlined on their Curriculum Overview. Further information can be found on our school website (<http://www.whickhamstmarys.org.uk/curriculum-information.html>).

## Year 2 Curriculum Overview:

	Autumn 1 8 weeks		Autumn 2 7 weeks		Spring 1 6 weeks		Spring 2 6 weeks		Summer 1 6 weeks		Summer 2 5 weeks		
<b>English</b>	<ul style="list-style-type: none"> <li>The Great Fire of London Narrative: Toby and the Great Fire of London 4/5 weeks</li> <li>Non-fiction – The Diary of Samuel Pepys (Hamilton Trust Topic Block F) 2 weeks</li> <li>Non-fiction – Report 1 week</li> </ul>		<ul style="list-style-type: none"> <li>Contemporary Fiction Narrative -The Bear and the Piano 3 -4 weeks</li> <li>Non-Fiction - Instructions 'Instructions' by Neil Gaiman or Report linked to Geo topic 1 week</li> <li>Poetry - Poems on a theme families 1 week</li> <li>Christmas Focus 1 week</li> </ul>		<ul style="list-style-type: none"> <li>Topic link – Weather : Non-Fiction - Persuasive letter linked to Geog unit. Weather Experts 2 weeks</li> <li>Narrative HT Autumn Familiar settings or Stories on a Theme: Stories about the Wild HT Spring 4 weeks</li> </ul>		<ul style="list-style-type: none"> <li>Classic Children's Literature Narrative James and the Giant Peach or George's Marvellous Medicine 4 weeks</li> <li>Non-fiction Biography – Roald Dahl 1 week</li> <li>Poetry –Happy Poems - 1 week</li> </ul>		<ul style="list-style-type: none"> <li>Traditional Tales - The Frog and Scorpion and Ant and Grasshopper. HT Autumn or Aladdin and the Enchanted Lamp retold by Philip Pullman 4 Weeks</li> <li>Non-fiction Information Text based on Hist Topic 2 Weeks</li> </ul>		<ul style="list-style-type: none"> <li>Fiction 2 weeks</li> <li>Non-fiction Recount 1 week</li> <li>Poetry HT Poems on a theme – monster stories 1 week</li> </ul>		
<b>Maths</b>	Place Value	Number: Addition and Subtraction	Money	Number: Multiplication and Division	Number: Multiplication and Division	Statistics	Geometry: Properties of Shape	Fractions	Length and Height	Geometry: Position and Direction	Problem Solving and efficient methods	Time	Mass, Capacity and Temperature
<b>RE</b>	Domestic Church Beginnings	Judaism Shabbat	Baptism Signs & Symbols	Advent Preparations	Local Church Books	Islam Prayer at Home	Eucharist Thanksgiving	Lent/Easter Opportunities	Pentecost Spread the Word	Reconciliation Rules	Universal Church Treasures		
<b>Science</b>	Everyday Materials		Everyday Materials		Animals Including Humans		Plants		Living things and their habitats		Working Scientifically		
<b>History</b>	Significant event beyond living memory: The Great Fire of London						Life of significant individuals – Explorers: Christopher Columbus and Neil Armstrong		Significant event in our own locality: The Great Fire of Gateshead				
<b>Geography</b>			Local Study: our local area compared to a contrasting country		Oceans, Seas and Weather around the World						Geography Fieldwork Skills		
<b>Art</b>	St Paul's Cathedral abstract art – painting and sculpture				Artist: Turner seascapes – painting and collage				Comparing artists: Van Gogh & Lowry – painting, drawing		Art/DT project choice		
<b>DT</b>			Mechanisms: make a fire engine				Structures – building a stable structure				Art/DT project choice		
<b>Music</b>	Charanga units: Hands, Feet, Heart – 6 weeks		Charanga units: Ho Ho Ho – 4 weeks Christmas – 3 weeks		Charanga units: I Wanna Play in a Band – 6 weeks		Charanga units: Zoo Time – 6 weeks		Charanga units: Reflect, Rewind and Replay – 6 Weeks		Charanga units: Friendship Song – 4/5 weeks		
<b>Computing</b>	<ul style="list-style-type: none"> <li>Coding – 5 weeks</li> <li>Online Safety – 2 weeks</li> </ul>		<ul style="list-style-type: none"> <li>Online Safety continued – 1 week</li> <li>Spreadsheets 4 weeks</li> <li>Questioning – 2 weeks</li> </ul>		<ul style="list-style-type: none"> <li>Questioning continued – 3 weeks</li> <li>Effective Searching – 3 weeks</li> </ul>		<ul style="list-style-type: none"> <li>Creating pictures – 5 weeks</li> </ul>		<ul style="list-style-type: none"> <li>Making Music – 3 weeks</li> <li>Revision</li> </ul>		<ul style="list-style-type: none"> <li>Presenting Ideas – 4 weeks</li> <li>Revision</li> </ul>		
<b>French</b>	Greetings, name, age and where you live		Classroom items, pencil case items and numbers 1-10		Describe items and countries around France		Weather and Days of the week		Numbers up to 20 Alphabet sounds		Begin colours		
<b>PE</b>	<ul style="list-style-type: none"> <li>Games – throwing, catching</li> </ul>		<ul style="list-style-type: none"> <li>Gymnastics</li> </ul>		<ul style="list-style-type: none"> <li>Dance</li> </ul>		<ul style="list-style-type: none"> <li>Tri-Golf</li> <li>Games – Kicking and controlling</li> </ul>		<ul style="list-style-type: none"> <li>Athletics</li> <li>Active Play</li> </ul>		<ul style="list-style-type: none"> <li>OAA</li> <li>Active Play</li> </ul>		

# Curriculum Recovery



In responding to the lost school time faced by many of our pupils over the past two years, we have made continuing provision across our Curriculum to aid continued learning by:

- Revisiting and consolidating key learning from their previous year's study.
- Teaching new concepts affected by previous school closures as part of new units visited in their current year group.
- Revising certain units of study taking into consideration potential lost learning (taking into consideration the difficulties with delivering our curriculum remotely).

As a school we believe that good recovery planning,

## DOES:

- Prioritise above all else the child's emotional well-being.
- Build progressively on children's prior learning.
- Take into consideration what children have learned – not what we expect them to have learned.
- Build in time for exploring, consolidating and revisiting key points of learning.
- Focus on short-term targets and ongoing review as well as having a view of the 'bigger picture'.
- Aim for security and confidence.

## DOES NOT:

- 'Cram' learning – which can lead to cognitive overload.
- Miss out 'chunks' of learning.
- Prioritise Core subjects to the ultimate detriment of Foundation curricula.
- Give undue weighting towards a particular assessment or test.

# Year 2 Autumn Targets



Taking into consideration ongoing assessment since the start of the Autumn Term, here are some general targets which would help the majority of the class to make continued progress in their core learning. Please help your child with their ongoing learning by focusing specifically on these areas in any additional home learning tasks they undertake.

## Spelling

- Continue practising spelling lists sent for homework each week- revisiting them regularly.
- Practise Year Two Common Exception words, which will be sent home for weekly spellings.

## Reading

- Continue to read each night- home readers, reading for pleasure books as well as a reading a range of other reading material- leaflets, menus, magazines, websites, instructions for games, etc.

## English:

- Punctuate each sentence with a capital letter at the beginning and a full stop at the end.
- Spell most key words correctly (from the Year 1 list)
- Begin to use different conjunctions to extend sentences e.g. but, and, then, because, so, when.

## Maths:

- Know number bonds to 10 off by heart (e.g. 7+3, 8+2, etc) Begin to apply this to related facts eg 17+3, 70+30, etc.
- Count confidently in 2s, 5s and 10s. Begin to count in 3s and 4s.
- Begin to know some facts from the 2, 5 and 10 times tables including some division facts.

# Important Information for Year 2:



## Homework

This year, homework will be set via eschools. All pupils will be given their own login details to access weekly messages with activities to be completed at home. Homework will usually be set on a **Thursday**. This will consist of at least one English task and one Maths task, plus weekly spellings, and may utilise a number of online services to which the school subscribes such as Numbots, Times Table Rockstars and Purple Mash. Homework does not need to be returned. It should be discussed with an adult at home. The class teacher can track engagement and progress on many of the online services used for home learning.

## PE

PE will take place every **Tuesday**. Children should come to school on their PE day in full PE kit which comprises:

- School PE t-shirt (yellow) or blue school polo shirt.
- School hoody, sweatshirt or cardigan.
- Plain tracksuit bottoms (ideally navy or black).
- Trainers.

Appropriate alternative sports kit may be worn occasionally if required (ie. Not simply a preference).

## Reading Routines

Reading folders will be given to every child. Please encourage your child to read regularly and bring their reading folder into school on the directed day for their reading group. Please fill out your child's reading diary throughout the week with examples of all the reading they undertake with you at home. Class teachers will check pupils' reading diaries and reward those pupils making particular effort with their reading. As per our Reading Policy, pupils will bring home up to three books: a Read, Write, Inc book linked to our phonics scheme and banded book – both which should be read with a 95% accuracy, and a shared reader for pleasure (this may be read to or with your child). Please ensure that your child takes good care of school resources at home.

## Spellings


The children will be tested each week on set spellings. All spellings follow the Year 1 & 2 Programme of Study and include revision of specific spelling patterns, as well as words

from the Word List. We would encourage children to use a wide range of spelling strategies in order to learn their weekly patterns and to tackle particular difficulties with important spellings. You may find some of these suggestions from our 'Spelling Menu' useful – in particular if your child struggles with the traditional 'look, cover, write, check' method, or makes regular errors in their writing in spite of doing well in weekly tests.



**Spelling Menu**

Try to use a range of strategies to practise your weekly spellings.

<p><u>Pyramid words</u></p> <p>s sp spe spel spell spelli spellin spelling</p>	<p><u>Word Parts</u></p> <p>Write your word in different colours to divide the word into syllables.</p> <p>caterpillar</p>	<p><u>Other Handed</u></p> <p>Write each word 5 times switching the hand you write with. Say the word as you spell it.</p> 	<p><u>Vowel Spotlight</u></p> <p>Write your words using one colour for the vowels and another for the consonants.</p> 
<p><u>Train words</u></p> <p>Write the entire list end-to-end as one long word. Write each word as a new colour.</p> <p>environmentstatementamazementdevelopment</p>	<p><u>Rainbow Writing</u></p> <p>Write your word out using a different colour for each letter.</p> 	<p><u>Writing Race</u></p> <p>Set a timer for 2 minutes. How many times can you write the word out in your best handwriting?</p> 	<p><u>Bubble Letters</u></p> <p>Write your spellings out in bubble writing.</p> 
<p><u>X Factor</u></p> <p>Write 2 words with one letter in common so that they cross through each other.</p> <p>cheese ad</p>	<p><u>Backwards Words</u></p> <p>Write each word forwards and then backwards.</p> <p>BACKWARDS</p>	<p><u>Spelling Scribble</u></p> <p>Draw a scribble and write your words as many times as you can in each section.</p> 	<p><u>Silly Sentences</u></p> <p>Write 3 or more silly sentences using as many of your spelling words as you can.</p> 
<p><u>X Factor</u></p> <p>Write 2 words with one letter in common so that they cross through each other.</p> <p>cheese ad</p>	<p><u>Words within words</u></p> <p>How many new words can you make using the letters from one of your spelling words?</p> <p>E.g. catch - Cat, hat, hatch, at</p>	<p><u>Words without vowels</u></p> <p>Write all of your words replacing your vowels with a dash. Go back and see if you can fill in the vowels.</p> <p>E.g. q--s t-- = question</p>	<p><u>Picture and Story</u></p> <p>Draw a picture defining each word. Write a sentence about your picture using the spelling word.</p> 
<p><u>Ransom Words</u></p> <p>Cut letters out of a newspaper or magazine to spell your words.</p> 	<p><u>Scrabble</u></p> <p>In a game of Scrabble, each letter is worth a number of points. Work out the total points for each word.</p> 	<p><u>ABC Order</u></p> <p>Write all of your spelling words in alphabetical order.</p> 	



# What's Special in Year 2:



## Phonics Check

Due to the missed Y1 Phonics Screening Check Summer 2021, pupils in Y2 will now undertake a screening check before the end of the Autumn Term. To remind you of the format, children will be challenged to read a mixture of 20 real words and 20 pseudo words, known as 'alien words'. This tests the ability of a child to decode phonetically plausible words by sounding out and blending.

Eg.

ger

(An alien word)



teacher

(A real word)

Currently, we are assessing pupils to see how well they have mastered the required phoneme-grapheme correspondences and will be supporting pupils who have yet reached the required standard with additional intervention in advance of the screening checks.

## KS1 SATs

Statutory end of KS1 Assessment, also known as SATs, are taken by all Year 2 children in May. These assessments help to inform teacher assessment. Teacher judgements are made using ongoing assessments throughout the year. These are the assessments:

- English Paper 1: combined reading and answer booklet.
- English Paper 2: reading booklet and reading answer booklet
- Mathematics Paper 1- arithmetic Test
- Mathematics Paper 2- reasoning Test
- There is no writing test, but this is still assessed by the teacher.

At the end of Year 2, Parents will receive teacher assessment information informing you whether your child has met the expectations of the Year 2.

# Weekly Timetable:

8:40-8:55	9:00-9:30	9:30-10:20	10:20-10:35	10:35-11:35	11:35-12:00	12:00-12:30	12:30-13:00	13:00-14:00	14:00-14:15	14:15-15:10	
<b>Monday</b>	Guided Reading	<u>Maths</u>	Break	English	Phonics and Spelling	Lunch (Hall)	Lunch Break	RE  <b>*Collective Worship 13:30</b>	Break	Science	Depart 15:10
<b>Tuesday</b>	Guided Reading	<u>Maths</u>		English	Phonics and Spelling			<b>Computing (RE – 13:00-14:00)</b>		PE (CD 14:00-15:10)	
<b>Wednesday</b>	Guided Reading	<u>Maths</u>		English	Phonics and Spelling			RE		History/Geography	
<b>Thursday</b>	Guided Reading	<u>Maths</u>		English	Phonics and Spelling			<b>13:50 – 14:35 French (AI)</b>		RE	
<b>Friday</b>	Guided Reading	<u>Maths</u>		English	Phonics and Spelling			Art/DT/Music		<b>*Celebration Assembly 14:30</b>	

Please note, the class timetable may change throughout the year to accommodate changes in staffing/curriculum etc.

## Remote Learning Curriculum

Though we remain hopeful that we will not face a full school closure this academic year, full – or more likely, partial – school closures cannot be ruled out within the climate of the current coronavirus pandemic.

All schools must now have a remote learning curriculum to ensure continuity in learning should children be unable to attend school for a period of time.

In the eventuality of pupils being asked to stay away from school for a period of time, the class teacher would continue to provide daily learning tasks to be undertaken at home which would:

- Amount to broadly the same number of hours 'learning' as a typical school day.
- Be supplemented with 'teaching' materials (eg. videos) to introduce new content.
- Provide feedback from teachers to support ongoing learning and progress.
- Utilise online platforms familiar to the children.
- Not be heavily reliant on printed materials.
- Seek to benefit from adult support provided at home.

Eschools is the learning platform which we will use to share all tasks, instructions and resources, to receive messages and work, and to respond to pupils. Please ensure that you and your child are confident using eschools, and that you contact school asap if you do not have access to an appropriate internet-ready device, and/or basic learning materials/stationary at home.

## How can I help my child at home?

There is a wealth on online material you can use to support your child's ongoing learning at home. Here are a few websites we would recommend to support parents in reinforcing key learning concepts with their child and provide useful home learning challenges.

### Free online resources:

- **White Rose Maths home learning resources** (<https://whiterosemaths.com/homelearning/>)  
White Rose is the Maths scheme we follow in school. These home learning videos and follow-up tasks demonstrate 'how' concepts are taught and explored in school. Particularly useful when your child is stuck with a concept or strategy at home. Follows our planning so that you can 'keep up' with sequences of learning and revisit key areas of learning with your child.
- **Oak National Academy** (<https://classroom.thenational.academy/>)  
Online resource with a wealth of 'home learning lessons' and activities. Good resource base for revision and continued home study.
- **BBC Bitesize** (<https://www.bbc.co.uk/bitesize/articles/zvqgsk7>)  
'Home learning' and 'catch-up lessons' grouped by topic. Easy to navigate learning objectives with useful explanation videos and follow up tasks and challenges to complete.
- **Phonics Play** (<https://www.phonicsplay.co.uk/>)  
Good free resource for consolidation and support around phonics.
- **Oxford Owl** (<https://home.oxfordowl.co.uk/>)  
Free ebooks for children aged 3-11.
- **Top Marks** (<https://www.topmarks.co.uk/>)  
Free learning games and resources in a range of subject areas.
- **Gateshead Libraries Borrowbox** (<https://capitadiscovery.co.uk/gateshead/>)  
Free membership with unlimited borrowing of a range of ebook and audiobook titles.

## Username and password provided by school:

- **Times Table Rockstars**

(<https://play.trockstars.com/auth/school/student/19730>)

Multiplication table challenges; very effective way of learning multiplication and division facts for rapid recall.

- **Numbots** (<https://play.numbots.com/#/account/school-login/19730>)

Linked to TTRS (same username and password); challenges designed for quick recall of addition and subtraction facts.

- **Purple Mash** (<https://www.purplemash.com/sch/stmarysne16>)

Comprehensive resource base for all kinds of learning activities for many different subject areas. Especially good for Computing and ICT.

## RE:

This term, within our 'Come and See' Curriculum, we will be studying the three themes of Domestic Church (Family), Baptism and Confirmation (Belonging) and Advent and Christmas (Loving). Each class will approach the themes through different topics. The children will also spend a week studying Judaism.

### Whole-School Curriculum Overview ('Come and See') – Autumn Term

#### DOMESTIC CHURCH – FAMILY

Early Years	MYSELF - God knows and loves each one
Year 1	FAMILIES - God's love and care for every family
Year 2	BEGINNINGS - God is present in every beginning
Year 3	HOMES - God's vision for every family
Year 4	PEOPLE - The family of God in Scripture
Year 5	OURSELVES - Created in the image and likeness of God
Year 6	LOVING - God who never stops loving

#### SUGGESTIONS FOR HOME ACTIVITIES

Make a collage using family photographs of all the significant family members—grandparents, parents, children, aunts, uncles etc. who show God's love.

Write underneath it "We show God's love to one another."

Include those who have died.

#### JUDAISM

Pupils will study various aspects of Judaism for one week. Ask them what they have been learning about.

#### BAPTISM AND CONFIRMATION - BELONGING

Early Years	WELCOME - Baptism: a welcome to God's family
Year 1	BELONGING - Baptism: an invitation to belong to God's family
Year 2	SIGNS AND SYMBOLS - Signs and symbols in Baptism
Year 3	PROMISES - Promises made at Baptism
Year 4	CALLED - Confirmation: a call to witness
Year 5	LIFE CHOICES - Marriage, commitment and service
Year 6	VOCATION AND COMMITMENT - The vocation of priesthood and religious life

#### SUGGESTIONS FOR HOME ACTIVITIES

Talk to someone who has been to a Baptism and/or Confirmation about their memories of this celebration.

#### ADVENT/CHRISTMAS - LOVING

Early Years	BIRTHDAY - Looking forward to Jesus' birthday
Year 1	WAITING - Advent: a time to look forward to Christmas
Year 2	PREPARATIONS - Advent: preparing to celebrate Christmas
Year 3	VISITORS - waiting for the coming of Jesus
Year 4	GIFT - God's gift of love and friendship in Jesus
Year 5	HOPE - Advent: waiting in the joyful hope for Jesus, the promised one
Year 6	EXPECTATIONS - Jesus born to show God to the world

#### SUGGESTIONS FOR HOME ACTIVITIES

Discuss with the children how your family welcomes visitors to your home.

Find out about some Christian symbols for Advent e.g. Advent wreath, calendar, Jesse tree.

Use the CAFOD or Missio websites to get a religious Advent calendar.

## Important Dates in the Church:

### **ALL SAINTS**

(1 November)

We celebrate the lives of special and ordinary people who have responded to God's invitation to love.

### **THE COMMEMORATION OF ALL THE FAITHFUL DEPARTED (ALL SOULS)**

(2 November)

Today and throughout the rest of November we pray for those who have died. Eternal rest grant unto them, O Lord, and let perpetual light shine upon them. May they rest in peace. Amen.

### **OUR LORD JESUS CHRIST, UNIVERSAL KING**

(25 November)

### **ADVENT**

(Begins 1 December)

Advent means 'coming'. We think of the coming of Jesus when he was born but we also think of his promise that he would come again at the end of time. It is a time of waiting and preparing. It is only in the last week of Advent that we focus upon the events to be celebrated at Christmas.

### **THE IMMACULATE CONCEPTION OF THE BLESSED VIRGIN MARY**

(8 December)

This feast marks the first stage of the existence of Mary, the mother of Jesus. She was 'full of grace' from the very beginning and co-operated with God throughout her life.

### **CHRISTMAS DAY, THE NATIVITY OF THE LORD**

(25 December)

On this day we begin our celebration of the birth of Christ.

### **THE HOLY FAMILY OF JESUS, MARY AND JOSEPH**

(30 December)

## Term Dates:

2020-21

	START	END	HALF-TERM
<b>AUTUMN</b>	6.09.21	17.12.21	25.10.21-28.10.21
<i>INSET</i>	06.09.21		
<b>SPRING</b>	04.01.22	08.04.22	21.02.22- 25.02.22
<i>INSET</i>			
<b>SUMMER</b>	25.04.22	22.07.22	30.05.22-03.06.22
<i>INSET</i>			

### Dates for the Diary

Due to the current situation regarding national and local restrictions in place to protect against the spread of COVID-19, events and activities for the upcoming term are under constant review. Please continue to check the weekly News Bulletin for updates.