

St Wulstan's Catholic Primary School

Year 2 Curriculum

Autumn 2019

Subject	Content
RE	<p>Unit A: Old Testament Stories and Prayers</p> <ul style="list-style-type: none">○ Know that there are two parts to the Bible.○ Know stories about different people in the Old Testament who were called into friendship with God.○ Recognise that psalms are special songs to praise and thank God.○ Understand that in the Old Testament we can discover some important images of God for Christians today. <p>Unit B: Sharing in the Life of Jesus, Mary, the Disciples, Saints and Us</p> <ul style="list-style-type: none">○ Know important stories from the New Testament about the life of Jesus and Mary and the call of the disciples.○ Know that the Rosary is a special form of Christian prayer.○ Know about the example of saints and important events in their lives.○ Understand and take part in a moment of stillness and prayer. <p>Unit C: Advent</p> <ul style="list-style-type: none">○ Know that Advent is a season of preparation for Christmas.○ Describe the Advent Wreath and explain why it is a symbol of preparation for Christmas.○ Know the story of John the Baptist preparing the way for Jesus.○ Describe some ways the parish prepares for Christmas. <p>Unit D: Christmas</p> <ul style="list-style-type: none">○ Know and be able to sequence the story of Christmas from the annunciation to the flight into Egypt.○ Be able to trace the journey of Mary and Joseph on a map.○ Understand some of the difficulties faced by Mary and Joseph and why their journeys to Bethlehem and Egypt were necessary.
English	<p>Reading</p> <p>Word Reading</p> <ul style="list-style-type: none">○ Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.○ Read words containing common suffixes.○ Read accurately words of two or more syllables that contain the same graphemes as above.○ Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. <p>Comprehension</p> <ul style="list-style-type: none">○ Understand both the books that they can already read accurately and fluently and those that they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading.○ Understand both the books that they can already read accurately and fluently and those that they listen to by making inferences on the basis of what is being said and done.○ Understand both the books that they can already read accurately and fluently and those that they listen to by answering and asking questions. <p>Writing</p> <p>Short Narratives</p> <p>Recounts</p> <p>Instructions</p> <p>Poetry</p> <p>Composition</p> <ul style="list-style-type: none">○ Develop positive attitudes towards and stamina for writing by writing for different purposes.○ Develop positive attitudes towards and stamina for writing by writing poetry.

	<ul style="list-style-type: none"> ○ Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional). ○ Make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]. <p>Handwriting</p> <ul style="list-style-type: none"> ○ Form lower-case letters of the correct size relative to one another. ○ Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. ○ Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. <p>Grammar, Punctuation and Spelling</p> <ul style="list-style-type: none"> ○ Spell by learning to spell common exception words. ○ Spell by learning to spell some words with contracted forms. ○ Spell by distinguishing between homophones and near-homophones. ○ Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly. ○ Use grammatical terminology for Year 2 learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks. ○ Learn how to use sentences with different forms: statement, question, exclamation, command. ○ Learn how to use expanded noun phrases to describe and specify [for example, the blue butterfly].
<p>Maths</p>	<p>Number and place value</p> <ul style="list-style-type: none"> ○ Recognise the place value of each digit in a two-digit number (tens, ones). ○ Use place value and number facts to solve problems. ○ Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. <p>Measurement</p> <ul style="list-style-type: none"> ○ Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. ○ Find different combinations of coins that equal the same amounts of money. <p>Addition, subtraction, multiplication and division</p> <ul style="list-style-type: none"> ○ Solve problems with addition and subtraction using concrete objects and pictorial representations, including those involving numbers, quantities and measures. ○ Add and subtract numbers using concrete objects, pictorial representations, and mentally, including two two-digit numbers. ○ Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems. ○ Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. ○ Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.
<p>Science</p>	<ul style="list-style-type: none"> ○ Understand that animals, including humans, have offspring which grow into adults ○ Describe the basic needs of animals, including humans, for survival (water, food and air) ○ Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene ○ Ask simple questions and recognise that they can be answered in different ways including use of scientific language from the national curriculum (Year 2 focus) ○ Perform simple comparative tests (Year 2 focus) ○ Use his/her observations and ideas to suggest answers to questions noticing similarities, differences and patterns (Year 2 focus)

	<ul style="list-style-type: none"> ○ 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 ○ Explore and compare the differences between things that are living, dead, and things that have never been alive ○ Identify and name a variety of plants and animals in their habitats, including micro-habitats ○ 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
Computing	<ul style="list-style-type: none"> ○ Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ○ Create and debug simple programs. ○ Use technology purposefully to create, organise, store, manipulate and retrieve digital content. ○ Recognise common uses of information technology beyond school.

	<p>We deliver the following subjects through whole school topics and they are collectively referred to as the Creative Curriculum: Art and Design, Design Technology, Geography, History and Music. Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects.</p>
Creative Curriculum	<p style="text-align: center;">Beatrix Potter</p> <p>Once upon a time, there lived a lady called Beatrix Potter...</p> <p>Step into Beatrix Potter's enchanting world of British animals and their adventures. Be naughty and squueeze under Mr McGregor's gate to discover why little rabbits should always listen to their mothers! Sail across a lake with some squirrels to see what happens when you tease a wise old owl. Giggle with Mittens, Moppet and Tom Kitten as they make themselves unfit to be seen playing outside.</p> <p>After enjoying Beatrix Potter's beautiful tales, find out more about the life of the famous author and illustrator. Compare Beatrix's life as a wealthy Victorian child with a normal Victorian child's day. Discover the real life of the British animals and habitats in her stories. Develop your own artistic talents by learning the art techniques that Beatrix would have learnt as a child. We look forward to showcasing our knowledge by sharing our own stories with you!</p> <p>History</p> <ul style="list-style-type: none"> ○ Show an awareness of the past, using common words and phrases relating to the passing of time ○ Describe where the people and events studied fit within a chronological framework and identify similarities and differences between ways of life in different periods ○ Discuss the lives of significant individuals in the past who have contributed to national and international achievements and use some to compare aspects of life in different periods e.g. Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell <p>Art</p> <ul style="list-style-type: none"> ○ Select particular techniques to create a chosen product and develop some care and control over materials and their use ○ Represent things observed, remembered or imagined using colour/tools in two and three dimensions ○ Know that different artistic works are made by craftspeople from different cultures and times <p>Design and Technology</p> <ul style="list-style-type: none"> ○ Use a wider range of cookery techniques to prepare food safely ○ Understand that all food has to be farmed, grown or caught <p>Music</p> <ul style="list-style-type: none"> ○ Use their voices expressively and creatively by singing songs and speaking chants and rhymes

- Play 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.

PE

- Master basic movements including running, jumping, throwing and catching, and begin to apply these in a range of activities.
- Developing balance, agility and co-ordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.
- Catch a small ball
- Throw a small ball overarm, using the correct technique

PSHE

- Begin to recognise emotions in others
- Offer suggestions as to how to alter a negative emotion