



St Mary's

Catholic Primary School and Nursery

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

**Year 2 Summer 2**

**Main Themes:** Growing healthy plants /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 how Christians can work together in the service of others. They will recognise that there are different faiths and beliefs and have identified some Jewish religious beliefs. 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 had the opportunity to examine different seeds and bulbs. They will investigate conditions for growth and observe how to care for mature plants. 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 explored the song 'Once a Man Fell in a Well.' They will have played it using tuned percussion and started to recognise and use simple symbols representing pitch. 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.

**Religious Education  
Dialogue and  
Encounter**

In this topic the children will  
Say what the story of the Good Samaritan teaches about how Christians should live.  
Describe an initiative Christians work on together locally and globally in the service of others.



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	<p>Make simple links and connections between some Jewish religious laws, beliefs, worship, and life (e.g., Keeping the Sabbath day holy and how this is celebrated in the synagogue and in Jewish homes). Talk about respecting the beliefs of people from different communities in their local area.</p>	
<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> The Enchanted Wood
<b>English - Reading Comprehension Skills/Word Reading</b>	<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. To make inferences on the basis of what is being said and done. To ask and answer questions about a text.</p>	



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	<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> <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 reread to check that their writing makes sense and that the correct tense is used throughout.</p>



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	<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>	
<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; 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>	
<b>Mathematics Skills</b>  <b>Small steps</b>	<p><b><u>Statistics</u></b></p> <p>Step 1 Make tally charts</p> <p>Step 2 Tables</p> <p>Step 3 Block diagrams</p> <p>Step 4 Draw pictograms (1–1)</p> <p>Step 5 Interpret pictograms (1–1)</p> <p>Step 6 Draw pictograms (2, 5 and 10)</p> <p>Step 7 Interpret pictograms (2, 5 and 10)</p>	<p><b><u>Position and Direction</u></b></p> <p>Step 1 Language of position</p> <p>Step 2 Describe movement</p> <p>Step 3 Describe turns</p> <p>Step 4 Describe movement and turns</p> <p>Step 5 Shape patterns with turns</p>
<b>Science Knowledge</b> Growing Healthy Plants	<ul style="list-style-type: none"> <li>• Observe and describe how seeds and bulbs grow into mature plants.</li> <li>• Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</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> </ul>	



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	<ul style="list-style-type: none"><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 opponent.</li></ul>
<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>



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<p><b>Music Knowledge and Skills</b></p> <p><b>Unit:</b> Pitch (Theme; Musical me)</p>	<ul style="list-style-type: none"><li>• Move their eyes from left to right to read pitch patterns.</li><li>• Sing high and low notes including the notes in between.</li><li>• Play a pattern of high and low notes on an instrument.</li><li>• Read notation from left to right.</li><li>• Draw high and low sounds using dots at the top and bottom of a page, respectively.</li><li>• Recognise when notes stay the same.</li><li>• Recognise missing notes on a stave.</li></ul>	<p><b>Listening and evaluating</b></p> <ul style="list-style-type: none"><li>• Recognising simple patterns and repetition in pitch (e.g. do-re-mi).</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></ul> <p><b>Creating sound</b></p> <ul style="list-style-type: none"><li>• Singing simple songs, chants and rhymes from memory.</li><li>• Competently singing songs or short phrases with a small pitch range (up to five notes that are different but close together).</li><li>• Practising singing songs with a wider pitch range (e.g. pentatonic melodies) which is gradually getting higher or lower.</li><li>• Breathing at appropriate times when singing. Singing part of a given song in their head (using their 'thinking voice').</li><li>• Developing an awareness of how sound is affected by the way an instrument is held (Group A, B and C).</li><li>• Learning to use instruments to follow the beat, by first observing and then mimicking the teacher's modelling.</li><li>• Starting to understand how to produce different sounds on pitched instruments (Group C).</li><li>• Maintaining a comfortable position when sitting or standing to sing and play instruments.</li></ul> <p><b>Notation</b></p> <ul style="list-style-type: none"><li>• Reading different types of notation by moving eyes from left to right as sound occurs.</li><li>• Using a simplified version of a stave (three lines) to notate known musical phrases (of two pitches).</li></ul> <p><b>Performing</b></p> <ul style="list-style-type: none"><li>• Offering positive feedback on others' performances.</li></ul>
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		<ul style="list-style-type: none"> <li>• Beginning to acknowledge their own feelings around performance.</li> <li>• Standing or sitting appropriately when performing or waiting to perform.</li> </ul>
	<p><b>National Curriculum</b>  <b>End of key Stage 1</b>  Pupils should be able to:</p>	<p><b>Progression Statements Taken from Schemes of Work e.g. Kapow</b></p>
<p><b>Geography Knowledge</b></p> <p><u>What is it like to live by the coast?</u></p>	<p><u>Locational Knowledge:</u></p> <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> <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> <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>• 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> <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>
<p><b>Geography Skills</b></p>		<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> </ul>



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		<ul style="list-style-type: none"> <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> <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</b> <b>Mechanisms – Fair</b> <b>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,</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> </ul>





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	<p>drawing, templates, mock- ups and, where appropriate, information and communication technology.</p>	<ul style="list-style-type: none"> <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 be made stronger, stiffer and more stable.</li> <li>• Explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products.</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>
<p><b>RHE/PHSE/SMSC (Relationships and Health Education)</b></p>	<p><b>RHE Module 3: Created to live in community</b></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> </ul>	



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



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