



St Mary's
Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum

Year 2 Autumn 2

Main Themes: Animals including humans/Would you prefer to live in a hot or cold place?

Cultural Capital/Enrichment: Healthy fruit snacks

End Points

By the end of this half term, the children will have experienced many different opportunities in their learning. In RE, the children will know that the trinity is a great mystery, 3 persons – one God. They will also know that God chose Mary to be the mother of Jesus Our Saviour. In English, the children will have learnt the story of Paddington and will be able to write their opening section to a journey story.

In Maths the children will have continued to explore addition and subtraction strategies whilst applying their mental and written methods. They will have also learned about 2D and 3D shapes, looking specifically at sides, vertices and lines of symmetry in a 2D shape. In Science, the children will have explored the theme of 'Taking Care' They will have identified the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Within computing the children will have used the software 2Quiz and 2Create to publish a story on Purple Mash. Throughout this unit, the children will have also learnt how to efficiently store and retrieve their work from their saved area on Purple Mash and to be able to access this when needed. In PE, the children will have explored balance, learning how to focus eyes on a fixed point to help with balance as well as identifying points and patches for support when balancing.

In Music the children will have looked at the song Creepy Castle – within this they will have composed a sequence of sounds, sung small intervals accurately and confidently, and played a piece of music. In Geography, the children will be able to explain why they would prefer to live in a hot or cold place. They will have looked at the world's continents, the differences in temperatures depending on how close a country is to the equator and know where the hottest and coldest places on earth are. In DT, they will have made a 'Moving Monster' using pivots, levers and linkages. They will have spent time planning and designing a monster before using these techniques to create and make their monster move.



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	In RHE, Created and Loved by God, the children will have gained a basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character. They will have learnt about simple strategies for managing feelings and maintaining good behaviour.	
Religious Education The Mystery of God	<p>In this topic the children will</p> <ul style="list-style-type: none"> • Know what is meant by a mystery and reflect on some • Know the Trinity is a great mystery – three persons in one God • Reflect on ways we can think about the Trinity • Know that God chose Mary to be the mother of Jesus • Reflect on what the angel said to Mary and Joseph • Know about the birth of Jesus • <i>Know that in Advent we prepare to celebrate the birth of Jesus</i> • <i>Think of ways to prepare for his birth</i> • Know that the wise men came to worship Jesus • Think of ways we can respond to the gift of Jesus and show our love for him 	
English	<p>Talk 4 Writing genres:</p> <p>Paddington- Journey Story</p> <p>Vlad and the Great Fire of London- Historical Recount</p>	<p>Class Read for pleasure Text:</p> <p>The Giraffe and the Pelly and Me</p>
English - Reading Comprehension Skills/Word Reading	<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>
English-Spoken Language Skills	<p>To show that they are following a conversation by asking relevant and timely questions.</p> <p>To answer questions using clear sentences.</p> <p>To begin to give reasoning behind their answers when prompted to do so.</p>
English - Handwriting Skills	<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>
English - Writing Spelling Skills	<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> <p>The /n/ sound spelt 'kn' and 'gn' (e.g. knock, gnaw);</p> <p>The /r/ sound spelt 'wr' (e.g. write, written)</p> <p>The /dʒ/ sound spelt as 'ge' and 'dge' (e.g. fudge, huge) or spelt as 'g' or 'j' elsewhere in words (e.g. magic, adjust)</p>
English - Writing Composition Skills	<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>



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	<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> <p>To read aloud what they have written with appropriate intonation to make the meaning clear.</p>	
English - Writing VGP Skills	<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>	
Mathematics Skills Small steps	Addition and Subtraction <p>Step 15 Add two 2-digit numbers (not across a 10)</p> <p>Step 16 Add two 2-digit numbers (across a 10)</p> <p>Step 17 Subtract two 2-digit numbers (not across a 10)</p> <p>Step 18 Subtract two 2-digit numbers (across a 10)</p> <p>Step 19 Mixed addition and subtraction</p> <p>Step 20 Compare number sentences</p> <p>Step 21 Missing number problems</p>	Shape <p>Step 1 Recognise 2-D and 3-D shapes</p> <p>Step 2 Count sides on 2-D shapes</p> <p>Step 3 Count vertices on 2-D shapes</p> <p>Step 4 Draw 2-D shapes</p> <p>Step 5 Lines of symmetry on shapes</p> <p>Step 6 Use lines of symmetry to complete shapes</p> <p>Step 7 Sort 2-D shapes</p> <p>Step 8 Count faces on 3-D shapes</p> <p>Step 9 Count edges on 3-D shapes</p> <p>Step 10 Count vertices on 3-D shapes</p> <p>Step 11 Sort 3-D shapes</p> <p>Step 12 Make patterns with 2-D and 3-D shape</p>
Science Knowledge Animals Including Humans	<ul style="list-style-type: none"> • To notice that animals, including humans, have offspring which grow into adults. • To find out about and describe the basic needs of animals, including humans, for survival. • To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	



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Working Scientifically Skills	<ul style="list-style-type: none">• Ask simple questions and recognise that they can be answered in different ways.• Perform simple tests.
Computing Knowledge Purple Mash Unit Presenting Ideas	<ul style="list-style-type: none">• To know uses of information technology beyond school• To know how to use technology purposefully
Computing Skills	<ul style="list-style-type: none">• To explore how a story can be presented in different ways.• To make a quiz about a story or class topic.• To make a fact file on a non-fiction topic.• To make a presentation to the class.
PE Knowledge	<p>Real Gym Unit 1</p> <p>Balance</p> <ul style="list-style-type: none">• To keep head still.• To keep tummy tight and back straight.• To focus eyes on a fixed point to help with balance.• Points – to use small bases of support (knees, hands, elbows, feet).• Patches – to use large bases of support (bottom, stomach, side, legs).• To know to squeeze body muscles to maintain balance. <p>Travel</p> <ul style="list-style-type: none">• To keep back straight, head up and core muscles squeezed.• To step onto balls of feet first.• To absorb impact of jumps with knee bend.• To maintain good body tension and extension.• To know changing speeds develop fluency.



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PE Skills	Real Gym Unit 1 Balance <ul style="list-style-type: none"> • Perform shape, balance, travel, flight, rotation skills. • Learn points and patches balances- passé, low arabesque, flag balance, front attitude, arabesque, side horizontal, gizmo, front scale. • Explore point and patch balances using low apparatus. • Explore point and patch balances using large apparatus. Travel <ul style="list-style-type: none"> • Learn more complex travelling movements using feet, adding variety by combining with hand apparatus- stretch, walk, march, jog, run, skip, side step, gallop, cat leap, slide. • Explore more complex travelling movements using low apparatus. • Explore more complex travelling movements using large apparatus. 	
Music Knowledge Unit: Creepy Castle	Know how to: <ul style="list-style-type: none"> • Compose a sequence of sounds in response to a given stimulus. • Sing small intervals accurately and confidently, and vary dynamic contrast. • Play a piece following a graphic score. • Listen to music in a minor key, recognising small steps in the music. 	
Music Skills	<ul style="list-style-type: none"> • Know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause). • Listen to recorded performances. • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. 	
	National Curriculum End of key Stage 1 Pupils should be able to:	Progression Statements Taken from Schemes of Work e.g. Kapow



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<p>Geography Knowledge</p> <p><u>Would you prefer to live in a hot or cold place?</u></p>	<p><u>Locational Knowledge:</u></p> <ul style="list-style-type: none"> name and locate the world's seven continents and five oceans <p><u>Place Knowledge:</u></p> <ul style="list-style-type: none"> understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country <p><u>Human and Physical:</u></p> <ul style="list-style-type: none"> identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles 	<ul style="list-style-type: none"> To know some similarities and differences between their local area and a contrasting non-European country. To know that the Equator is an imaginary line around the middle of the Earth. To know that, because it is the widest part of the Earth, the Equator is much closer to the sun than the North and South poles. To know that the North Pole is the northernmost point of the Earth and the South Pole is the southernmost point of the Earth. To know that different parts of the world experience different weather conditions and that these are often caused by the location of the place. To be able to name the seven continents of the world. To know that a globe is a spherical model of the Earth. To begin to recognise world maps as a flattened globe.
<p>Geography Skills</p>	<ul style="list-style-type: none"> use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop 	<ul style="list-style-type: none"> Locating all the world's seven continents on a world map. Describing and beginning to explain some key similarities between their local area and a small area of a contrasting non-European country. Describing and beginning to explain some key differences between their local area and a small area of a contrasting non-European country. Describing what physical features may occur in a hot place in comparison to a cold place. Locating some hot and cold areas of the world on a world map. Locating the Equator and North and South Poles on a world map. Locating hot and cold areas of the world in relation to the Equator and the North and South poles. Using a world map, globe and atlas to locate all the world's seven continents on a world map. Using locational language and the compass points (N, S, E, W) to



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		<p>describe the location of features on a map.</p> <ul style="list-style-type: none"> • Recognising human features on aerial photographs and plan perspectives. • Recognising physical features on aerial photographs and plan perspectives. • Recognising there are different ways to answer a question. • Asking and answering simple questions about human and physical features of the area surrounding their school grounds.
<p>Design & technology</p> <p>Knowledge</p> <p>Mechanisms – making a moving monster</p>	<ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Generate, develop, model and communicate their ideas through talking, drawing, templates, mock- ups and, where appropriate, information and communication technology. • Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]. • Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. • Explore and evaluate a range of existing products. 	<p><u>Technical</u></p> <ul style="list-style-type: none"> • To know that mechanisms are a collection of moving parts that work together as a machine to produce movement. • To know that there is always an input and output in a mechanism. • To know that an input is the energy that is used to start something working. • To know that an output is the movement that happens as a result of the input. • To know that a lever is something that turns on a pivot. • To know that a linkage mechanism is made up of a series of levers. <p><u>Additional</u></p> <ul style="list-style-type: none"> • To know some real-life objects that contain mechanisms.
D & T Skills		<ul style="list-style-type: none"> • Creating a class design criteria for a moving monster. • Designing a moving monster for a specific audience in accordance with a design criteria. • Making linkages using card for levers and split pins for pivots. • Experimenting with linkages adjusting the widths, lengths and thicknesses of card used.



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	<ul style="list-style-type: none"> Evaluate their ideas and products against design criteria. Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products. 	<ul style="list-style-type: none"> Cutting and assembling components neatly. Evaluating own designs against design criteria. Using peer feedback to modify a final design.
RHE/PHSE/SMSC (Relationships and Health Education)	<p>Module 1: Created and Loved by God</p> <p>Emotional wellbeing:</p> <ul style="list-style-type: none"> Gain a basic understanding that feelings and actions are two different things, and that our good actions can ‘form’ our feelings and our character Simple strategies for managing feelings and maintaining good behaviour <p>That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they make mistakes</p> <p>That Jesus died on the cross so that we would be forgiven</p> <p>Life Cycles</p> <ul style="list-style-type: none"> Learn and appreciate that there are natural life stages from birth to death, and what these are What ‘death’ means <p>About some feelings often connected with grief</p> <p>What the Christian faith says about death and eternal life</p> <p>Some ways to support themselves and others when they are grieving</p> <p>Remembrance day</p> <p>Anti-Bullying activities</p>	
Mental Health and Wellbeing Safeguarding Curriculum Links	<p>Safeguarding links:</p> <ul style="list-style-type: none"> Body parts Anti-bullying week Remembrance 	



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