



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 know about the story of creation and how through Baptism we are all part of God's Christian family. 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 'Local Habitats', they will have 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 learnt the functions of the Paint 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 be using instruments to represent animals, copying rhythms and creating call and response rhythms. In History, the children will have identified how school was different in the past, particularly the 1900's and be able to 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.

**Religious Education
Creation and**

In this topic the children will

- Know that the Christian Bible is split into two parts, the Old Testament, and the New Testament.



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<p>Covenant</p>	<ul style="list-style-type: none"> • Know the Noah story (Genesis 6:9-9:17), focusing on Noah and God's promise to all living creatures in the sign of the rainbow. • Know that psalms are prayed/sung to praise God. • Understand the term 'stewardship' and what it means for caring for God's world. • Know religious words and phrases relating to the Sacrament of Baptism and understand baptism as a sign of Jesus' love for all people and a welcome into the Christian family. 	
<p>English</p>	<p>Talk 4 Writing genres: Peter Rabbit- Warning story How to catch a Vegetable thief- Instructions</p>	<p>Class Read for pleasure Text: The Owl who was Afraid of the Dark</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.</p> <p>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. To discuss the sequence of events in books and how items of information are related. To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p>	



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	To predict what might happen on the basis of what has been read so far in a text.
English- Spoken Language Skills	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. To attempt to follow instructions before seeking assistance.
English - Handwriting Skills	To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To form lower case letters of the correct size, relative to one another. To use spacing between words that reflects the size of the letters.
English - Writing Spelling Skills	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. To spell most Y1 and Y2 common exception words correctly. To write, from memory, simple sentences dictated by the teacher
English - Writing Composition Skills	To write narratives about personal experiences and those of others (real and fictional) To write about real events. To write simple poetry. 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 read aloud what they have written with appropriate intonation to make the meaning clear.
English - Writing VGP Skills	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; To use expanded noun phrases to describe and specify (e.g. the blue butterfly). To using co-ordination (or/and/but). To use some subordination (when/if/ that/because). To use the present tense and the past tense mostly correctly and consistently



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<p>Mathematics Skills</p> <p>Small steps</p>	<p><u>Place Value</u></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>	<p><u>Addition and Subtraction</u></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>
<p>Science Knowledge</p> <p>Living things and their Local Habitats</p>	<ul style="list-style-type: none"> • 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. • 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. 	
<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 	



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Computing Knowledge Purple Mash Unit Creating Pictures	<ul style="list-style-type: none">• To know the common uses of information technology beyond school• To know how to use technology purposefully
Computing Skills	<ul style="list-style-type: none">• To learn the functions of the 2Paint a Picture tool.• To learn about and recreate the Impressionist style of art (Monet, Degas, Renoir) & pointillist artists such as Seurat;• To learn about the work of Piet Mondrian and recreate the style using the lines template.• To learn about the work of William Morris and recreate the style using the patterns template.
PE Knowledge <i>Unit 2- social</i>	Jumping and Landing <ul style="list-style-type: none">• Swing arms to help gain height and use them to help balance on landing.• Keep head up on landing.• Bend knees on landing. Seated <ul style="list-style-type: none">• Keep tummy tight (core muscles) and back straight.• Use arms to help maintain balance.• Keep head up and breathe throughout
PE Skills <i>Unit 2- social</i>	Jumping and Landing <ul style="list-style-type: none">• Jump from 2 feet to 2 feet with 180° turn in either direction• Complete a tucked jump.• Complete a tucked jump with 180° turn in either direction Seated <ul style="list-style-type: none">• Pick up a cone from one side and place it on the other side with same hand• Return it to the opposite side using the other hand• Sit in a dish shape and hold it for 5 seconds



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<p>Music Knowledge and Skills</p> <p>Unit: Call and Response (Theme: Animals)</p>	<ul style="list-style-type: none">• Use their voices expressively and creatively by singing songs and speaking chants and rhymes• Play tuned and untuned instruments musically• Listen with concentration and understanding to a range of high-quality live and recorded music• Experiment with, create, select and combine sounds using the inter-related dimensions of music	<p>Listening and evaluating</p> <ul style="list-style-type: none">• Listening with concentration to short pieces of music or excerpts from longer pieces of music.• Engaging with and responding to longer pieces of music.• Confidently moving in time with the beat of the music when modelled.• Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.• Recognising simple patterns and repetition in rhythm (eg. where a pattern of beats is repeated).• To recognise and name the following instruments: up to three instruments from Group A and B. <p>Creating sound</p> <ul style="list-style-type: none">• Singing a range of call and response chants, matching the dynamic and tempo they hear with accuracy.• Breathing at appropriate times when singing.• Singing part of a given song in their head (using their “thinking voice”).• Developing an awareness of how dynamics are affected by the force with which an instrument is played.• Learning to use instruments to follow the beat, by first observing and then mimicking the teacher’s modelling.• Maintaining a comfortable position when sitting or standing to sing and play instruments. <p>Composing</p> <ul style="list-style-type: none">• Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories.
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		<ul style="list-style-type: none"> Improvising simple question and answer phrases, using untuned percussion or voices. Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument. Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character. Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time. <p>Performing</p> <ul style="list-style-type: none"> Offering positive feedback on others' performances. Starting to maintain a steady beat throughout short performances. Standing or sitting appropriately when performing or waiting to perform. Performing actively as a group, clearly keeping in time with the beat.
	<p>National Curriculum End of key Stage 1/2 Pupils should be able to:</p>	<p>Progression Statements Taken from Schemes of Work e.g., Kapow</p>
<p>How was school different in the past?</p>		
<p>Key Concepts: Chronological Awareness, Change and Continuity, Cause and Consequence, Similarities and Differences, Sources of Evidence.</p>		
<p>History Knowledge</p>	<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</i></p>	<ul style="list-style-type: none"> To know a decade is ten years. Chronological awareness To know that beyond living memory is more than 100 years ago. To know that daily life has changed over time but that there are some similarities to life today. To know that changes may come about because of improvements in



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	<p><i>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	<p>technology.</p> <ul style="list-style-type: none">• To know that there are explanations for similarities and differences between children's lives now and in the past.• To know that we can find out about how places have changed by looking at maps.• To know that historians use evidence from sources to find out more about the past.
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 trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses• 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,	<ul style="list-style-type: none">• Recognising some things which have changed/stayed the same as the past.• Identifying simple reasons for changes.• Identifying similarities and difference between ways of life at different times.• Finding out about people, events and beliefs in society.• Making comparisons with their own lives.• 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 (see above).• Recognising different ways in which the past is represented (including eye-witness accounts).• Comparing pictures or photographs of people or events in the past. Developing their own interpretations from photographs and written sources.• Asking a range of questions about stories, events and people.• Understanding the importance of historically-valid questions.



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	<p>political, religious and social history; and between short- and long-term timescales.</p>	<ul style="list-style-type: none"> • 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 discussion, drama and writing (labelling, simple recount). • Using relevant vocabulary in answers. • Describing past events and people by drawing or writing. • Expressing a personal response to a historical story or event through discussion, drawing our writing.
<p>Art Knowledge</p> <p>Painting and Mixed Media – Life in Colour</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. • 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 	<ul style="list-style-type: none"> • To know that different amounts of paint and water can be used to mix hues of secondary colours. • To know that colours can be mixed to ‘match’ real life objects or to create things from your imagination. • To know that ‘composition’ means how things are arranged on the page. • To know that collage materials can be shaped to represent shapes in an image. • To know that shapes can be organic (natural) and irregular. • To know that lines can be used to fill shapes, to make outlines and to add detail or pattern.



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	<p>practices and disciplines, and making links to their own work.</p>	<ul style="list-style-type: none"> • To know that patterns can be used to add detail to an artwork. • To know that collage materials can be chosen to represent real-life textures. • To know that collage materials can be overlapped and overlaid to add texture.
<p>Art Skills</p>		<ul style="list-style-type: none"> • Beginning to generate ideas from a wider range of stimuli, exploring different media and techniques. • Experimenting in sketchbooks, using drawing to record ideas; using sketchbooks to help make decisions about what to try out next. • Beginning to develop some control when painting, applying knowledge of colour and how different media behave, e.g. adding water to thin paint. • Creating a range of secondary colours by using different amounts of each starting colour or adding water. • 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. • 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 1: Created and Loved by God Me, My body my health</p> <ul style="list-style-type: none"> • We are unique, with individual gifts, talents and skills. <p>Our bodies are good and made by God</p>	



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