



St Mary's

Catholic Primary School and Nursery

St Mary's Catholic Primary School Curriculum

Year 2 Autumn 2

Main Themes: Choosing Materials /Why is our World Wonderful?

Cultural Capital/Enrichment: Fieldwork in Shady Hollow

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 the religious accounts of the Annunciation and the birth of John the Baptist, and the Annunciation and the birth of Jesus found in the Gospel of Luke. They will understand what the church teaches about Mary the mother of God and her special role in the birth of Jesus. 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 had the opportunity to identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper, and cardboard for particular uses. 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 learn how events, actions and feelings within stories can be represented by pitch, dynamics and tempo. 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. 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. 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.



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Religious Education Prophecy and Promise	<p>In this topic the children will</p> <ul style="list-style-type: none"> • Know the religious accounts from the Annunciation and the birth of John the Baptist and of the Annunciation and the birth of Jesus from the Gospel of Luke • Know that a prophet or prophetess communicates God's message, inspired by the Holy Spirit, and that Isaiah and John the Baptist are prophets. • Know Zechariah's special message about John's future (Lk 1:76). • Know that the person Isaiah spoke of was Jesus long before he was born. • Understand that Mary is the mother of God who prays for them and with them. • Describe some ways that Christians prepare for Jesus' coming at Christmas during the season of Advent. 	
English	Talk 4 Writing genres: Paddington- Journey Story Dougal the Deep Sea Diver - Recount	Class Read for pleasure Text: The Giraffe and the Pelly and Me
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> <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</p>	



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	<p>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> <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>



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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; 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</p>	
Mathematics Skills Small steps	<p><u>Addition and Subtraction</u> Step 15 Add two 2-digit numbers (not across a 10) Step 16 Add two 2-digit numbers (across a 10) Step 17 Subtract two 2-digit numbers (not across a 10) Step 18 Subtract two 2-digit numbers (across a 10) Step 19 Mixed addition and subtraction Step 20 Compare number sentences Step 21 Missing number problems</p>	<p><u>Shape</u> Step 1 Recognise 2-D and 3-D shapes Step 2 Count sides on 2-D shapes Step 3 Count vertices on 2-D shapes Step 4 Draw 2-D shapes Step 5 Lines of symmetry on shapes Step 6 Use lines of symmetry to complete shapes Step 7 Sort 2-D shapes Step 8 Count faces on 3-D shapes Step 9 Count edges on 3-D shapes Step 10 Count vertices on 3-D shapes Step 11 Sort 3-D shapes Step 12 Make patterns with 2-D and 3-D shape</p>
Science Knowledge Choosing 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. 	
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. 	



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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	Real Gym Unit 1 Balance <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. Travel <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.
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- passe, low arabesque, flag balance, front attitude, arabesque, side horizontal, gizmo, front scale.



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	<ul style="list-style-type: none">• Explore point and patch balances using low apparatus.• Explore point and patch balances using large apparatus. <p>Travel</p> <ul style="list-style-type: none">• Learn more complex travelling movements using feet, adding variety by combining with hand apparatus- stetch 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.
<p>Music Knowledge and Skills</p> <p>Unit:</p> <p>Instruments (Theme: Musical Storytelling)</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.• Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.• Identifying some common instruments when listening to music.• Relating sounds in music to real-world experiences (eg. It sounds like squelching mud’).• Talking about the tempo of music using the vocabulary fast and slow.• Talking about the dynamics of the music, using the vocabulary loud, quiet and silent.• Talking about the pitch of music, using the vocabulary high and low.• Giving positive feedback relating to the tempo of practices and performances using the vocabulary of fast and slow.• Stating what they enjoyed about their peers’ performances. <p>To recognise and name the following instruments: up to three instruments from Group A and B.</p> <p>Creating sound</p> <ul style="list-style-type: none">• Developing an awareness of how dynamics are affected by the force



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with which an instrument is played.

- Using instruments imaginatively to create soundscapes which convey a sense of place.
- Using bilateral and hand-eye co-ordination to play/hold instruments using both hands.
- Starting to understand how to produce different sounds on pitched instruments.
- Maintaining a comfortable position when sitting or standing to sing and play instruments.

Composing

- Creating sound responses to a variety of physical stimuli such as nature, artwork and stories.
- 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.

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>Why is our world wonderful?</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 name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas <p><u>Human and Physical:</u></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 	<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.
<p>Geography Skills</p>	<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. 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.



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| | | <ul style="list-style-type: none">• 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.• 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. |
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		<ul style="list-style-type: none"> • Presenting data in simple tally charts or pictograms and commenting on what the data shows • Asking and answering simple questions about data.
<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. 	<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.
<p>D & T Skills</p>	<ul style="list-style-type: none"> • Explore and evaluate a range of existing products. • 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"> • 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. • Cutting and assembling components neatly. • Evaluating own designs against design criteria. • Using peer feedback to modify a final design.



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<p>RHE/PHSE/SMSC (Relationships and Health Education)</p>	<p>Module 1: Created and Loved by God</p> <p>Emotional well being:</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>
<p>Mental Health and Wellbeing Safeguarding Curriculum Links</p>	<p>Safeguarding links:</p> <ul style="list-style-type: none">• Body parts• Anti-bullying week• Remembrance