



St Mary's

Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum

Year 2 Summer 1

Main Themes: Bulbs, seeds and plants / What is a Monarch?

Cultural Capital/Enrichment: Who can grow the tallest sunflower?

End Points

In RE the children will have developed their knowledge and understanding of how Jesus rose from the dead at Easter and is present with us today. They will learn about the appearance of Jesus to his disciples and his Ascension to heaven. In English they will have learnt the story 'The Dragon Machine.' They will have written their own poetry with a focus of dragons and written their own dragon adventure story. To end the unit, the children will have written a dragon fact file based on the knowledge that they have gained. In Maths the children will have explored fractions of shapes and quantities, including: $\frac{1}{2}$, $\frac{1}{4}$, and $\frac{1}{3}$ before understanding the difference between unit and non-unit fractions. They will also have learnt to tell and write the time to five minutes. They will have developed their Science knowledge by observing and describing how seeds and bulbs grow into mature plants. They will have understood that plants need water, light and a suitable temperature to grow and stay healthy. In Computing the children will have used 2Calculate to create a table of data on a spreadsheet, they will have then used the data to create a block graph manually. In PE the children will have developed their Ball Chasing skills by pushing off hard with feet and driving arms from 'hips to lips.' They will have experienced the importance of watching the ball and concentrating on timing, so they arrive at the right time. In Music, the children will have focused on skills based on the track 'The Rockpool Rock'. Within this unit, the children will have had the opportunity to sing a rock 'n' roll-style song confidently, play an introduction on tuned percussion and listen actively and learn about rock 'n' roll music. In History, the children will have learnt that a monarch in the UK is king or queen. They will have explored how power is exercised in different ways in different culture, times and groups and know that Britain was organised into kingdoms and these were governed by monarchs. In Art, the children will have studied a range of artists and used a range of materials creatively to design and make products. They will have learned how to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. In RHE the children will have explored what is and isn't an emergency. They will know that in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade.

**Religious Education
Eastertide**

In this topic the children will

- Know that Jesus rose from the dead on the first Easter Sunday



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	<ul style="list-style-type: none"> • <i>Reflect on what this tells us about Jesus</i> • Know that Jesus appeared to his disciples • Reflect on what it was like for them • Know that Jesus ascended to heaven • Reflect on what this means for us • Know that the Apostles received the Holy Spirit • Be aware of how the Holy Spirit helped them and helps us 	
<p>English</p>	<p>Talk 4 Writing genres: The Dragon Machine- Defeat the monster story Dragon Fact Files- Information texts</p>	<p>Class Read for pleasure Text: Flat Stanley</p>
<p>English - Reading Comprehension Skills/Word Reading</p>	<p>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. 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. To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading.</p>	



St Mary's

Catholic Primary School and Nursery

	<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> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear</p>
English- Spoken Language Skills	<p>To start to vary language according to the situation between formal and informal.</p> <p>To usually speak in grammatically correct sentences.</p> <p>To talk about themselves clearly and confidently.</p> <p>To verbally recount experiences with some added interesting details.</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> <p>To begin to use the diagonal and horizontal strokes needed to join 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>The /ʌ/ sound spelt 'o' (e.g. other, mother, brother);</p> <p>The /i:/ sound spelt -ey: the plural forms of these words are made by the addition of -s (e.g. donkeys, monkeys);</p> <p>The /ɒ/ sound spelt 'a' after 'w' and 'qu' (e.g. want, quantity, squash)</p> <p>The /ɜ:/ sound spelt 'or' after 'w' (e.g. word, work, worm);</p> <p>The /ɔ:/ sound spelt 'ar' after 'w' (e.g. warm, towards);</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> <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>



St Mary's

Catholic Primary School and Nursery

	<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> <p>To use new vocabulary from their reading, their discussions about it (one- to-one and as a whole class) and from their wider experiences.</p>	
<p>English - Writing VGP Skills</p>	<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; apostrophes to mark singular possession and contractions.</p> <p>To form sentences with different forms: statement, question, exclamation, command</p> <p>To use the present tense and the past tense mostly correctly and consistently</p> <p>To using co-ordination (or/and/but).</p> <p>To use some subordination (when/if/ that/because)</p> <p>To use some features of written Standard English</p> <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; apostrophes to mark singular possession and contractions.</p>	
<p>Mathematics Skills</p> <p>Small steps</p>	<p><u>Fractions</u></p> <p>Step 1 Introduction to parts and whole</p> <p>Step 2 Equal and unequal parts</p> <p>Step 3 Recognise a half</p> <p>Step 4 Find a half</p> <p>Step 5 Recognise a quarter</p> <p>Step 6 Find a quarter</p> <p>Step 7 Recognise a third</p> <p>Step 8 Find a third</p> <p>Step 9 Find the whole</p> <p>Step 10 Unit fractions</p>	<p><u>Time</u></p> <p>Step 1 O'clock and half past</p> <p>Step 2 Quarter past and quarter to</p> <p>Step 3 Tell the time past the hour</p> <p>Step 4 Tell the time to the hour</p>



St Mary's

Catholic Primary School and Nursery

	<p>Step 11 Non-unit fractions</p> <p>Step 12 Recognise the equivalence of a half and two-quarters</p> <p>Step 13 Recognise three-quarters</p> <p>Step 14 Find three-quarters</p> <p>Step 15 Count in fractions up to a whole</p>	
<p>Science Knowledge Plants/Living Things and their Habitats</p>	<ul style="list-style-type: none">• To observe and describe how seeds and bulbs grow into mature plants.• To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.• To explore and compare the differences between things that are living, dead, and things that have never been alive.• To identify and name a variety of plants and animals in their habitats, including micro-habitats.	
<p>Working Scientifically Skills</p>	<ul style="list-style-type: none">• asking simple questions and recognising that they can be answered in different ways• observing closely, using simple equipment• performing simple tests• identifying and classifying• using their observations and ideas to suggest answers to questions• gathering and recording data to help in answering questions	
<p>Computing Knowledge Purple Mash Unit Spreadsheets</p>	<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.	
<p>Computing Skills</p>	<ul style="list-style-type: none">• To use 2Calculate image, lock, move cell, speak and count tools to make a counting machine.• To learn how to copy and paste in 2Calculate.• To use the totalling tools.• To use a spread sheet for money calculations.• To use the 2Calculate equals tool to check calculations. To use 2Calculate to collect data and produce a graph.	



St Mary's

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<p>PE Knowledge</p> <p><i>Unit 6- Health</i></p>	<p>Ball Chasing</p> <ul style="list-style-type: none"> To accelerate by pushing off hard with feet and driving arms from 'hips to lips'. To bend knees as you allow the ball to go through your legs. To keep watching the ball and concentrate on timing so you arrive at the right time. To move feet quickly to get in the collecting position in good time. <p>Floorwork</p> <ul style="list-style-type: none"> To keep back straight and flat. To keep legs straight and stretched out. To keep hands in line with shoulders and complete slowly. 	
<p>PE Skills</p> <p><i>Unit 6- Health</i></p>	<p>Ball Chasing</p> <ul style="list-style-type: none"> Chase a large rolled ball, let it roll through legs and then collect it in balanced position facing the opposite direction. Chase a large bouncing ball, let it roll through legs and then collect it in balanced position facing the opposite direction. Complete above challenges with tennis ball. With control when starting and stopping quickly, timing and movement to get in the right position, balance/control when collecting the ball. <p>Floorwork</p> <ul style="list-style-type: none"> Hold full front support position. Lift 1 arm and point to the ceiling with either hand in front support. Transfer cone on and off back in front support. With balance maintained throughout, correct position held by keeping back straight, control when changing balance/position. 	
<p>Music Knowledge and Skills</p> <p>Unit: The Rockpool Rock</p>	<p>Focus: 2-part singing, rock 'n' roll, structure, timbre</p> <ul style="list-style-type: none"> Learn an interlocking spoken part. Sing a rock 'n' roll-style song confidently. Play an introduction on tuned percussion. Listen actively and learn about rock 'n' roll music. 	
	<p>National Curriculum</p>	<p>Progression Statements Taken from Schemes of Work e.g. Kapow</p>



St Mary's

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	End of key Stage 1/2 Pupils should be able to:	
What is a monarch?		
Key Concepts: Chronological Awareness, Historical Significance, Sources of Evidence, Historical Interpretations, Cause and Consequence, Change and Continuity, Similarities and Differences, Historical Enquiry, Power, Monarchy and Empire.		
History Knowledge	<p><i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i></p> <p><i>Events beyond living memory that are significant nationally or globally</i></p> <p><i>Significant historical events, people and places in their own locality</i></p> <ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> To know that beyond living memory is more than 100 years ago. To know that events in history may last different amounts of time. To know that some events are more significant than others To know that 'historically significant' people are those who changed many people's lives. To know that historians use evidence from sources to find out more about the past. To know that the past is represented in different ways To know that a monarch in the UK is king or queen. Power (monarchy, government and empire) To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy. To know that Britain was organised into kingdoms and these were governed by monarchs
History Skills	<ul style="list-style-type: none"> Understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse 	<ul style="list-style-type: none"> Sequencing up to six photographs, focusing on the intervals between events. Placing events on a timeline, building on times studied in Year 1 Knowing where people/events studied fit into a chronological framework. Recognising some things which have changed/stayed the same as the past. Identifying simple reasons for changes.



St Mary's

Catholic Primary School and Nursery

	<p>trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p> <ul style="list-style-type: none">• 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 have been constructed• 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.	<ul style="list-style-type: none">• Asking questions about why people did things, why events happened and what happened as a result.• Recognising why people did things, why events happened and what happened as a result.• Identifying similarities and differences between ways of life at different times.• Finding out about people, events and beliefs in society• Discussing who was important in a historical event. Historical significance• Using artefacts, photographs and visits to museums to ask and answer questions about the past.• Making simple observations about a source or artefact.• Using sources to show an understanding of historical concepts• Recognising different ways in which the past is represented (including eye-witness accounts).• Comparing pictures or photographs of people or events in the past• Asking a range of questions about stories, events and people. Posing historical questions• Understanding the importance of historically-valid questions.• Understanding how we use books and sources to find out about the past.• Using a source to answer questions about the past.• Evaluating the usefulness of sources to a historical enquiry.• Selecting information from a source to answer a question• Making links and connections across a unit of study.• Making simple conclusions about a question using evidence to support.• Communicating answers to questions in a variety of ways, including
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St Mary's

Catholic Primary School and Nursery

		<p>discussion, drama and writing (labelling, simple recount).</p> <ul style="list-style-type: none"> Using relevant vocabulary in answers Describing past events and people by drawing or writing
<p>Art Knowledge</p> <p>Craft and Design - Map it Out</p>	<ul style="list-style-type: none"> To use a range of materials creatively to design and make products. To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. 	<ul style="list-style-type: none"> To know that patterns can be made using shapes. To know that patterns can be used to add detail to an artwork.
<p>Art Skills</p>	<ul style="list-style-type: none"> To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. 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. 	<ul style="list-style-type: none"> Begin to generate ideas from a wider range of stimuli, exploring different media and techniques. Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next. Responding to a simple design brief with a range of ideas. Applying skills in cutting, arranging and joining a range of materials to include card, felt and cellophane. Experiment with techniques when trying out design ideas. Following a plan for a making process, modifying and correcting things and knowing when to seek advice. Talking about art they have seen using some appropriate subject vocabulary. Making links between pieces of art. Explaining their ideas and opinions about their own and other's artwork, giving reasons. Beginning to talk about how they could improve their own work.
<p>RHE/PHSE/SMSC (Relationships and Health Education)</p>	<p>Module 2 Created to Love Others -Keeping Safe</p> <ul style="list-style-type: none"> About what is and isn't an emergency <p>That in an emergency, they (or an adult) should call 999 and ask for ambulance, police and/or fire brigade.</p> <ul style="list-style-type: none"> Some basic principles of First Aid. 	



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	<p>Module 3 Created to Live in Community</p> <ul style="list-style-type: none">• God is love: Father, Son and Holy Spirit <p>Being made in His image means being called to be loved and to love others</p> <ul style="list-style-type: none">• To know what a community is, and that God calls us to live in community with one another. <p>A scripture illustrating the importance of living in community as a consequence of this.</p> <p>Jesus' teaching on neighbours.</p> <ul style="list-style-type: none">• That they belong to various communities such as home, school, parish, the wider local community, nation and global community. <p>That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc.</p> <p>That we have a duty of care for others and for the world we live in (charity work, recycling etc.)</p> <p>About what harms and what improves the world in which we live.</p> <ul style="list-style-type: none">• British Values lessons
<p>Mental Health and Wellbeing Safeguarding Curriculum Links</p>	<p>Safeguarding links:</p> <ul style="list-style-type: none">• Keeping Safe• Harmful substances



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