



St. Peter's
Catholic Primary School

Language

Key Stage 2, Year B, Spring Term 2

6 weeks



We put Jesus at the heart of everything that we do.

special kind unique inventive
generous awesome gentleness
purity helpful good positive
expressive enjoyable caring
adventurous bouncy zingy
fun truth colourful superb
confident polite compassion
friendly enthusiastic marvellous
comforting nice remarkable
happy magnificent great
meaningful forgiveness
exceptional joy wonderful
interesting creative hopeful
incredible spectacular
original brilliant peace
lovely service outstanding
dynamic amazing
dignity fabulous impressive
beautiful sacrifice
glorious fantastic tolerance
exciting terrific delicious
integrity cool considerate
phenomenal laughing funny
sharing humility loving
energetic smiling captivating
justice encouraging mercy
gracious faithful important
supporting delightful thankful
hard-working tremendous



St. Peter's
Catholic Primary School

The aims of our curriculum:

- We aim to be like Jesus the teacher, where all children learn to be good, inquisitive learners, capable of making our world a better place. Like Jesus our shepherd, no child will be left behind.
- We want our children to know more and remember more
- We aim to provide our children with a broad curriculum, rich with cultural capital.
- We aim to teach what is required from the National Curriculum as a minimum.
- We aim to create a curriculum that is teachable, clear and practical where possible.
- We want all of our children to progress so that they can tell us about their own progression in learning.
- We want our children to be able to tell us why they are learning what they are learning.

“All of them were filled with the Holy Spirit and began to speak in other tongues as the Spirit enabled them.” Acts 2:4

Our Curriculum Drivers:

Catholic Social Teaching

Family and Community

St. Peter's is a vibrant and diverse community that is home to people from around the world.

Use language to create Welcome leaflets for people from around the world, whose first language may not be English.

Be creative about how you choose to communicate and what you may need to say to people who are new to our school, community and country.

Our Resilience

Develop confidence

As a class, create a class assembly on MacBeth, where the class retell the story, act parts out and everyone has a speaking role.

Perform to parents and/or the school

Develop confidence

Our Community

We will visit Arden House and tell the residents the stories we have learned.

We will use talk for writing to help us to remember our stories. We will use sign and actions to help us to communicate visually as well as audibly.

Our Environment

We will audit our school environment to see what is working well and what could be improved (regarding the taking care of our common home).

We will email our findings and suggestions to Mrs. Sharman.

Diversity and inclusion

We are going to learn to sign in sign language.

We are going to learn basic signs to help us to communicate to deaf people.

Language:

As historians, we will:

Study the development of language throughout British history, looking at:

- The Stone Age
- The Iron Age
- The Anglo-Saxons
- The locality of our school from Viking times to the present day
- The Bronze Age
- The Roman invasion of Britain
- The Vikings

Study the language in some ancient civilisations looking at:

- The Sumer
- The Shang Dynasty
- Ancient Greece
- The Maya
- The Indus Valley
- Ancient Egypt
- Early Baghdad
- The Benin Empire

We will begin by exploring the different languages spoken throughout multi-cultural Britain today, including regional dialects. We will also explore the range of languages we have experienced first hand.

We will then explore how storytellers have passed on information for centuries, sometimes through the spoken word and sometimes in writing. We will discover how people have worked together, communicating through signals and gestures, and later, words, in order to build complicated structures and materials. We will discover how, in the Iron Age, travelling poets would pass on stories and poetry, how the Celts began to write things down, how the Romans loved theatre and began to write – without punctuation! We will read parts of Anglo-Saxon stories such as Beowulf. We will explore early writing implements and ancient alphabets such as the Runic and Latin alphabets, Egyptian hieroglyphics, pictographic writing of the Shan Dynasty and the Phonetian alphabet of the Ancient Greeks. We will explore early Islamic stories such as the One Thousand and One Nights and Sinbad the Sailor. We will look at the folded picture books of the Mayans which were called codices and discover how only a few now remain.

We will study the various ways language has developed since CE1066 and will look at some parts of classic plays, such as Macbeth by William Shakespeare, to see how language has changed since the time of Queen Elizabeth I.

As writers we will:

- Write stories that contain mythical, legendary or historical characters or events
- Write stories of adventure based on events in history
- Write non-chronological reports
- Present information in a variety of ways to inform audiences of our findings
- Tell stories to an audience

As mathematicians we will:

- Calculate the passing of time

As artists we will:

- Draw and paint images of some of the most interesting picture – and script-based languages
- Make our own paper to use to present our own stories and information

As scientists we will:

- **Investigate sound and hearing, and how this sense is essential to communication.** This concept involves understanding how sound is produced, how it travels and how it is heard.
- *Observe and name a variety of sources of sound, noticing that we hear with our ears.*
- Identify how sounds are made, associating some of them with something vibrating.
- Recognise that vibrations from sounds travel through a medium to the ear.

