
















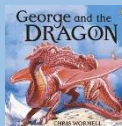
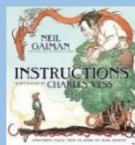

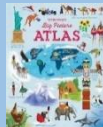





St. Wilfrid's CE Primary Academy Curriculum Overview 2025-2026

Year 2



| <u>Term:</u> | <u>Autumn Term 1</u> | <u>Autumn Term 2</u> | <u>Spring Term 1</u> | <u>Spring Term 2</u> | <u>Summer Term 1</u> | <u>Summer Term 2</u> |
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| <u>Focus Theme:</u> | Island Adventures | Planet Protectors | All Aboard! | Fantastical Tales | Animal Detectives | |
| <u>Focus Theme Summary</u> | <i>'Island Adventures' combines geography and art as children explore the theme "Where in the world have you been?" Through the focus text 'Katie Morag's Island Stories' by Mairi Hedderwick, children learn about life on a remote island, gaining insights into different geographical features and cultures. In art, they create collages of sea creatures, blending creativity with their understanding of marine life. As part of their home learning project, children build island models, bringing their knowledge of islands to life. A visit to the Sea Life Centre further enhances their learning, allowing them to observe sea creatures up close and deepen their connection to the topic.</i> | <i>"Planet Protectors" encourages children to explore geography and science through the lens of environmental stewardship. Linked to the Geography theme "Where in the world have you been?" and the study of everyday materials in science, children learn about the importance of sustainable practices. The focus text 'Dear Earth' by Isabel Otter, inspires them to think critically about protecting the planet. Through discussions and activities, children consider the impact of human actions on the environment. A visit to the Sea Life Centre further emphasises the importance of conservation, giving them a real-world perspective on the marine ecosystems they aim to protect.</i> | <i>'All Aboard!' takes children on a journey through the history of transport, focusing on events beyond living memory. Linked to Design Technology, children explore and use mechanisms like wheels and axles by designing and building moving vehicles. The focus text 'The Boy Who Biked the World' by Alistair Humphreys inspires them with stories of adventure and exploration. A visit from a spaceman brings the wonders of space travel to life, while a Transport Through the Ages workshop allows children to explore the evolution of different modes of transport, deepening their understanding of how innovation has shaped the world.</i> | <i>'Fantastical Tales' merges creativity with storytelling as children delve into an art unit on drawing and painting, inspired by the artist Paolo Uccello and his depictions of dragons. Using the focus text 'The Dragon Machine' by Helen Ward, along with other fantasy stories, children explore the enchanting world of mythical creatures. In art, they learn techniques to bring these fantastical scenes to life. For their home learning project, children design a warning poster about dragons on the loose, combining their artistic skills and imaginations.</i> | <i>'Animal Detectives' immerses children in the study of animals and their habitats, focusing on life cycles and the diversity of living things. Through a comparison of a non-European locality, such as Kenya, children explore different ecosystems and the animals that inhabit them. The focus text The Owl Who Was Afraid of the Dark by Jill Tomlinson guides their understanding of nocturnal animals and their behaviours. In addition, The Gorilla Who Wanted to Grow Up, also by Jill Tomlinson, supports children's exploration of animal development and independence. This heart-warming story of a young gorilla learning to grow up encourages children to reflect on how animals (and humans) change as they grow and the challenges they may face along the way. An owl and bird of prey workshop provides a hands-on experience, bringing the subject to life, followed by a visit to Martin Mere, where children can observe a variety of birds and other creatures in their natural habitats, deepening their connection to the natural world.</i> | |
| <u>Hook:</u> | Postcard from Isle of Strau | Images of Pollution and a letter from Wigan Council about litter | Spaceman Visit to school | Dragon visits the classroom | Owl and Birds of prey visitor | |
| <u>Home Learning Project</u> | Island model | Litter pick activity and photo | Research and Design Project: a mode of transport | Make a warning poster about dragons on the loose | Animal fact file or Animal Model | |
| <u>Showcase</u> | Curriculum Presentation | Read Persuasive Speeches to Year 1 | Art/DT Exhibition | | Perform poems to Reception Children | |
| <u>Focus Theme Enrichment</u> | Blue Planet Aquarium | | Transport and Travel through the Ages workshop | | Martin Mere | |

| Subject Area: | Autumn Term | | Spring Term | | Summer Term | |
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| Focus Reading Text: | <p>‘Katie Morag’s Island Stories’ by Mairi Hedderwick</p>  <p>Something Fishy (Literacy Shed)</p>  | <p>Dear Earth by Isabel Otter</p>  | <p>‘The Boy who Biked the World’ by Alastair Humphreys</p>  | <p>The Dragon Machine by Helen Ward</p>  | <p>‘The Owl Who Was Afraid of The Dark’ by Jill Tomlinson</p>  | <p>The Gorilla Who Wanted to Grow Up by Jill Tomlinson</p>  |
| English Poetry | <p>Read, Analyse and Compose - Poetic forms and device: Acrostic</p> | <p>Read and Analyse - Narrative: Lucky Pebble by Amy Ludwig VanDerwater</p> | <p>Read, Analyse and Recite: The Moon by Robert Louis Stevenson</p> | <p>Read, Analyse and Recite: Child’s Song in Spring by E. Nesbit</p> | <p>Read and Analyse - Classic: Nature Trail by Benjamin Zephaniah</p> | <p>Read, Analyse and Compose: The Sound Collector by Roger McGough</p> |
| English Writing Focus: | <p>(NF) Baseline: Letter Post Card holiday</p> <p>(N) Literary description: Character of Granny Island</p> <p>(N) Narrative: Own version of Something fishy including a setting description</p> <p>(P) Acrostic poem: Island life</p> | <p>(NF) Persuasive speech: speech encouraging the public to look after the environment (<i>informal</i>)</p> <p>(NF) Letter: Plastic Pollution Government (formal)</p> <p>(NF) Informative leaflet: How to protect the environment (<i>formal</i>)</p> | <p>(NF) Diary Recount: Tom - The Boy Who Biked the World</p> <p>(NF) Fact file: being an astronaut</p> <p>(N) Narrative: A story opening, planning a journey</p> | <p>(N) Narrative: Fantasy guidebook based on Instructions</p> <p>(NF) Book review: The Dragon Machine</p> <p>(N) Narrative: Own version dragon story</p> | <p>(NF) Non-Chronological Report: Owls</p> <p>(N) Narrative: Plop’s first flight (1st person)</p> <p>(NF) Instructions: How to make a fruit salad animal</p> | <p>(NF) Persuasive Poster: Save the Gorillas!</p> <p>(P): Poetry: Own version of the idea of a sound collector</p> |
| End-of-Day Enjoyment (text suggestions linked to all termly curriculum subjects) | <p>Above and Below: Sea and Shore by Harriet Evans & Hannah Bailey</p>  <p>The Lighthouse Keepers Cat by Ronda & David Armitage</p>  | <p>Clean up by Nathan Bryon and Dapo Adeola</p>  <p>Greta and the Giants: by Zoë Tucker</p>  <p>One Plastic Bag by Miranda Paul</p>  | <p>Journey by Aaron Becker</p>  <p>Astro Girl by Ken Wilson-Max</p>  <p>Amelia Earhart By Isabel Sanchez Vegara</p>  | <p>George and the Dragon by Christopher Wormell</p>  <p>Instructions by Neil Gaiman</p>  | <p>Weird and Wonderful Extinct Animals by Cristina Banfi</p>  <p>Big Picture Atlas by Emily Bone & Daniel Taylor</p>  | <p>The Journey Home by Frann Preston-Gannon</p>  <p>The Lost Species by Jess French and Daniel Long</p>  <p>Yeti and the Bird by Nadia Shireen</p>  |

| <u>Subject Area:</u> | <u>Autumn Term</u> | | <u>Spring Term</u> | | <u>Summer Term</u> | |
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| <u>Mathematics</u> | Number - Number and Place Value Number -Addition and Subtraction | Number – Multiplication and Division Number – Fractions Measurement Geometry – Properties of shapes | Geometry – Properties of shapes Number - Number and Place Value Measurement Number – Multiplication and Division | Number -Addition and Subtraction Number – Fractions Number – Multiplication and Division Geometry – Position and Direction Statistics | Number - Number and Place Value Number -Addition and Subtraction Measurement Number – Multiplication and Division Geometry | Number – Multiplication and Division Measurement Number -Addition and Subtraction Number – Fractions |
| <u>RE</u> | The Bible: Why is it such a special book? <i>Links to World Faiths:</i> Do people of all world faiths have holy books? | Christmas: Why was the birth of Jesus such good news? | Jesus: Why did Jesus welcome everyone? | Easter: How do symbols help us to understand the Easter story? | Ascension and Pentecost: What happened at the Ascension and Pentecost? | The Church: Why is the Church a special place for Christians? <i>Links to World Faiths:</i> Why are holy buildings important to people of faith? |
| <u>Computing</u> | Key skills Digital Content Purple Mash | Algorithms Purple Mash | Technology Beyond the school Purple Mash Internet communication Purple Mash | Creating and Presenting Data | Spreadsheets | Digital Art Purple Mash Creating Music Purple Mash |
| <u>Science</u> | Uses of everyday materials | | Plants | | Animals, including Humans Life cycles of animals and Healthy Eating | Living things and their Habitats |
| <u>History</u> | Changes within Living Memory & Significant historical event, people and places in locality Mining in Standish | | Events beyond Living Memory Transport | | Lives of significant individuals Florence Nightingale and other Famous Nurses | |
| <u>Geography</u> | Where in the World have you been? (Human and Physical Geography, Geographical Skills and Fieldwork) | | | | Comparison of a Non-European Locality: Kenya (Location Knowledge and Place Knowledge) | |

| <u>Subject Area:</u> | <u>Autumn Term</u> | | <u>Spring Term</u> | | <u>Summer Term</u> | |
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| <u>Art and Design</u> | Artist and Architect – Gaudi Collage – Sea Creature Mosaic | | Artist – Paulo Uccello Drawing and Painting – Dragons | | Artist – Pavitra Eshwar Textiles – Wall hanging | |
| <u>Design and Technology</u> | Puppets (Joining – simple sewing stitch) | | Moving Vehicles (Explore and use mechanisms –wheels and axles) | | A Healthy Dish (Cooking and Nutrition Topic) | |
| <u>Physical Education</u> | Fundamental Movement Skills Dance Swimming | Invasion Games Dance Swimming | Athletics Swimming | Gymnastics Swimming | Racket and ball games Swimming | Striking and fielding Swimming |
| <u>Music</u> | Exploring Pulse and Rhythm | Performing | What’s That Sound? Timbre | Pitch Recorders | Structure Recorders | Rehearsing and performing |
| <u>PSHE</u> | Being Me and Building Friendships | Keeping Safe and Being Kind: Understanding Myself and Others | Understanding Ourselves, Our Families, and Our Feelings | Taking Care of Me: Staying Healthy and Safe | Using the Internet Safely and Respectfully | Everyday Choices: Caring, Money, and Staying Safe Online |

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| Spirituality | <p>At St. Wilfrid’s, we believe spirituality is within everyone; we are all created in the image of God and valued for who we are. Spirituality is about how we connect with ourselves, others, the world around us, and with God through love. We nurture spiritual development through daily collective worship, our curriculum, reflection, creativity, and by living out our Christian Values. Through worship, children experience opportunities such as singing, prayer, stillness, and reflection, helping them to flourish and live life in all its fullness. (John 10:10).</p> | | | |
| | <p><i>The Year 2 curriculum nurtures self-spirituality by encouraging children to reflect on their own feelings, experiences, and aspirations while developing a personal connection to Christian concepts and stories. Lessons foster introspection, empathy, and self-expression, validating children as individuals and supporting them in forming their own understanding of faith and values.</i></p> <p><i>Children engage with activities that invite them to explore their personal world, such as discussing their favourite or special books and most treasured possessions, before linking these ideas to why the Bible is considered special to Christians. In the Christmas unit, they reflect on their own experiences of receiving or sharing good news, while in Jesus as a Friend they explore how friendship, inclusion, rejection, and healing relate to their own lives. In the Ascension and Pentecost unit, they reflect on their feelings about saying goodbye and creatively express the story through dance, music, painting, acting, and creating their own symbols for the Holy Spirit.</i></p> <p><i>The curriculum also promotes personal agency and responsibility. Through the story of Mary Jones, children consider the effort she made to obtain a Bible and reflect on ways they can make a difference in their own lives. They explore the work of Christian charities, brainstorm how they could share the good news at Christmas, and discuss how actions reflect beliefs.</i></p> <p>Dear Earth places a strong emphasis on identity, aspirations, and dreams for the future. Children share places they would like to explore, write about their goals, and pin their aspirations to a world map before composing letters to the Earth that celebrate their hopes and future ambitions. These activities explicitly validate each child’s unique individuality and potential. Island Adventures topic allows them to reflect on their own travel experiences or desired destinations, while creating collages and island models that express their understanding of the theme.</p> <p>Through Planet Protectors, children consider how their individual actions can contribute to caring for the environment, and in All Aboard! they imagine journeys they might like to take and explore how transport has shaped their own world. Fantastical Tales provides opportunities for creative self-expression through the creation of dragons and imaginative warning posters, while Animal Detectives encourages children to make connections between the life cycles of animals and their own growth and development.</p> <p>Creative arts are a strong feature in supporting personal spirituality. Opportunities for individuality are promoted through dance, music, and painting in the Pentecost unit, collage creation in Island Adventures, and drawing and painting inspired by The Dragon Machine in Fantastical Tales. Visits and workshops, such as the Sea Life Centre, Martin Mere provide moments of awe, wonder, and reflection, deepening children’s connection to the natural world and their sense of place within it.</p> | <p><i>Children are given time to consider how their uniqueness affects their feelings, how they build relationships, and how they respond to others and situations.</i></p> <p><i>Discussions help children understand their own internal landscape and, implicitly, their differences from others, which is foundational to understanding how their individual selves relate to and interact with the world and its people.</i></p> <p><i>Lessons directly address how individuals respond to various scenarios, acknowledging individual differences in emotional responses to external stimuli. This highlights individual agency and strategies for navigating situations based on their feelings of safety and encourages reflection on their decision-making process in social contexts.</i></p> <p><i>In the "Jesus, friend to everyone" unit, personal reflection on their own feelings of rejection and healing is used to help children empathise with characters like the Ten Lepers and understand the impact of Jesus’ actions. Children are encouraged to talk about their own experiences and feelings and respond sensitively to questions about their own and others’ experiences and feelings. By exploring their own spirituality and emotional landscape, they are better equipped to understand and relate to the feelings of others. The unit also prompts children to make links between a person’s behaviour and what that person believes, a skill that encourages thinking about the internal motivations that drive external behaviour.</i></p> <p><i>The unit on the Dead Sea Scrolls encourages perspective-taking by asking children to imagine being the boy who found them, what they would tell friends, why they think they were hidden, why they are important, and what they look like.</i></p> <p>"All Aboard!" promotes social skills, teamwork, and respect for others’ ideas through collaborative design tasks.</p> <p>"Fantastical Tales" encourages collaboration on imaginative projects, fostering listening and respect for each other’s ideas.</p> <p>"Animal Detectives" unit socially promotes cooperation and teamwork through shared learning experiences.</p> | <p><i>The Year 2 curriculum provides rich opportunities for children to develop a sense of World spirituality by fostering awe and wonder for the natural world, encouraging care for the environment, and helping them to recognise their place within a wider global context. Lessons and thematic units enable children to explore landscapes, wildlife, and ecosystems, while developing an understanding of the impact of human actions and their own potential to contribute positively to the planet.</i></p> <p><i>A key example is the Dear Earth literacy focus theme, which invites children to explore the world, articulate what they love most about it, and share where they would like to explore in the future. The theme begins by building a personal connection with the natural world as a foundation for environmental stewardship. Children discuss their favourite landscapes, observe images of different habitats, and record descriptive language to express their responses to these scenes. They research endangered animals, exploring issues such as hunting and deforestation, and consider what actions could heal and protect the Earth. These discussions lead to meaningful outcomes, including persuasive speeches and informative leaflets encouraging others to care for the planet. Through letter writing, children celebrate the beauty of the world, share their dreams and aspirations for exploration, and express their personal commitment to environmental protection.</i></p> <p><i>Similarly, Planet Protectors integrates geography and science to develop an understanding of sustainable practices. Children are encouraged to think critically about the impact of human actions and to explore practical ways they can contribute to conservation. A visit to the Sea Life Centre reinforces this by allowing children to witness marine ecosystems first-hand and to reflect on their responsibility for the natural environment.</i></p> <p><i>The Island Adventures focus theme builds children’s geographical awareness by asking them to reflect on the question, “Where in the world have you been?” Through the focus text Katie Morag’s Island Stories by Mairi Hedderwick, children explore life on a remote island, gaining insights into different cultures and geographical features. Art and home learning projects, including the creation of sea creature collages and island models, encourage them to visualise and express their connection with island environments.</i></p> <p><i>Visits and experiences throughout the curriculum further enhance World spirituality by providing moments of awe, wonder, and real-world connection. The owl and bird of prey workshop, alongside the visit to Martin Mere, offers opportunities to observe living creatures up close, deepening their appreciation of biodiversity and habitats. Through these experiences, the Year 2 curriculum nurtures children’s sense of belonging to a wider world, helps them develop empathy for the planet and its living creatures, and encourages them to see themselves as capable of making a positive difference to the environment and global community.</i></p> | <p><i>The Year 2 curriculum provides a strong foundation for developing Beyond spirituality by encouraging children to explore abstract concepts, big questions, and the mystery of faith. Lessons and units invite them to engage with ideas that go beyond the tangible, fostering curiosity about God’s nature, the meaning of religious events, and the impact of spiritual beliefs on people’s lives.</i></p> <p><i>In the Ascension and Pentecost unit, children are prompted to reflect on the belief that Jesus is always with them and to consider how the wind of the Holy Spirit changed the disciples and continues to influence people today. This introduces them to the concept of the Holy Spirit as an unseen, transformative force, helping them to make sense of how a spiritual presence might be experienced in everyday life. They also discuss their ideas of heaven, offering a space to articulate personal thoughts about life beyond the physical world.</i></p> <p><i>The curriculum actively supports children in seeking meaning in religious stories and events. For example, in the Christmas story, children discuss the shepherds’ reaction to the news of Jesus’ birth and are challenged with the question, “Why did God choose to tell the shepherds this good news?” This encourages reflection on God’s intentions and actions within the story. They also explore why proclaiming Jesus’ life story as “good news” makes a difference compared to simply calling it a story, deepening their understanding of the significance of this narrative for Christians.</i></p> <p><i>The Jesus, friend to everyone unit focuses on exploring the identity and behaviour of Jesus. Children ask and respond to questions such as “Why did Jesus welcome everyone?” and “What did Jesus want us to learn from his behaviour?” They reflect on what these stories reveal about Jesus’ character and how they connect to Christian beliefs, encouraging theological thinking at an age-appropriate level.</i></p> <p><i>Abstract and transcendent ideas are further explored as children discuss how Jesus can be with them always and how the Holy Spirit continues to guide Christians. They are encouraged to prepare their own questions to ask a member of clergy about the Bible’s use and its meaning for believers, giving them a direct opportunity to seek understanding from a religious authority. Throughout these discussions, children are often invited to begin their contributions with “I think...”, promoting personal reflection and an internal search for meaning.</i></p> <p><i>In exploring world faiths, children also learn about Sikh practices of prayer and the role of the Guru Granth Sahib, enabling them to reflect on the similarities and differences between spiritual traditions and how they express the divine. Overall, the Year 2 curriculum nurtures Beyond spirituality by enabling children to engage with big questions about life, existence, and belief, to reflect on intangible ideas such as the Holy Spirit and heaven, and to develop their capacity to find meaning in religious narratives and practices.</i></p> |

| Subject Area: | Autumn Term | Spring Term | Summer Term | |
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| SMSC | Our Year 2 Curriculum promotes children’s Spiritual, Moral, Social and Cultural Development, ensuring that they are prepared to be reflective about and responsible for their actions as good citizens. | | | |
| | <p><i>‘Island Adventures’</i> <i>supports Spiritual development by fostering a sense of wonder about the natural world, particularly through studying sea life and exploring the uniqueness of island habitats. The visit to the Sea Life Centre provides opportunities for awe, curiosity, and reflection. Moral development is encouraged through discussions about environmental responsibility and the importance of protecting marine ecosystems. As children explore island life in different contexts, they deepen their understanding of how geography influences culture and lifestyle, especially in comparison to their own experiences.</i></p> | <p><i>‘Planet Protectors’</i> <i>encourages children to reflect on the beauty and wonder of the natural world, developing a sense of awe and responsibility for the planet. Moral development arises through discussions about the consequences of human actions on the environment, helping children distinguish right from wrong and consider ethical choices, such as reducing plastic use or recycling. Cultural development is supported as children learn about global environmental challenges and how different communities around the world are affected and respond, fostering appreciation for diversity and interdependence.</i></p> | <p><i>‘All Aboard!’</i> <i>encourages children to reflect on how transport has transformed lives and societies over time. They explore human creativity, perseverance, and ambition through historical innovations and inspirational journeys. The exploration of space travel sparks awe and wonder, while discussions about global travel and communication foster appreciation for cultural diversity and shared human progress. Collaborative design tasks promote social skills, teamwork, and respect for others’ ideas.</i></p> | <p><i>‘Fantastical Tales’</i> <i>encourages children to use their imagination, creativity, and sense of wonder through storytelling and art. Spiritually, children reflect on the power of stories and the meaning behind mythical creatures. Morally, they consider themes of bravery, kindness, and responsibility often found in fantasy tales. Socially, they collaborate on imaginative projects, listening to and respecting each other’s ideas. Culturally, they explore traditional tales and mythical creatures from different cultures, developing an appreciation for diverse beliefs and storytelling traditions.</i></p> |

| Subject Area: | Autumn Term | Spring Term | Summer Term | |
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| EDIJ | Our Year 1 Curriculum actively fosters Equity, Diversity, Inclusion and Justice, (EDIJ) by celebrating differences, promoting fairness, encouraging empathy, and ensuring every child feels valued and respected, laying the foundation for a compassionate and inclusive society. | | | |
| | <p><i>‘Island Adventures’</i> supports Equity and Inclusion by encouraging all children to share their own experiences of travel, family origins, or cultural links to different places, fostering a sense of belonging and respect for diverse backgrounds. Through the study of Katie Morag’s <i>Island Stories</i>, pupils explore a culture different from their own, promoting Diversity awareness and helping them understand that communities can thrive in a variety of environments and settings. Discussions around island life provide opportunities to challenge stereotypes and broaden children’s understanding of family structures, traditions, and ways of life that may differ from their own, helping build empathy and global awareness.</p> | <p><i>‘Planet Protectors’</i> promotes Equity and Justice by empowering all children to understand their shared responsibility in caring for the Earth, regardless of background or ability. Through the text <i>Dear Earth</i> and accompanying discussions, children explore the global impact of environmental issues, developing awareness of how climate change and pollution often disproportionately affect less advantaged communities. This encourages empathy, fairness, and a deeper understanding of global inequality. The unit also fosters Inclusion by valuing every child’s ideas and actions towards sustainability, promoting a sense of agency and shared purpose. Celebrating diverse voices in environmental activism (such as indigenous communities or young global campaigners) highlights Diversity and the importance of listening to a wide range of perspectives in protecting our planet.</p> | <p><i>‘All Aboard!’</i> showcases diverse global journeys and experiences through <i>The Boy Who Biked the World</i>, helping children understand different cultures and communities. The celebration of inventors and pioneers from various backgrounds reinforces the idea that innovation is universal and not limited by gender, race, or nationality. Collaborative projects and hands-on tasks promote inclusion by valuing everyone’s contributions, encouraging empathy, respect, and a shared sense of achievement.</p> | <p><i>‘Fantastical Tales’</i> encourages children to explore a wide range of mythical creatures and stories from different cultures, broadening their understanding of global folklore and traditions. Through creative expression, all children are given a voice to share their unique ideas, fostering an inclusive environment that celebrates imagination and individuality. The focus on collaborative projects like designing warning posters also promotes teamwork, respect for others’ perspectives, and equal opportunities to contribute creatively.</p> |

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| <p><u>Fundamental British Values</u></p> | <p>Our Year 2 Curriculum actively promotes the Fundamental British Values of <i>democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith</i>, in order to prepare children for life in Modern Britain.</p> <div> <div> <p><i>'Island Adventures'</i> promotes Mutual Respect and Tolerance as children explore different ways of life, cultures, and communities through the lens of island living in Katie Morag's Island Stories. By comparing island life to their own, children develop empathy and appreciation for diversity. The Sea Life Centre visit encourages responsibility and care for the environment and living creatures, reinforcing the Rule of Law in terms of conservation and ethical treatment of wildlife.</p> </div> <div> <p><i>'Planet Protectors'</i> encourages children to share their ideas on how to protect the planet, engage in class discussions, and make decisions collaboratively, such as deciding on eco-friendly classroom actions or pledges. Children learn about environmental rules, such as recycling regulations and conservation laws, and understand the reasons behind them and the consequences of not following them. Children learn that their actions impact the planet, fostering personal responsibility and informed choices. Exploring global environmental issues builds respect for others' lives, habitats, and beliefs affected by these changes.</p> </div> <div> <p><i>'All Aboard!'</i> encourages collaboration, decision-making, and respect for rules. Learning about transport safety and laws, past and present, helps them understand the importance of rules in society. The focus text <i>The Boy Who Biked the World</i> promotes individual liberty, inspiring children to explore their interests and ambitions. As they learn about global transport systems and the history of innovation, children develop mutual respect and tolerance for different cultures and contributions around the world.</p> </div> <div> <p><i>'Fantastical Tales'</i> encourages individual liberty through creative self-expression in both storytelling and art. Children show mutual respect by sharing and valuing each other's imaginative ideas and artistic interpretations. Through group discussions and collaborative work, they practise democracy by listening to different viewpoints and making joint decisions. The theme also promotes tolerance by exploring mythical tales from various cultures, helping children appreciate diverse traditions and beliefs.</p> </div> <div> <p><i>'Animal Detectives'</i> encourages children to show mutual respect and tolerance for all living things, recognising the importance of caring for animals and protecting diverse habitats. Through collaborative activities, such as the owl and bird of prey workshop and the visit to Martin Mere, children practise democracy by sharing ideas, listening to others, and working together. The focus texts explore emotions, challenges, and personal growth, promoting individual liberty as children reflect on their own feelings and development in a safe and supportive environment. The unit also fosters an understanding of the rule of law by highlighting the importance of protecting endangered species and respecting the natural world through responsible actions and choices.</p> </div> </div> | | |
| <p><u>Christian Values</u></p> | <p>Our Christian Values underpin all of our Curriculum at St. Wilfrid's: FAIR, FORGIVE, TRUST, HOPE, LOVE, JOY, COURAGE, KIND and PEACE.</p> | | |