



St Mary's

Catholic Primary School and Nursery

**St Mary's Catholic Primary School Curriculum**  
**Year 2 Spring 1**

**Main Themes:** Growing seeds/What is a Monarch?  
**Cultural Capital/Enrichment:** Visit to Safety Central

<b>End Points</b>	<p>In RE children will be able to retell the story of John the Baptist and the baptism of Jesus. They will recognise parables within scripture (E.g. The Lost Sheep.) and understand that Jesus uses them to teach people about God. They will begin to recognise that everyone is tempted to make bad choices, but that God loves and forgives all people. In English, the children will have learned the story of 'Jack and the Beanstalk.' They will have planned their own version of the story, using a range of strategies such as reciting a text map and creating their own. Then they will explore report writing through the text 'The Tree Giant.' In Maths the children will have learnt to count money and make the same amounts, as well as comparing amounts of money. They will have solved problems involving multiplication and division, recalling and using multiplication and division facts for the 2, 5 and 10 multiplication tables. In Science the children will have had the opportunity to examine different seeds and bulbs. They will investigate conditions for growth and observe seeds germinating. In Computing the children will have learnt about how to use technology safely and respectfully, keeping personal information private. In PE, the children will have developed an understanding of artistry in dance. They will have created shapes, circles and silk movements at different levels and with different timings. Within Music, the children will learn a British folk song and perform actions that match lyrics. 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 and Design, the children will have learned how to flatten and smooth clay, rolling shapes successfully and making a range of marks in it and roll on a smooth surface. They will have also learned how to join clay shapes together, make marks in the clay and design and plan their own clay house tile that has recognisable features. In RHE the children will have recognised how we are part of God's family. Saying sorry is important and can mend friendships. Jesus cared for others and had expectations of them and how they should act. We should love other people in the same way God loves us.</p>
Religious Education	<ul style="list-style-type: none"><li>• Retell, in any form, the story of John the Baptist and the baptism of Jesus.</li><li>• Begin to recognise 'parables' as a literary form in Scripture with reference to the parable of the lost sheep (Lk 15:4-7) and how Jesus uses them to teach people about God.</li></ul>



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Galilee to Jerusalem	<ul style="list-style-type: none"><li>• Recognise that everyone is tempted to make bad choices (sin), but that God loves and forgives all people.</li><li>• Begin to recognise that the miracles of Jesus are signs that he is the Son of God.</li><li>• Correctly use religious words and phrases to recognise how Catholics say sorry to God in prayer and talk about why saying sorry to God and to others is important</li></ul>	
<b>English</b>	<b>Talk 4 Writing genres:</b> Jack and the Beanstalk- Journey Story The Tree Giant- Information/Recount	<b>Class Read for pleasure Text:</b> <b>The Hodgeheg</b>
<b>English - Reading Comprehension Skills/Word Reading</b>	<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 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>	



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<b>English-Spoken Language Skills</b>	<p>To speak confidently within a group of peers so that their message is clear.</p> <p>To practise and rehearse reading sentences and stories aloud.</p> <p>To take on a different role in a drama or role play and discuss the character's feelings.</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>
<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>The /l/ or /əl/ sound spelt -le (e.g. little, middle) or spelt -el (e.g. camel, tunnel) or spelt -al (e.g. metal, hospital) or spelt -il (e.g. fossil, nostril);</p> <p>The /aɪ/ sound spelt -y (e.g. cry, fly, July);</p> <p>Adding -es to nouns and verbs ending in -y where the 'y' is changed to 'i' before the -es (e.g. flies, tries, carries);</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> <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> <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>
<b>English - Writing VGP Skills</b>	<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>



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	<p>To use expanded noun phrases to describe and specify (e.g. the blue butterfly).          To use the present tense and the past tense mostly correctly and consistently</p>	
<p><b>Mathematics Skills</b></p> <p><b>Small steps</b></p>	<p><b><u>Money</u></b></p> <p>Step 1 Count money – pence          Step 2 Count money – pounds (notes and coins)          Step 3 Count money – pounds and pence          Step 4 Choose notes and coins          Step 5 Make the same amount          Step 6 Compare amounts of money          Step 7 Calculate with money          Step 8 Make a pound          Step 9 Find change          Step 10 Two-step problems</p>	<p><b><u>Multiplication and Division</u></b></p> <p>Step 1 Recognise equal groups          Step 2 Make equal groups          Step 3 Add equal groups          Step 4 Introduce the multiplication symbol          Step 5 Multiplication sentences          Step 6 Use arrays          Step 7 Make equal groups – grouping          Step 8 Make equal groups – sharing          Step 9 The 2 times-table          Step 10 Divide by 2</p>
<p><b>Science Knowledge</b></p> <p>Growing Seeds and Bulbs</p>	<ul style="list-style-type: none"> <li>• Observe and describe how seeds and bulbs grow into mature plants.</li> <li>• Describe what plants need to grow and stay healthy.</li> </ul>	
<p><b>Working Scientifically Skills</b></p>	<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>	
<p><b>Computing Knowledge</b></p>	<ul style="list-style-type: none"> <li>• To know how to use technology safely and respectfully.</li> <li>• To know how to keep personal information private when using technology.</li> <li>• To make music digitally using 2Sequence.</li> </ul>	



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<b>Purple Mash Unit</b> Online Safety Making Music	<ul style="list-style-type: none"><li>• To explore, edit and combine sounds using 2Sequence.</li><li>• To edit and refine composed music.</li><li>• To think about how music can be used to express feelings and create tunes which depict feelings.</li><li>• To record and upload environmental sounds into Purple Mash. To use these sounds to create tunes in 2Sequence.</li><li>• To know how to ask for help if they feel unsure about any online content.</li></ul>
<b>Computing Skills</b>	<ul style="list-style-type: none"><li>• To understand that information put online leaves a digital footprint or trail.</li><li>• To identify the steps that can be taken to keep personal data and hardware secure.</li></ul>
<b>PE Knowledge</b>	<b>Dance</b> <ul style="list-style-type: none"><li>• To keep your tummy tight and extend your arms to help you find strong, still positions in your shapes.</li><li>• When jumping, land through the balls of your feet and bend your knees to absorb impact.</li><li>• To not rush and find the simplest way to go from turning to jumping before moving to the floor.</li><li>• To position your bodies so they cover as much space as possible and use your arms to help with balance.</li><li>• To keep muscles tight to make sure you are in control.</li><li>• When jumping and turning to squeeze your muscles to keep your body in shape.</li><li>• To use your core strength and control speed of your moves, especially your turns, to stay in balance.</li><li>• Think and communicate with your partner about what elements you want to include before you start creating your sequence.</li></ul>
<b>PE Skills</b>	<b>Dance</b> <b>Artistry</b> <ul style="list-style-type: none"><li>• Create 2 ways of moving linked to the silk - using 3 or 4 limbs and pausing throughout my movement. - fluently and without stopping</li><li>• Create shapes, circles and silk movements to - express the music. - change my moves so they match different music.</li><li>• Create a sequence of 5 static and dynamic moves - in contrast to my partner's. - using different partner shapes. - at different levels. - with different timings.</li></ul> <b>Partnering</b>



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	<ul style="list-style-type: none"> <li>• Create standing and floor shapes - opposite and entwined with my partner. - in close contact but without touching. Incorporate jumping when travelling between shapes - in canon.</li> <li>• Create movement and turn forwards and backwards through horizontal and vertical large arm circle and semi-circle - in unison. - finishing in partner shapes. Create jumps from foot circles - jumping in unison</li> <li>• Create partner balances leaning away from each other with hand-to-hand contact. Create and support jumps with hand to elbow contact - facing each other. - using a 2-foot take-off and landing, with 180° rotation.</li> </ul> <p><b>Circles</b></p> <ul style="list-style-type: none"> <li>• Create movements led by large vertical single arm circles and semi-circles leading into - stepping - body movements. - turning - jumps with 180° and 360° rotations.</li> </ul> <p><b>Shapes</b></p> <ul style="list-style-type: none"> <li>• Create multiple standing and floor shapes - with torso beginning to rotate. - with 3 points of contact with the floor. - facing down and up. Travel between shapes including jumping with rotation.</li> </ul>		
<p><b>Music Knowledge and Skills</b> <b>Unit:</b> Musical Story Telling.</p>	<table border="0"> <tr> <td data-bbox="360 735 842 1335"> <ul style="list-style-type: none"> <li>• Breathe after each phrase in a song when singing.</li> <li>• Sing a song from memory.</li> <li>• Use different pitches while singing (high and low notes).</li> <li>• Sing lyrics accurately.</li> <li>• Perform actions that match lyrics.</li> <li>• Collaborate and communicate within a group.</li> <li>• Use sounds creatively to represent a chosen environment.</li> <li>• Perform a composition.</li> </ul> </td> <td data-bbox="842 735 2069 1335"> <p><b>Listening and evaluating</b></p> <ul style="list-style-type: none"> <li>• Listening with concentration to short pieces of music or excerpts from longer pieces of music.</li> <li>• Engaging with and responding to longer pieces of music.</li> <li>• Confidently moving in time with the beat of the music when modelled.</li> <li>• Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.</li> <li>• Identifying some common instruments when listening to music.</li> <li>• Talking about the tempo of music using the vocabulary fast and slow.</li> <li>• Talking about the dynamics of the music, using the vocabulary loud, quiet and silent.</li> <li>• Talking about the pitch of music, using the vocabulary high and low.</li> <li>• Stating what they enjoyed about their peers' performances.</li> <li>• Appreciating music from a wide variety of cultures and historical periods.</li> </ul> <p><b>Notation</b></p> </td> </tr> </table>	<ul style="list-style-type: none"> <li>• Breathe after each phrase in a song when singing.</li> <li>• Sing a song from memory.</li> <li>• Use different pitches while singing (high and low notes).</li> <li>• Sing lyrics accurately.</li> <li>• Perform actions that match lyrics.</li> <li>• Collaborate and communicate within a group.</li> <li>• Use sounds creatively to represent a chosen environment.</li> <li>• Perform a composition.</li> </ul>	<p><b>Listening and evaluating</b></p> <ul style="list-style-type: none"> <li>• Listening with concentration to short pieces of music or excerpts from longer pieces of music.</li> <li>• Engaging with and responding to longer pieces of music.</li> <li>• Confidently moving in time with the beat of the music when modelled.</li> <li>• Beginning to explain why the music has a certain effect on them, which could be related to the music or a personal experience.</li> <li>• Identifying some common instruments when listening to music.</li> <li>• Talking about the tempo of music using the vocabulary fast and slow.</li> <li>• Talking about the dynamics of the music, using the vocabulary loud, quiet and silent.</li> <li>• Talking about the pitch of music, using the vocabulary high and low.</li> <li>• Stating what they enjoyed about their peers' performances.</li> <li>• Appreciating music from a wide variety of cultures and historical periods.</li> </ul> <p><b>Notation</b></p>
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	<ul style="list-style-type: none"> <li>• Apply pitch and dynamics to enhance a composition.</li> <li>• Read notation from left to right.</li> </ul>	<ul style="list-style-type: none"> <li>• Reading different types of notation are read by moving eyes from left to right as sound occurs.</li> </ul> <p><b>Composing</b></p> <ul style="list-style-type: none"> <li>• Creating sound responses to a variety of physical stimuli such as, nature, artwork and stories.</li> <li>• Selecting and creating short sequences of sound with voices or instruments to represent a given idea or character.</li> <li>• Working collaboratively to combine different sounds by either turn-taking or by playing sounds at the same time.</li> </ul> <p><b>Performing</b></p> <ul style="list-style-type: none"> <li>• Offering positive feedback on others' performances.</li> <li>• Standing or sitting appropriately when performing or waiting to perform.</li> <li>• Beginning to acknowledge their own feelings around performance.</li> <li>• Following a leader to start and end a piece appropriately.</li> </ul>
	<p><b>National Curriculum</b>  <b>End of key Stage 1/2</b>  Pupils should be able to:</p>	<p><b>Progression Statements Taken from Schemes of Work e.g. Kapow</b></p>
<p><b>What is a Monarch?</b></p>		
<p><b>Key Concepts: Chronological Awareness, Cause and Consequence, Historical Significance, Sources of Evidence, Historical Interpretations, Historical Enquiry.</b></p>		
<p><b>History Knowledge</b></p>	<p><i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life</i></p>	<ul style="list-style-type: none"> <li>• To know that beyond living memory is more than 100 years ago.</li> <li>• To know that events in history may last different amounts of time.</li> <li>• To know that some events are more significant than others</li> <li>• To know that 'historically significant' people are those who changed many people's lives.</li> <li>• To know that historians use evidence from sources to find out more about the past.</li> <li>• To know that the past is represented in different ways</li> </ul>



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	<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"> <li>• To know that a monarch in the UK is king or queen. Power (monarchy, government and empire)</li> <li>• To begin to understand that power is exercised in different ways in different culture, times and groups e.g. monarchy.</li> <li>• To know that Britain was organised into kingdoms and these were governed by monarchs</li> </ul>
<p><b>History Skills</b></p>	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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,</li> </ul>	<ul style="list-style-type: none"> <li>• Sequencing up to six photographs, focusing on the intervals between events.</li> <li>• Placing events on a timeline, building on times studied in Year 1</li> <li>• Knowing where people/events studied fit into a chronological framework.</li> <li>• Recognising some things which have changed/stayed the same as the past.</li> <li>• Identifying simple reasons for changes.</li> <li>• Asking questions about why people did things, why events happened and what happened as a result.</li> <li>• Recognising why people did things, why events happened and what happened as a result.</li> <li>• Identifying similarities and differences between ways of life at different times.</li> <li>• Finding out about people, events and beliefs in society</li> <li>• Discussing who was important in a historical event. Historical significance</li> <li>• Using artefacts, photographs and visits to museums to ask and answer questions about the past.</li> <li>• Making simple observations about a source or artefact.</li> <li>• Using sources to show an understanding of historical concepts</li> <li>• Recognising different ways in which the past is represented (including eye-witness accounts).</li> <li>• Comparing pictures or photographs of people or events in the past</li> <li>• Asking a range of questions about stories, events and people. Posing historical questions</li> </ul>





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	<p>including written narratives and analyses</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Understanding the importance of historically-valid questions.</li> <li>• Understanding how we use books and sources to find out about the past.</li> <li>• Using a source to answer questions about the past.</li> <li>• Evaluating the usefulness of sources to a historical enquiry.</li> <li>• Selecting information from a source to answer a question</li> <li>• Making links and connections across a unit of study.</li> <li>• Making simple conclusions about a question using evidence to support.</li> <li>• Communicating answers to questions in a variety of ways, including discussion, drama and writing (labelling, simple recount).</li> <li>• Using relevant vocabulary in answers</li> <li>• Describing past events and people by drawing or writing</li> </ul>
<p><b>Art Knowledge</b></p> <p><b>Sculpture and 3D – Clay Houses</b></p>	<ul style="list-style-type: none"> <li>• To use a range of materials creatively to design and make products.</li> <li>• To use drawing, painting and sculpture to develop and share</li> </ul>	<ul style="list-style-type: none"> <li>• To know that pieces of clay can be joined using the 'scratch and slip' technique.</li> <li>• To know that a clay surface can be decorated by pressing into it or by joining pieces on.</li> <li>• To know that patterns can be made using shapes.</li> <li>• To know that lines can be used to fill shapes, to make outlines and to add detail or pattern.</li> <li>• To know that patterns can be used to add detail to an artwork.</li> </ul>



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<p><b>Art Skills</b></p>	<p>their ideas, experiences and imagination.</p> <ul style="list-style-type: none"> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to generate ideas from a wider range of stimuli, exploring different media and techniques.</li> <li>Experiment in sketchbooks, using drawing to record ideas. Use sketchbooks to help make decisions about what to try out next.</li> <li>Developing understanding of sculpture to construct and model simple forms using a range of materials.</li> <li>Using hands and tools with confidence when cutting, shaping and joining paper, card and malleable materials.</li> <li>Developing basic skills for shaping and joining clay, including exploring surface texture.</li> <li>Talking about art they have seen using some appropriate subject vocabulary.</li> <li>Explaining their ideas and opinions about their own and other's artwork, giving reasons.</li> </ul>
<p><b>RHE/PHSE/SMSC (Relationships and Health Education)</b></p>	<p><b>RHE Module 1 Created to be Loved by God</b></p> <p><b>Life Cycles</b></p> <ul style="list-style-type: none"> <li><b>Change is all around us</b> –Change is a part of life.</li> <li>Managing our feelings about change helps to prepare us for future changes.</li> <li>God is with us as we change and grow.</li> </ul> <p><b>Module 2: Created to love others</b></p> <ul style="list-style-type: none"> <li>We are part of God's family</li> <li>Saying sorry is important and can mend friendships. Jesus cared for others and had expectations of them and how they should act. We should love other people in the same way God loves us.</li> <li>To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special</li> <li>The importance of nuclear and wider family.</li> <li>The importance of being close to and trusting special people and telling them if something is troubling them.</li> <li>How their behaviour affects other people, and that there is appropriate and inappropriate behaviour</li> </ul>	



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	<ul style="list-style-type: none"><li>• The characteristics of positive and negative relationships</li><li>• About different types of teasing, and that all bullying is wrong and unacceptable.</li><li>• To recognise when they have been unkind and say sorry.</li><li>• To recognise when people are being unkind to them and others and how to respond.</li><li>• That when we are unkind to others, we hurt God also and should say sorry to Him as well.</li><li>• That we should forgive like Jesus forgives.</li></ul>
<b>Mental Health and Wellbeing</b> <b>Safeguarding Curriculum Links</b>	Safeguarding links: <ul style="list-style-type: none"><li>• Treat others well- say sorry</li><li>• Internet Safety Day</li><li>• Feelings and emotions</li><li>• British Values Days</li></ul>