



St Mary's  
Catholic Primary School and Nursery

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

**Year 2 Spring 2**

**Main Themes:** Humans and other animals/What makes our world wonderful?

**Cultural Capital/Enrichment:** Visit to 'Safety Central'

<b>End Points</b>	<p>In RE Pupils will understand what it means to say sorry and will reflect on what Jesus said on the cross about forgiveness and the belief that God always forgives. They will recognise that Lent is a time for reconciliation and forgiveness. They will begin to understand the symbols of the Easter Vigil, focusing on light and water. In English this half term, the children have learnt the story of 'Grandad's Island'. They will have developed their own skills by writing descriptions and will have planned and written a return narrative. In Maths the children will have learned how to calculate with the 5- and 10-times tables. They will measure in centimetres and metres and compare and order lengths, mass, volume and capacity. In Science the children will have had the opportunity to find out about the basic needs of animals for survival, as well as the benefits of a healthy diet and exercise. For Computing this half term, the children will have explored how a story can be presented in different ways, they will have made a quiz about the class topic and presented this for the rest of the class. In PE the children will have developed their Ball Skills, moving the ball with fingers, avoiding it touching body, focusing on maintaining good balance and looking straight ahead throughout. In Music, children will use their voice to create a variety of sounds and use dynamics to create an atmosphere. They will collaborate with others to contribute to a group soundscape. 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. They will know the differences between oceans and seas and be able to use maps to successfully locate different landmarks and features of the world. In Design &amp; Technology, the children will have explored how shapes and structures with wide, flat bases or legs are the most stable. They will have understood that materials can be manipulated to improve strength and stiffness. They will have understood what features make a chair stable and used this knowledge to make a stable structure of their own. In RHE the children will have identified the difference between 'good' and 'bad' secrets and understand that they can and should be open with 'special people' they trust if anything troubles them.</p>
<b>Religious Education</b> <b>Desert to garden</b>	<p>In this topic the children will</p>



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	<p>Recognise what Jesus said on the cross about forgiveness and make simple connections with the belief that God always forgives us.</p> <p>Recognise that Lent is a time for reconciliation and forgiveness.</p> <p>Make simple connections between the sacrament of Reconciliation and a belief in God's forgiveness.</p> <p>Correctly use religious words and phrases to talk about the symbols of light and water in the Easter Vigil Mass.</p>	
<b>English</b>	<p><b><u>Narrative:</u></b> Return Narrative Purpose: To narrate</p> <p><b><u>Information:</u></b> Jungle Animals Purpose: To inform</p>	<p>Class Read for pleasure Text: Fantastic Mr Fox</p>
<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>	



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	<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>
<b>English- Spoken Language Skills</b>	<p>To recognise that sometimes speakers talk differently and discuss reasons why this might happen.</p> <p>To start to use subject- specific vocabulary to explain, describe and add detail.</p> <p>To suggest words or phrases appropriate to the topic being discussed.</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>/j/ sound spelt -dge, -ge at the end of word and -g before an i, e, y</p> <p>/s/ sound spelt -c before e, i, y and -j before o, a, u</p> <p>Contractions for omitted letter (s)</p> <p>/ie/ sound spelt at -y at the end of words</p> <p>/l/ sound spelt -le, -el, -al, -il at the end of words</p> <p>/n/ sound spelt kn at the beginning of words (silent letters)</p> <p>/n/ sound spelt gn at the beginning of words (silent letters)</p> <p>/w/ sound spelt wr at the beginning of words (silent letters)</p> <p>Possessive apostrophe -s (singular nouns)</p>
<b>English Grammar - Word</b>	<p>Build on previous units &amp; focus on:</p> <p>Use of the Suffixes –er &amp; –est in adjectives</p> <p>Use of the suffix –ly to turn adjectives into adverbs</p>
<b>English Grammar - Sentence</b>	<p>Build on previous units &amp; focus on:</p> <p>Learn that the grammatical patterns in sentence indicates its function as a question and an exclamation</p> <p>Expanded Noun Phrases for description and specification</p>
<b>English Grammar - Text</b>	<p>Build on previous units &amp; focus on:</p> <p>Correct choice and consistent use of past and present tense throughout writing including progressive forms of verbs</p>



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<b>English Grammar - Punctuation</b>	Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark singular possession in nouns	
<b>Mathematics Skills</b>  <b>Small steps</b>	<u><b>Multiplication and Division</b></u> Step 11 Doubling and halving Step 12 Odd and even numbers Step 13 The 10 times-table Step 14 Divide by 10 Step 15 The 5 times-table Step 16 Divide by 5 Step 17 The 5 and 10 times-tables	<u><b>Length, Height, Mass and Capacity</b></u> Step 1 Measure in centimetres Step 2 Measure in metres Step 3 Compare lengths and heights Step 4 Order lengths and heights Step 5 Four operations with lengths and heights Step 1 Compare mass Step 2 Measure in grams Step 3 Measure in kilograms Step 5 Compare volume and capacity Step 6 Measure in millilitres Step 7 Measure in litres Step 8 Temperature
<b>Science Knowledge</b> Growing up – Animals and humans	<ul style="list-style-type: none"> <li>• Notice that animals, including humans, have offspring which grow into adults</li> <li>• Find out about and describe the basic needs of animals, including humans, for survival</li> <li>• Describe the importance for humans of exercise, eating the right amounts of different type of food, and hygiene</li> </ul>	
<b>Working Scientifically Skills</b>	<ul style="list-style-type: none"> <li>• Suggest answers to questions by observing, gathering and recording data.</li> <li>• Record and communicate findings using simple scientific language</li> </ul>	
<b>Computing Knowledge</b> <b>Purple Mash Unit</b> Questioning	<ul style="list-style-type: none"> <li>• To know how to describe common uses of information technology beyond school.</li> <li>• To know how to use technology purposefully.</li> </ul>	



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<b>Computing Skills</b>	<ul style="list-style-type: none"><li>• To learn about data handling tools that can give more information than pictograms.</li><li>• To construct a binary tree to identify items.</li><li>• To use 2Question (a binary tree database) to answer questions.</li><li>• To use a database to answer more complex search questions.</li><li>• To use the Search tool to find information.</li></ul>
<b>PE Knowledge</b>  <i>Unit 4- Creative</i>	<b>Ball Skills</b> <ul style="list-style-type: none"><li>• How to move the ball with fingers, avoiding it touching body.</li><li>• To focus on maintaining good balance and looking straight ahead throughout.</li><li>• To perform movements smoothly and then gradually increase speed.</li></ul> <b>Counter Balance in Pairs</b> <ul style="list-style-type: none"><li>• To keep tummy (core muscles) tight and body straight throughout.</li><li>• To hold with straight arms when leaning back.</li><li>• To hold on to partner's forearms and keep a short base.</li></ul>
<b>PE Skills</b>  <i>Unit 4- Creative</i>	<b>Ball Skills</b> <p>In 20 seconds or less:</p> <ul style="list-style-type: none"><li>• Stand with legs apart and move a ball around 1 leg 16 times (right and left leg).</li><li>• Move a ball round waist 17 times.</li><li>• Stand with legs apart and move a ball around alternate legs 16 times.</li><li>• With control of the ball maintained throughout, ability to complete challenges in both directions consistently and smoothly, smooth movements with the ball.</li></ul> <b>Counter Balance in Pairs</b> <ul style="list-style-type: none"><li>• Hold on and, with a short base, lean back, hold balance and then move back together.</li><li>• Hold on with 1 hand and, with a short base, lean back, hold balance and then move back together.</li><li>• Perform above challenges with eyes closed.</li><li>• With balance maintained throughout, smooth, controlled movements, coordinated and controlled movements with partner.</li></ul>



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<p><b>Music Knowledge and Skills</b></p> <p><b>Unit:</b> Contrasting Dynamics (Theme: Space)</p>	<ul style="list-style-type: none"><li>• Use their voice to create a variety of sounds.</li><li>• Use dynamics to create an atmosphere.</li><li>• Collaborate with peers to contribute to a group soundscape.</li><li>• Correctly identify changes in dynamics.</li><li>• Show changes in dynamics using bodies and vocals.</li><li>• Compare two pieces of music using musical vocabulary to describe the changes in dynamics.</li><li>• Interpret music in a visual form.</li><li>• Identify and discuss patterns in different pieces of music.</li><li>• Successfully create and play patterns, notating them.</li><li>• Create and play a simple pitch pattern accurately.</li></ul>	<p>Listening and evaluating</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>• 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. Relating sounds in music to real-world experiences (e.g. 'It sounds like squelching mud').</li><li>• Recognising simple patterns and repetition in rhythm (e.g. where a pattern of beats is repeated).</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>• Stating what they enjoyed about their peers' performances.</li><li>• Giving positive feedback related to the dynamics of practices and performances, using the vocabulary of loud, quiet and silent.</li></ul> <p>Creating sound</p> <ul style="list-style-type: none"><li>• Using instruments imaginatively to create soundscapes which convey a sense of place.</li><li>• Using bilateral and hand-eye coordination to play/hold instruments using both hands.</li><li>• Starting to understand how to produce different sounds on pitched instruments.</li><li>• Maintaining a comfortable position when sitting or standing to sing and play instruments.</li></ul> <p>Notation</p>
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		<ul style="list-style-type: none"> <li>• Reading different types of notation by moving eyes from left to right as sound occurs.</li> <li>• Confidently reading simple rhythmic patterns comprising of one-beat sounds and one-beat rests.</li> </ul> <p>Composing</p> <ul style="list-style-type: none"> <li>• Improvising simple question and answer phrases, using untuned percussion or voices.</li> <li>• Experimenting with adapting rhythmic patterns by changing either the dynamics, tempo or instrument.</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> <li>• Creating sound responses to a variety of physical stimuli, such as nature, artwork and stories.</li> </ul> <p>Performing</p> <ul style="list-style-type: none"> <li>• Offering positive feedback on others' performances.</li> <li>• Beginning to acknowledge their own feelings around performance.</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>Why is our world wonderful?</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</li> </ul>	<ul style="list-style-type: none"> <li>• To be able to name the seven continents of the world.</li> <li>• To be able to name the five oceans of the world.</li> <li>• To name some characteristics of the four capital cities of the UK.</li> <li>• To know the four capital cities of the UK.</li> <li>• To know that a capital city is the city where a country's government is located.</li> </ul>



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	<p>the United Kingdom and its surrounding seas</p> <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 some key physical features of the UK.</li> <li>• To know some key human features of the UK.</li> <li>• To begin to recognise world maps as a flattened globe.</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> </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>• Locating all the world's seven continents on a world map.</li> <li>• Locating the world's five oceans on a world map.</li> <li>• Showing on a map the oceans nearest the continent they live in.</li> <li>• Confidently locating the capital cities of the four countries of the UK on a map of this area.</li> <li>• Identifying characteristics (both human and physical) of the four capital cities of the UK.</li> <li>• Showing on a map the city, town or village where they live in relation to their capital city.</li> <li>• Describing the key physical features in a local river area using basic geographical 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 a world map, globe and atlas to locate all the world's seven continents on a world map.</li> <li>• Using a world map, globe and atlas to locate the world's five oceans.</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> </ul>





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		<ul style="list-style-type: none"> <li>• Recognising landmarks of a city studied on aerial photographs and plan perspectives.</li> <li>• Recognising human features on aerial photographs and plan perspectives</li> <li>• Recognising physical features on aerial photographs and plan perspectives.</li> <li>• Drawing a map and using class agreed symbols to make a simple key.</li> <li>• Drawing a simple sketch map of the playground or school grounds using symbols to represent human and physical features.</li> <li>• Finding a given OS symbol on a map with support.</li> <li>• Beginning to draw objects to scale (e.g show the school playground is smaller than the school or school field).</li> <li>• Using an aerial photograph to draw a simple sketch map using basic symbols for a key.</li> <li>• Discussing the features they see in the area surrounding their school when on a walk.</li> <li>• Asking and answering simple questions about human and physical features of the area surrounding their school grounds.</li> <li>• Classifying the features they notice into human and physical with teacher support.</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>
<b>Design &amp; technology Knowledge</b>	<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>	<u>Technical</u> <ul style="list-style-type: none"> <li>• To know that shapes and structures with wide, flat bases or legs are the most</li> <li>• stable.</li> <li>• To understand that the shape of a structure affects its strength.</li> </ul>



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<b>Structures – Baby Bear’s Chair</b>	<p>drawing, templates, mock- ups and, where appropriate, information and communication technology.</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> </ul>	<ul style="list-style-type: none"> <li>• To know that materials can be manipulated to improve strength and stiffness.</li> <li>• To know that a structure is something which has been formed or made from parts.</li> <li>• To know that a ‘stable’ structure is one which is firmly fixed and unlikely to change or move.</li> <li>• To know that a ‘strong’ structure is one which does not break easily.</li> <li>• To know that a ‘stiff’ structure or material is one which does not bend easily.</li> </ul> <p><u>Additional</u></p> <ul style="list-style-type: none"> <li>• To know that natural structures are those found in nature.</li> <li>• To know that man-made structures are those made by people.</li> </ul>
<b>D &amp; T Skills</b>	<ul style="list-style-type: none"> <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> </ul>	<ul style="list-style-type: none"> <li>• Generating and communicating ideas using sketching and modelling.</li> <li>• Learning about different types of structures, found in the natural world and in everyday objects.</li> <li>• Making a structure according to design criteria.</li> <li>• Creating joints and structures from paper/card and tape.</li> <li>• Building a strong and stiff structure by folding paper.</li> <li>• Exploring the features of structures.</li> <li>• Comparing the stability of different shapes.</li> <li>• Testing the strength of own structures.</li> <li>• Identifying the weakest part of a structure.</li> <li>• Evaluating the strength, stiffness and stability of own structure.</li> </ul>
<b>RHE/PHSE/SMSC (Relationships and Health Education)</b>	<p><b>Module 2 Created to Love Others -Keeping Safe Life Online</b></p> <ul style="list-style-type: none"> <li>• Real Life online</li> </ul>	



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	<ul style="list-style-type: none"><li>• That the internet connects us to others and helps us in lots of ways.</li><li>• Our feelings matter – both online and offline.</li><li>• That Jesus cares about our feelings and gives us peace.</li><li>• Rules to Help us</li><li>• Understand safe and unsafe situations, including online.</li><li>• Ask for adult help with anything that worries them or makes them feel unsafe.</li></ul> <p>The difference between 'good' and 'bad' secrets and that they can and should be open with 'special people' they trust if anything troubles them.</p> <p>How to resist pressure when feeling unsafe.</p> <ul style="list-style-type: none"><li>• Privates are private.</li><li>• Always remember your body belongs to you.</li><li>• No means no.</li><li>• Talk about secrets that upset you.</li><li>• Speak up, someone can help.</li><li>• Medicines are drugs, but not all drugs are good for us.</li></ul> <p>Alcohol and tobacco are harmful substances.</p> <p>Our bodies are created by God, so we should take care of them and be careful about what we consume.</p>
<b>Mental Health and Wellbeing</b> <b>Safeguarding</b> <b>Curriculum Links</b>	<p>Safe Guarding links</p> <p>Keeping safe- good and bad secrets.</p> <p>Physical contact- pants are private. Harmful substances</p>



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