



St Mary's

Catholic Primary School and Nursery

**St Mary's Catholic Primary School Curriculum**

**Year 2 Summer 2**

**Main Themes:** Habitats and food chains/What is it like to live by the coast?

**Cultural Capital/Enrichment:** Fieldwork visit

**End Points**

By the end of this half term, During RE, the children will have learned about The First Christians in the Church. In this topic the children will have understood that the Holy Spirit enabled the disciples to spread the Good News and about what the early Christian community was like. In English, the children will have explored the story 'Lila and the Secret of Rain.' They will have written their own recounts and stories based on what has been read. The children will have developed their planning skills by writing down ideas and/or key words, including new vocabulary. In Maths they will have learnt how to make Tally Charts as well as drawing and interpreting Bar Graphs and Pictograms. They will have developed an understanding of the language of position and described movement and turns. In Science the children will have explored and compared the differences between things that are living, dead, and things that have never been alive. They will have identified and named a variety of plants and animals in their habitats, including micro-habitats. They will have described how animals obtain their food from plants and other animals, using the idea of a simple food chain. In Computing the children will have learned about what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. In PE they will have developed their ability to hit a ball (with a racket) with accuracy and power to beat an opponent, as well as striking the ball (with a bat) into space with intent. In Music, the children will have focused on the track 'Tanczomy labada.' They will have learnt how to compose rhythm patterns to accompany a song and sang confidently in another language. They will have played an accompaniment on tuned percussion and have listened and copied vocal and rhythm patterns accurately, in tune, and in time with a steady beat. In Geography, the children will have learned what is it like to live by the coast. Within this unit they will have learned which seas and oceans surround the UK and described the location of the seas and oceans surrounding the UK using compass points. In Design and Technology, the children will have created a fairground wheel using mechanisms. They will know that different materials have different properties and are therefore suitable for different uses. In RHE the children will have explored where money comes from and how it can be used. They will have discussed the idea of spending and saving their money and how to keep belongings, including money, safe.



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<b>Religious Education</b>	In this topic the children will <ul style="list-style-type: none"><li>• Know that Jesus rose from the dead on the first Easter Sunday</li><li>• <i>Reflect on what this tells us about Jesus</i></li><li>• Know that Jesus appeared to his disciples</li><li>• Reflect on what it was like for them</li><li>• Know that Jesus ascended to heaven</li><li>• Reflect on what this means for us</li><li>• Know that the Apostles received the Holy Spirit</li><li>• Be aware of how the Holy Spirit helped them and helps us</li></ul>	
<b>English</b>	<b>Talk 4 Writing genres:</b> Lila and the Secret of Rain-Fantasy Story Meerkat mail - Recount	<b>Class Read for pleasure Text:</b> <b>The Enchanted Wood</b>
<b>English - Reading Comprehension Skills/Word Reading</b>	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.	



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	<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 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>
<b>English- Spoken Language Skills</b>	<p>To offer ideas based on what has been heard</p> <p>To give enough detail to hold the interest of other participant(s) in a discussion.</p> <p>To engage in meaningful discussions that relate to different topic areas.</p> <p>To remain focused on a discussion when not directly involved and be able to recall the main points when questioned.</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> <p>To begin to use the diagonal and horizontal strokes needed to join letters.</p>
<b>English - Writing Spelling Skills</b>	<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>To spell more words with contracted forms, e.g. can't, didn't, hasn't, couldn't, it's, and I'll.</p> <p>To learn the possessive singular apostrophe (e.g. the girl's book).</p> <p>To add suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly.</p> <p>To recognise new ways of spelling phonemes for which one or more spellings are already known and to learn some words with each spelling, including some common homophones</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>



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	<p>To write for different purposes with an awareness of an increased amount of fiction and non-fiction structures.          To plan what they are going to write about, including writing down ideas and/or key words and new vocabulary          To encapsulate what they want to say, sentence by sentence.          To reread to check that their writing makes sense and that the correct tense is used throughout.          To proofread to check for errors in spelling, grammar, and punctuation (e.g. to check that the ends of sentences are punctuated correctly).          To make simple additions, revisions, and corrections to their own writing by evaluating their writing with the teacher and other pupils          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><b>English - Writing VGP Skills</b></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.          To form sentences with different forms: statement, question, exclamation, command          To use the present tense and the past tense mostly correctly and consistently          To using co-ordination (or/and/but).          To use some subordination (when/if/ that/because)          To use some features of written Standard English</p>	
<p><b>Mathematics Skills</b>  <b>Small steps</b></p>	<p><b><u>Statistics</u></b>          Step 1 Make tally charts          Step 2 Tables          Step 3 Block diagrams          Step 4 Draw pictograms (1–1)          Step 5 Interpret pictograms (1–1)          Step 6 Draw pictograms (2, 5 and 10)          Step 7 Interpret pictograms (2, 5 and 10)</p>	<p><b><u>Position and Direction</u></b>          Step 1 Language of position          Step 2 Describe movement          Step 3 Describe turns          Step 4 Describe movement and turns          Step 5 Shape patterns with turns</p>



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<b>Science Knowledge</b> Plants/Living Things and their Habitats	<ul style="list-style-type: none"><li>• To describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.</li><li>• To identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.</li><li>• To observe and describe how seeds and bulbs grow into mature plants.</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> <b>Purple Mash Unit</b> Coding	<ul style="list-style-type: none"><li>• To know what algorithms are and how they are implemented as programs on digital devices.</li><li>• To know that programmes execute by following precise and unambiguous instructions</li><li>• To know how to create / debug simple programs.</li><li>• To know how to use logical reasoning to predict the behaviour of simple programs</li></ul>
<b>Computing Skills</b>	<ul style="list-style-type: none"><li>• To understand what an algorithm is.</li><li>• To design algorithms and then code them.</li><li>• To compare different object types.</li><li>• To use the repeat command.</li><li>• To use the timer command.</li><li>• To know what debugging is and debug programs</li></ul>
<b>PE Knowledge</b>	<b>Rackets, bats and balls</b> <ul style="list-style-type: none"><li>• Why we need to vary our power when hitting a ball</li><li>• The consequences if we do not aim towards a target when sending (hitting) a ball</li><li>• Where to send (hit) the ball during a game in order to score a point against our opponent.</li><li>• Why we need to vary the power when sending (hitting) the ball into space in order to score a point against our</li></ul>



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	opponent.	
<b>PE Skills</b>	<b>Rackets, bats and balls</b> <ul style="list-style-type: none"> <li>• Hitting (striking) a ball (with a racket) with accuracy and power to beat an opponent.</li> <li>• Introduce hitting (sending/striking) a ball into a space: Where and why?</li> <li>• Striking the ball (with a bat) into space with intent.</li> </ul>	
<b>Music Knowledge and Skills</b>  <b>Unit:</b> Tanczomy labada	Focus: Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns <ul style="list-style-type: none"> <li>• Listen and match the beat of others and recorded music, adapting speed accordingly.</li> <li>• Demonstrate an internalised sense of pulse through singing games.</li> <li>• Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture.</li> <li>• Sing confidently in Polish and play a cumulative game with spoken call-and-response sections.</li> <li>• Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.</li> </ul>	
	<b>National Curriculum</b> <b>End of key Stage 1</b> Pupils should be able to:	<b>Progression Statements Taken from Schemes of Work e.g. Kapow</b>
<b>Geography Knowledge</b>  <u>What is it like to live by the coast?</u>	<u>Locational Knowledge:</u> <ul style="list-style-type: none"> <li>• name and locate the world's seven continents and five oceans</li> <li>• name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas</li> </ul>	<ul style="list-style-type: none"> <li>• To know that a sea is a body of water that is smaller than an ocean.</li> <li>• To know that there are four bodies of water surrounding the UK and to be able to name them.</li> <li>• To know that coasts (and other physical features) change over time.</li> <li>• To know some key physical features of the UK.</li> <li>• To know that a sea is a body of water that is smaller than an ocean.</li> <li>• To know some key human features of the UK.</li> <li>• To know that maps need a title and purpose.</li> </ul>



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	<p><u>Human and Physical:</u></p> <ul style="list-style-type: none"><li>• 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</li></ul>	<ul style="list-style-type: none"><li>• To know that maps need a key to explain what the symbols and colours represent.</li><li>• To know that a tally chart is a way of collecting data quickly.</li><li>• To know that a pictogram is a chart that uses pictures to show data.</li></ul>
<b>Geography Skills</b>	<ul style="list-style-type: none"><li>• use basic geographical vocabulary to refer to: key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</li></ul>	<ul style="list-style-type: none"><li>• Showing on a map the oceans nearest the continent they live in.</li><li>• Locating the surrounding seas of the UK on a map of this area .</li><li>• Confidently locating the capital cities of the four countries of the UK on a map of this area.</li><li>• Describing the key physical features of a coast and how it changes over time using subject-specific vocabulary.</li><li>• Describing and understanding the differences between a city, town and village.</li><li>• Describing the key human features of a coast and how it changes over time using subject-specific vocabulary.</li><li>• Recognising why maps need a title.</li><li>• Using an atlas to locate the four capital cities of the UK.</li><li>• Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.</li><li>• Using locational language and the compass points (N, S, E, W) to describe the route on a map.</li><li>• Using a map to follow a prepared route.</li><li>• Recognising human features on aerial photographs and plan perspectives.</li><li>• Recognising physical features on aerial photographs and plan perspectives.</li><li>• Asking and answering simple questions about human and physical features of the area surrounding their school grounds.</li></ul>



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		<ul style="list-style-type: none"> <li>Collecting quantitative data through a small survey of the local area/school to answer an enquiry question</li> <li>Presenting data in simple tally charts or pictograms and commenting on what the data shows.</li> <li>Asking and answering simple questions about data.</li> </ul>
<p><b>D &amp; T Mechanisms – Fair Ground Wheels</b></p> <p><b>Knowledge</b></p>	<ul style="list-style-type: none"> <li>Design purposeful, functional, appealing products for themselves and other users based on design criteria.</li> <li>Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.</li> </ul>	<p><u>Technical</u></p> <ul style="list-style-type: none"> <li>To know that different materials have different properties and are therefore suitable for different uses.</li> </ul> <p><u>Additional</u></p> <ul style="list-style-type: none"> <li>To know the features of a fairground wheel include the wheel, frame, pods, a base an axle and an axle holder.</li> <li>To know that it is important to test my design as I go along so that I can solve any problems that may occur.</li> </ul>
<p><b>D &amp; T Skills</b></p>	<ul style="list-style-type: none"> <li>Select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing].</li> <li>Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> <li>Explore and evaluate a range of existing products.</li> <li>Evaluate their ideas and products against design criteria.</li> <li>Build structures, exploring how they can</li> </ul>	<ul style="list-style-type: none"> <li>Selecting a suitable linkage system to produce the desired motion.</li> <li>Designing a wheel.</li> <li>Selecting materials according to their characteristics.</li> <li>Following a design brief.</li> <li>Evaluating different designs.</li> <li>Testing and adapting a design.</li> </ul>





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	<p>be made stronger, stiffer and more stable.</p> <ul style="list-style-type: none"><li>• Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</li></ul>	
<p><b>RHE/PHSE/SMSC</b> <b>(Relationships and Health Education)</b></p>	<p><b>RHE Module 3:</b> Created to live in community</p> <ul style="list-style-type: none"><li>• Who will I be – About some different types of jobs in the community</li></ul> <p>About some of the gifts, skills and strengths needed to do different jobs and that all jobs are open to boys and girls</p> <ul style="list-style-type: none"><li>• Work is a part of our purpose (vocation)</li><li>• God has given us all strengths, gifts and talents to do His work</li><li>•</li><li>• Needs and wants –</li><li>• That money is valuable and is used as an exchange for needs and wants.</li><li>• That wants and needs are different.</li><li>• About spending and saving choices.</li><li>• That God's love and the love we share with others is more valuable than anything.</li><li>•</li><li>• British Values lesson</li><li>• Money Matters:</li></ul> <p>Think about where money comes from and how it can be used. Discuss the idea of spending and saving their money and begin to understand why it is important to keep belongings, including money, safe. They will also learn about the different things on offer when they go shopping and how we need to identify the difference between the things we want and the things we need.</p>	



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<p><b>Mental Health and Wellbeing</b> <b>Safeguarding</b> <b>Curriculum Links</b></p>	<p>Safeguarding links:</p> <ul style="list-style-type: none"><li>• Keeping safe in school</li><li>• Transitions (moving into KS2)</li></ul>
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