



**St Mary's**  
Catholic Primary School and Nursery

**St Mary's Catholic Primary School Curriculum**  
**Year 2 Autumn 1**

**Main Themes:** Animals including humans/How was school different in the past?

**Cultural Capital/Enrichment:** Visitors who are former pupils of St. Mary's

**End Points**

By the end of this first half term, the children will have had the opportunity to explore and settle into their new environments. In RE, the children will have appreciated that God created them because he loved them, and that each person should thank God for the gifts of creation and help God look after the world. They will understand what it means to be chosen and begin to use new vocabulary such as: trust, faith, bravery and courage.

In English, the children will have learnt the story of Peter Rabbit and will have developed their use of using familiar and new punctuation correctly. They will also have had practice of using expanded noun phrases to describe and specify. Within maths, the children will have learnt all about numbers to 100. They will have focussed on counting, reading and writing numbers to 100 in numerals as well as counting in multiples of 2's, 5's and 10's. They will also be able to recognise the place value of each digit in a 2-digit number.

In Science, the children will have explored the theme of 'Taking Care', with a focus on animals, including humans. They will have a greater knowledge of how animals have offspring which grow into adults and will have found out about and described the basic needs of animals, including humans, for survival. In computing, the children will have learnt the functions of the 2Paint a Picture tool. Throughout the unit the children will have recreated different styles of impressionism art from the famous artists Monet, Degas and Renoir by exploring a range of tool and mark making techniques.

In PE, the children will have developed jumping and landing skills, including how to swing arms to help gain height and use them to help balance on landing. In Music, the children will have looked at the song Tony Chestnut and will be able to play the song's melody on a tuned percussion instrument and listen to, recognise, and play echoing phrases by ear.

In History, the children will have identified how school was different in the past, particularly the 1900's and be able to



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	<p>explain which era of schooling they would prefer. In Art the children will have used a range of materials creatively to design and make products. They will have used drawing, painting and sculpture to develop and share their ideas, experiences and imagination. In RHE, Created and Loved by God, the children will have learnt that we are unique, with individual gifts, talents and skills. They will know what constitutes a healthy lifestyle, including exercise, diet, sleep, and personal hygiene.</p>	
<b>Religious Education</b> <b>The Chosen People</b>	<p>In this topic the children will</p> <ul style="list-style-type: none"> <li>• Know that we are chosen (and gifted) by God</li> <li>• Think of ways we can thank God by helping others</li> <li>• Know that God chose Abraham and why</li> <li>• Think about how Abraham trusted God to guide him</li> <li>• Reflect on how we trust God</li> <li>• Know that God chose Moses to help his people</li> <li>• Reflect on how he helped his people</li> <li>• Understand that Daniel had to be brave and trust, have faith, in God</li> <li>• Think how important it is for us to trust in God</li> </ul>	
<b>English</b>	<b>Talk 4 Writing genres:</b> Peter Rabbit- Warning story How to catch a Vegetable thief- Instructions	<b>Class Read for pleasure Text:</b> The Owl who was Afraid of the Dark
<b>English - Reading</b> <b>Comprehension</b> <b>Skills/Word Reading</b>	<p>To accurately read most words of two or more syllables.</p> <p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>To reread these books to build up fluency and confidence in word reading.</p>	



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	<p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p> <p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p>
<b>English-Spoken Language Skills</b>	<p>To listen carefully and respond with increasing appropriateness to what has been said, e.g. make a helpful contribution when speaking in a small reading group.</p> <p>To attempt to follow instructions before seeking assistance.</p>
<b>English - Handwriting Skills</b>	<p>To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>To form lower case letters of the correct size, relative to one another.</p> <p>To use spacing between words that reflects the size of the letters.</p>
<b>English - Writing Spelling Skills</b>	<p>To segment spoken words into phonemes and to represent these with graphemes, spelling many of these words correctly and making phonically-plausible attempts at others.</p> <p>To spell most Y1 and Y2 common exception words correctly.</p> <p>To write, from memory, simple sentences dictated by the teacher</p>
<b>English - Writing Composition Skills</b>	<p>To write narratives about personal experiences and those of others (real and fictional)</p> <p>To write about real events.</p> <p>To write simple poetry.</p> <p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p> <p>To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary.</p> <p>To encapsulate what they want to say, sentence by sentence.</p>



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	To read aloud what they have written with appropriate intonation to make the meaning clear.	
<b>English - Writing VGP Skills</b>	<p>To use the full range of punctuation taught at key stage 1 mostly correctly including: capital letters, full stops, question marks and exclamation marks; commas to separate lists;</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p> <p>To using co-ordination (or/and/but).</p> <p>To use some subordination (when/if/ that/because).</p> <p>To use the present tense and the past tense mostly correctly and consistently</p>	
<b>Mathematics Skills</b>	<div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p><b><u>Place Value</u></b></p> <p>Step 1 Numbers to 20</p> <p>Step 2 Count objects to 100 by making 10s</p> <p>Step 3 Recognise tens and ones</p> <p>Step 4 Use a place value chart</p> <p>Step 5 Partition numbers to 100</p> <p>Step 6 Write numbers to 100 in words</p> <p>Step 7 Flexibly partition numbers to 100</p> <p>Step 8 Write numbers to 100 in expanded form</p> <p>Step 9 10s on the number line to 100</p> <p>Step 10 10s and 1s on the number line to 100</p> <p>Step 11 Estimate numbers on a number line</p> <p>Step 12 Compare objects</p> <p>Step 13 Compare numbers</p> <p>Step 14 Order objects and numbers</p> <p>Step 15 Count in 2s, 5s and 10s</p> <p>Step 16 Count in 3s</p> </div> <div style="width: 48%;"> <p><b><u>Addition and Subtraction</u></b></p> <p>Step 1 Bonds to 10</p> <p>Step 2 Fact families - bonds within 20</p> <p>Step 3 Related facts</p> <p>Step 4 Bonds to 100 (tens)</p> <p>Step 5 Add and subtract 1s</p> <p>Step 6 Add by making 10</p> <p>Step 7 Add three 1-digit numbers</p> <p>Step 8 Add to the next 10</p> <p>Step 9 Add across a 10</p> <p>Step 10 Subtract across 10</p> <p>Step 11 Subtract from a 10</p> <p>Step 12 Subtract a 1-digit number from a 2-digit number (across a 10)</p> <p>Step 13 10 more, 10 less</p> <p>Step 14 Add and subtract 10s</p> </div> </div>	



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<b>Science Knowledge</b> Animals Including Humans	<ul style="list-style-type: none"><li>• To notice that animals, including humans, have offspring which grow into adults.</li><li>• To find out about and describe the basic needs of animals, including humans, for survival.</li><li>• To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li></ul>
<b>Working Scientifically Skills</b>	<ul style="list-style-type: none"><li>• asking simple questions and recognising that they can be answered in different ways</li><li>• observing closely, using simple equipment</li><li>• performing simple tests</li><li>• identifying and classifying</li><li>• using their observations and ideas to suggest answers to questions</li><li>• gathering and recording data to help in answering questions</li></ul>
<b>Computing Knowledge</b> Purple Mash Unit Creating Pictures	<ul style="list-style-type: none"><li>• To know the common uses of information technology beyond school</li><li>• To know how to use technology purposefully</li></ul>
<b>Computing Skills</b>	<ul style="list-style-type: none"><li>• To learn the functions of the 2Paint a Picture tool.</li><li>• To learn about and recreate the Impressionist style of art (Monet, Degas, Renoir) &amp; pointillist artists such as Seurat;</li><li>• To learn about the work of Piet Mondrian and recreate the style using the lines template.</li><li>• To learn about the work of William Morris and recreate the style using the patterns template.</li></ul>
<b>PE Knowledge</b> <i>Unit 2- social</i>	<p><b>Jumping and Landing</b></p> <ul style="list-style-type: none"><li>• Swing arms to help gain height and use them to help balance on landing.</li><li>• Keep head up on landing.</li><li>• Bend knees on landing.</li></ul> <p><b>Seated</b></p> <ul style="list-style-type: none"><li>• Keep tummy tight (core muscles) and back straight.</li><li>• Use arms to help maintain balance.</li><li>• Keep head up and breathe throughout</li></ul>



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<p><b>PE Skills</b></p> <p><i>Unit 2- social</i></p>	<p><b>Jumping and Landing</b></p> <ul style="list-style-type: none"> <li>• Jump from 2 feet to 2 feet with 180° turn in either direction</li> <li>• Complete a tucked jump.</li> <li>• Complete a tucked jump with 180° turn in either direction</li> </ul> <p><b>Seated</b></p> <ul style="list-style-type: none"> <li>• Pick up a cone from one side and place it on the other side with same hand</li> <li>• Return it to the opposite side using the other hand</li> <li>• Sit in a dish shape and hold it for 5 seconds</li> </ul>	
<p><b>Music Knowledge</b></p> <p><b>Unit:</b> Tony Chestnut</p>	<p>Know how to:</p> <ul style="list-style-type: none"> <li>• Improvise rhythms along to a backing track using the note C or G.</li> <li>• Play the song's melody on a tuned percussion instrument.</li> <li>• Sing with good diction to emphasise word play.</li> <li>• Listen to, recognise, and play echoing phrases by ear.</li> </ul>	
<p><b>Music Skills</b></p>	<ul style="list-style-type: none"> <li>• Sing songs regularly with a pitch range of do-so (e.g. C-G) with increasing vocal control.</li> <li>• Sing songs with a small pitch range, pitching accurately.</li> <li>• Work with a partner to improvise simple question-and-answer phrases, to be sung and played on untuned percussion, creating a musical conversation.</li> <li>• Mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo.</li> <li>• Walk in time to the beat of a piece of music or song. Know the difference between left and right to support coordination and shared movement with others.</li> <li>• Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion.</li> <li>• Create rhythms using word phrases as a starting point.</li> </ul>	
	<p><b>National Curriculum</b></p> <p><b>End of key Stage 1/2</b></p> <p>Pupils should be able to:</p>	<p><b>Progression Statements Taken from Schemes of Work e.g., Kapow</b></p>
<p style="text-align: center;"><b>How was school different in the past?</b></p>		
<p><b>Key Concepts: Chronological Awareness, Change and Continuity, Cause and Consequence, Similarities and Differences, Sources of Evidence.</b></p>		



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<b>History Knowledge</b>	<p><i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i></p> <p><i>Significant historical events, people and places in their own locality</i></p> <ul style="list-style-type: none"> <li>• know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world</li> </ul>	<ul style="list-style-type: none"> <li>• To know a decade is ten years. Chronological awareness</li> <li>• To know that beyond living memory is more than 100 years ago.</li> <li>• To know that daily life has changed over time but that there are some similarities to life today.</li> <li>• To know that changes may come about because of improvements in technology.</li> <li>• To know that there are explanations for similarities and differences between children's lives now and in the past.</li> <li>• To know that we can find out about how places have changed by looking at maps.</li> <li>• To know that historians use evidence from sources to find out more about the past.</li> </ul>
<b>History Skills</b>	<ul style="list-style-type: none"> <li>• understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</li> <li>• understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising some things which have changed/stayed the same as the past.</li> <li>• Identifying simple reasons for changes.</li> <li>• Identifying similarities and difference between ways of life at different times.</li> <li>• Finding out about people, events and beliefs in society.</li> <li>• Making comparisons with their own lives.</li> <li>• Using artefacts, photographs and visits to museums to ask and answer questions about the past.</li> <li>• Making simple observations about a source or artefact.</li> <li>• Using sources to show an understanding of historical concepts (see above).</li> <li>• Recognising different ways in which the past is represented (including eye-witness accounts).</li> </ul>



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	<p>have been constructed</p> <ul style="list-style-type: none"> <li>gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.</li> </ul>	<ul style="list-style-type: none"> <li>Comparing pictures or photographs of people or events in the past. Developing their own interpretations from photographs and written sources.</li> <li>Asking a range of questions about stories, events and people.</li> <li>Understanding the importance of historically-valid questions.</li> <li>Understanding how we use books and sources to find out about the past.</li> <li>Using a source to answer questions about the past.</li> <li>Evaluating the usefulness of sources to a historical enquiry.</li> <li>Selecting information from a source to answer a question</li> <li>Making links and connections across a unit of study</li> <li>Making simple conclusions about a question using evidence to support.</li> <li>Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).</li> <li>Using relevant vocabulary in answers.</li> <li>Describing past events and people by drawing or writing.</li> <li>Expressing a personal response to a historical story or event through discussion, drawing or writing.</li> </ul>
<p><b>Art Knowledge</b></p> <p><b>Painting and Mixed Media – Life in Colour</b></p>	<ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products.</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.</li> <li>To develop a wide range of art and design techniques in using colour, pattern,</li> </ul>	<ul style="list-style-type: none"> <li>To know that different amounts of paint and water can be used to mix hues of secondary colours.</li> <li>To know that colours can be mixed to 'match' real life objects or to create things from your imagination.</li> <li>To know that 'composition' means how things are arranged on the page.</li> <li>To know that collage materials can be shaped to represent shapes in an</li> </ul>





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	<p>texture, line, shape, form and space.</p> <ul style="list-style-type: none"><li>About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li></ul>	<p>image.</p> <ul style="list-style-type: none"><li>To know that shapes can be organic (natural) and irregular.</li><li>To know that lines can be used to fill shapes, to make outlines and to add detail or pattern.</li><li>To know that patterns can be used to add detail to an artwork.</li><li>To know that collage materials can be chosen to represent real-life textures.</li><li>To know that collage materials can be overlapped and overlaid to add texture.</li></ul>
<b>Art Skills</b>		<ul style="list-style-type: none"><li>Beginning to generate ideas from a wider range of stimuli, exploring different media and techniques.</li><li>Experimenting in sketchbooks, using drawing to record ideas; using sketchbooks to help make decisions about what to try out next.</li><li>Beginning to develop some control when painting, applying knowledge of colour and how different media behave, e.g. adding water to thin paint.</li><li>Creating a range of secondary colours by using different amounts of each starting colour or adding water.</li><li>Making choices about which materials to use for collage based on colour, shape and pattern; experimenting with overlapping and layering materials to create interesting effects.</li><li>Talking about art they have seen using some appropriate subject vocabulary.</li><li>Making links between pieces of art.</li><li>Explaining their ideas and opinions about their own and other's artwork, giving reasons.</li><li>Beginning to talk about how they could improve their own work.</li></ul>



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<b>RHE/PHSE/SMSC</b> <b>(Relationships and</b> <b>Health Education)</b>	<b>Module 1: Created and Loved by God</b> <b>Me, My body my health</b> <ul style="list-style-type: none"><li>• We are unique, with individual gifts, talents and skills.</li></ul> Our bodies are good and made by God That our bodies are good <ul style="list-style-type: none"><li>• The names of our body parts (please refer to the Module Overview for important guidance on discussing genitalia)</li></ul> That girls and boys have been created by God to be both similar and different, together making up the richness of the human family <ul style="list-style-type: none"><li>• That our bodies are good and we need to look after them</li></ul> What constitutes a healthy lifestyle, including exercise, diet, sleep, and personal hygiene <b>Emotional Well being</b> <ul style="list-style-type: none"><li>• We all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc)</li></ul> It is natural for us to relate to and trust one another.  <b>World Mental Health Day</b> <b>Black History</b> <ul style="list-style-type: none"><li>• Explaining to children what "Black history" means and what Black History Month is.</li><li>• Reading up on diversity.</li><li>• Watching history together.</li><li>• Inviting children to listen to inspiring Black musical artists.</li><li>• Teaching them about Black icons.</li></ul>
<b>Mental Health and</b> <b>Wellbeing</b> <b>Safeguarding</b> <b>Curriculum Links</b>	Safeguarding links: <ul style="list-style-type: none"><li>• Exercise</li><li>• Keeping clean</li><li>• Healthy diet</li><li>• Multicultural Days</li></ul>



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