



St Mary's

Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum

Year 2 Spring 2

Main Themes: Materials/Why is our World Wonderful?

Cultural Capital/Enrichment: Exploring a woodland area – Shady Hollow

End Points

In RE the children will have explored what happens at Mass and why it is so important. They will have learnt the important symbols of The Mass and understand what happens at Communion. In English this half term, the children will have explored the story of 'Dougal's Deep Sea Diary'. They will have written character descriptions and diary entries as well as generating questions for a character. They will also have learnt the story of 'The Snail and the Whale' by Julia Donaldson. They will have developed their own skills by writing descriptions and will have planned and written their own versions of the story. In Maths the children will have learned how to calculate with the 5 and 10 times tables. They will measure in centimetres and metres and compare and order lengths, mass, volume and capacity. In Science the children will have had the opportunity to identify and compare the suitability of a variety of everyday materials. They will also find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting, and stretching. For Computing this half term, the children will have explored how a story can be presented in different ways, they will have made a quiz about the class topic and presented this for the rest of the class. In PE the children will have developed their Ball Skills, moving the ball with fingers, avoiding it touching body, focusing on maintaining good balance and looking straight ahead throughout. In Music, the children will have looked at the unit: 'Minibeasts'. They will have composed a piece of music using tuned percussion and listened to music to be able to create their own 'minibeast' inspired dance. In Geography, the children will have learned about the world's five oceans and located these. They will have looked at a variety of UK landmarks and explored the importance of taking care of natural habitats. They will know the differences between oceans and seas and be able to use maps to successfully locate different landmarks and features of the world. In Design & Technology, the children will have explored how shapes and structures with wide, flat bases or legs are the most stable. They will have understood that materials can be manipulated to improve strength and stiffness. They will have understood what features make a chair stable and used this knowledge to make a stable structure of their own. In RHE the children will have identified the difference between 'good' and 'bad' secrets and understand that they can and should be open with 'special people' they trust if anything troubles them.



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Religious Education The Mass	In this topic the children will <ul style="list-style-type: none"> • Know what happens at Mass and why it is important • <i>Know what happens at the beginning of Mass</i> • <i>Reflect on what we should do</i> • Know about the readings and why we should listen to them • <i>Reflect on how the readings can help us</i> • Know that at the Offertory we offer gifts to God • <i>Think about the gifts we can offer</i> • Know what happens at the Consecration • <i>Think about how important it is</i> • <i>Know that it is Jesus Catholics receive in Holy Communion</i> • <i>Reflect on how important this is for us</i> 	
English	Talk 4 Writing genres: The Snail and the Whale- Journey story Dougal's Deep Sea Diary- diary, recount	Class Read for pleasure Text: Fantastic Mr Fox
English - Reading Comprehension Skills/Word Reading	To accurately read most words of two or more syllables. To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.	



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	<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 and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p> <p>To make inferences on the basis of what is being said and done.</p> <p>To ask and answer questions about a text.</p>
English-Spoken Language Skills	<p>To recognise that sometimes speakers talk differently and discuss reasons why this might happen.</p> <p>To start to use subject- specific vocabulary to explain, describe and add detail.</p> <p>To suggest words or phrases appropriate to the topic being discussed.</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 spell most Y1 and Y2 common exception words correctly.</p> <p>To write, from memory, simple sentences dictated by the teacher</p> <p>Adding –ed, –ing, –er and –est to a root word ending in –y (e.g. skiing, replied) and exceptions to the rules;</p> <p>Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before (including exceptions);</p> <p>Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter</p> <p>The /ɔ:/ sound (or) spelt ‘a’ before ‘l’ and ‘ll’ (e.g. ball, always);</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> <p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.</p>



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	<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> <p>To reread to check that their writing makes sense and that the correct tense is used throughout.</p> <p>To proofread to check for errors in spelling, grammar and punctuation (e.g. to check that the ends of sentences are punctuated correctly).</p> <p>To make simple additions, revisions and corrections to their own writing by evaluating their writing with the teacher and other pupils</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 form sentences with different forms: statement, question, exclamation, command</p> <p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).</p> <p>To use the present tense and the past tense mostly correctly and consistently</p>	
Mathematics Skills Small steps	<p><u>Multiplication and Division</u></p> <p>Step 11 Doubling and halving</p> <p>Step 12 Odd and even numbers</p> <p>Step 13 The 10 times-table</p> <p>Step 14 Divide by 10</p> <p>Step 15 The 5 times-table</p> <p>Step 16 Divide by 5</p> <p>Step 17 The 5 and 10 times-tables</p>	<p><u>Length, Height, Mass and Capacity</u></p> <p>Step 1 Measure in centimetres</p> <p>Step 2 Measure in metres</p> <p>Step 3 Compare lengths and heights</p> <p>Step 4 Order lengths and heights</p> <p>Step 5 Four operations with lengths and heights</p> <p>Step 1 Compare mass</p> <p>Step 2 Measure in grams</p> <p>Step 3 Measure in kilograms</p> <p>Step 5 Compare volume and capacity</p> <p>Step 6 Measure in millilitres</p> <p>Step 7 Measure in litres</p> <p>Step 8 Temperature</p>



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Science Knowledge Materials	<ul style="list-style-type: none"> • To identify and compare the suitability of materials for everyday uses, including wood, metal, plastic, glass, brick, rock, paper, and cardboard for particular uses. • To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting, and stretching
Working Scientifically Skills	<ul style="list-style-type: none"> • Suggest answers to questions by observing, gathering and recording data. • Record and communicate findings using simple scientific language
Computing Knowledge Purple Mash Unit Making Music and Questioning	<ul style="list-style-type: none"> • To know how to describe common uses of information technology beyond school. • To know how to use technology purposefully.
Computing Skills	<ul style="list-style-type: none"> • To make music digitally using 2Sequence. • To explore, edit and combine sounds using 2Sequence. • To edit and refine composed music. • To think about how music can be used to express feelings and create tunes which depict feelings. • To record and upload environmental sounds into Purple Mash. To use these sounds to create tunes in 2Sequence. • To learn about data handling tools that can give more information than pictograms. • To construct a binary tree to identify items. • To use 2Question (a binary tree database) to answer questions. • To use a database to answer more complex search questions. • To use the Search tool to find information.
PE Knowledge <i>Unit 4- Creative</i>	Ball Skills <ul style="list-style-type: none"> • How to move the ball with fingers, avoiding it touching body. • To focus on maintaining good balance and looking straight ahead throughout. • To perform movements smoothly and then gradually increase speed. Counter Balance in Pairs



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	<ul style="list-style-type: none"> • To keep tummy (core muscles) tight and body straight throughout. • To hold with straight arms when leaning back. • To hold on to partner's forearms and keep a short base.
PE Skills <i>Unit 4- Creative</i>	Ball Skills In 20 seconds or less: <ul style="list-style-type: none"> • Stand with legs apart and move a ball around 1 leg 16 times (right and left leg). • Move a ball round waist 17 times. • Stand with legs apart and move a ball around alternate legs 16 times. • With control of the ball maintained throughout, ability to complete challenges in both directions consistently and smoothly, smooth movements with the ball. Counter Balance in Pairs <ul style="list-style-type: none"> • Hold on and, with a short base, lean back, hold balance and then move back together. • Hold on with 1 hand and, with a short base, lean back, hold balance and then move back together. • Perform above challenges with eyes closed. • With balance maintained throughout, smooth, controlled movements, coordinated and controlled movements with partner.
Music Knowledge Unit: Minibeasts	Know how to: <ul style="list-style-type: none"> • Compose an accompaniment using tuned percussion (playing chords and creating sound effects). • Sing clearly articulated words, smoothly and together in time. • Match voices accurately in a singing game. • Listen to the music and create a 'minibeast' inspired dance.
Music Skills	<ul style="list-style-type: none"> • Sing songs regularly with a pitch range of do-so (e.g. C-G) with increasing vocal control. • Sing songs with a small pitch range, pitching accurately. • Listen to recorded performances. • Understand that the speed of the beat can change, creating a faster or slower pace (tempo).



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	<ul style="list-style-type: none"> • Play a range of singing games based on the cuckoo interval (so-mi) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic instrument or backing track. • Sing short phrases independently within a singing game or short song. 	
	National Curriculum End of key Stage 1 Pupils should be able to:	Progression Statements Taken from Schemes of Work e.g. Kapow
Geography Knowledge <u>Why is our world wonderful?</u>	<u>Locational Knowledge:</u> <ul style="list-style-type: none"> • name and locate the world's seven continents and five oceans • name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <u>Human and Physical:</u> <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 	<ul style="list-style-type: none"> • To be able to name the seven continents of the world. • To be able to name the five oceans of the world. • To name some characteristics of the four capital cities of the UK. • To know the four capital cities of the UK. • To know that a capital city is the city where a country's government is located. • To know some key physical features of the UK. • To know some key human features of the UK. • To begin to recognise world maps as a flattened globe. • To know that maps need a title and purpose. • To know that maps need a key to explain what the symbols and colours represent. • To know that a tally chart is a way of collecting data quickly.
Geography Skills	<ul style="list-style-type: none"> • 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. • Locating the world's five oceans on a world map. • Showing on a map the oceans nearest the continent they live in. • Confidently locating the capital cities of the four countries of the UK on a map of this area. • Identifying characteristics (both human and physical) of the four capital cities of the UK.



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| | <ul style="list-style-type: none">• Showing on a map the city, town or village where they live in relation to their capital city.• Describing the key physical features in a local river area using basic geographical vocabulary.• Recognising why maps need a title.• Using an atlas to locate the four capital cities of the UK.• Using a world map, globe and atlas to locate all the world's seven continents on a world map.• Using a world map, globe and atlas to locate the world's five oceans.• Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.• Using locational language and the compass points (N, S, E, W) to describe the route on a map.• Recognising landmarks of a city studied on aerial photographs and plan perspectives.• Recognising human features on aerial photographs and plan perspectives• Recognising physical features on aerial photographs and plan perspectives.• Drawing a map and using class agreed symbols to make a simple key.• Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features.• Finding a given OS symbol on a map with support.• Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field).• Using an aerial photograph to draw a simple sketch map using basic symbols for a key. |
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		<ul style="list-style-type: none"> • Discussing the features they see in the area surrounding their school when on a walk. • Asking and answering simple questions about human and physical features of the area surrounding their school grounds. • Classifying the features they notice into human and physical with teacher support. • Presenting data in simple tally charts or pictograms and commenting on what the data shows • Asking and answering simple questions about data.
Design & technology Knowledge Structures – Baby Bear’s Chair	<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. 	<u>Technical</u> <ul style="list-style-type: none"> • To know that shapes and structures with wide, flat bases or legs are the most stable. • To understand that the shape of a structure affects its strength. • To know that materials can be manipulated to improve strength and stiffness. • To know that a structure is something which has been formed or made from parts. • To know that a ‘stable’ structure is one which is firmly fixed and unlikely to change or move. • To know that a ‘strong’ structure is one which does not break easily. • To know that a ‘stiff’ structure or material is one which does not bend easily. <u>Additional</u> <ul style="list-style-type: none"> • To know that natural structures are those found in nature. • To know that man-made structures are those made by people.



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D & T Skills	<ul style="list-style-type: none"> Evaluate their ideas and products against design criteria. Build structures, exploring how they can be made stronger, stiffer and more stable. <ul style="list-style-type: none"> Generating and communicating ideas using sketching and modelling. Learning about different types of structures, found in the natural world and in everyday objects. Making a structure according to design criteria. Creating joints and structures from paper/card and tape. Building a strong and stiff structure by folding paper. Exploring the features of structures. Comparing the stability of different shapes. Testing the strength of own structures. Identifying the weakest part of a structure. Evaluating the strength, stiffness and stability of own structure.
RHE/PHSE/SMSC (Relationships and Health Education)	<p>Module 2 Created to Love Others -Keeping Safe Life Online</p> <ul style="list-style-type: none"> Real Life online That the internet connects us to others and helps us in lots of ways. Our feelings matter – both online and offline. That Jesus cares about our feelings and gives us peace. Rules to Help us Understand safe and unsafe situations, including online. Ask for adult help with anything that worries them or makes them feel unsafe. <p>The difference between ‘good’ and ‘bad’ secrets and that they can and should be open with ‘special people’ they trust if anything troubles them.</p> <p>How to resist pressure when feeling unsafe.</p> <ul style="list-style-type: none"> Privates are private. <p>Always remember your body belongs to you.</p> <p>No means no.</p> <p>Talk about secrets that upset you.</p>



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	<p>Speak up, someone can help.</p> <ul style="list-style-type: none">• Medicines are drugs, but not all drugs are good for us. <p>Alcohol and tobacco are harmful substances.</p> <p>Our bodies are created by God, so we should take care of them and be careful about what we consume.</p>
Mental Health and Wellbeing Safeguarding Curriculum Links	<p>Safe Guarding links</p> <p>Keeping safe- good and bad secrets.</p> <p>Physical contact- pants are private. Harmful substances</p> <p>Can you help me? 999</p>



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