

St Wulstan's Catholic Primary School
Year 2 Curriculum
Summer 2019

Subject	Content
RE	<p>Unit I: Easter</p> <ul style="list-style-type: none"> • Know that the disciples were totally surprised by the Resurrection of Jesus. • Understand reasons why the disciples were so surprised to find Jesus alive again. • That water, light and the colour white are special signs of Easter. • Know two stories of the appearance of Jesus to his disciples, Emmaus and doubting Thomas. • Think of reasons why Thomas found it hard to believe that Jesus was alive. <p>Unit J: Pentecost</p> <ul style="list-style-type: none"> • Know the story of Pentecost from the Acts of Apostles. • Understand that Jesus' promise to send the Holy Spirit was fulfilled. • Empathise with the thoughts of the disciples through discussion and writing. • Know that Pentecost Sunday is known as the birthday of the Church. • Understand some reasons why the feast is known as this. • Find out how the feast is celebrated in Church. • Know that the liturgical colour of Pentecost is red. • Understand that the Holy Spirit helps and guides Christians today. • Think of ways that the Holy Spirit is the helper to the followers of Jesus. • Know that Confirmation is the gift of the Holy Spirit. • Understand that this is the gift of God. <p>Unit K: The Mass</p> <ul style="list-style-type: none"> • Know at Mass God's Family gathers together, listens to God's Word, prays for the needs of others, praises and thanks God for his many gifts and celebrates what Jesus said and did at the Last Supper. • Join in and recite some of the responses used at Mass. These will include the greetings, Lord have Mercy, the responses to the readings and Gospel, the prayer of the faithful response and at least one memorial acclamation. • Know that at the celebration of Mass the priest takes the place of Christ and says the words of Jesus. • Understand that through the words and actions of the priest, Christ becomes present in the Eucharist. • Identify some of the things the priest does during Mass. • Understand that Catholic Christians believe that the bread and wine used at Mass becomes the body and blood of Jesus Christ. <p>Unit L: The Church</p> <ul style="list-style-type: none"> • Know that people live in different types of community e.g. family, school, towns, villages and cities. • Understand that people have roles and responsibilities in those communities and the consequences if these roles were not carried out. • Discuss, dramatise and write about what makes a community. • Know that the Church is a special place where God's family gather together and pray. • Understand some reasons why we need special places like church to pray. • Know the story of the conversion of St Paul. • Know the story of St Peter in prison.
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.

	<ul style="list-style-type: none"> • 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>Science investigations</p> <p>Extended narratives</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 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 un-joined. • 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 the present and past tenses correctly and consistently including the progressive form. • Use grammatical terminology for Year 2 understanding the use of the suffixes -er, -est in adjectives and the use of the -ly in Standard English to turn adjectives into adverbs. • Learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but).
<p>Maths</p>	<p>Number and place value</p> <ul style="list-style-type: none"> • Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. <p>Fractions</p> <ul style="list-style-type: none"> • Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity. • Write simple fractions for example, $\frac{1}{2}$ of $6 = 3$ and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. <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 ($^{\circ}$C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. • Tell and write the time to fifteen minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.

	<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. <p>Geometry</p> <ul style="list-style-type: none"> • Order and arrange combinations of mathematical objects in patterns and sequences • Name and describe properties of 3-D shapes, including the number of sides, vertices, edges, faces and lines of symmetry. • Identify 2-D shapes on the surface of 3-D shapes [for example, a circle on a cylinder and a triangle on a pyramid]. • Compare and sort common 2-D and 3-D shapes and everyday objects. • Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).
--	---

Creative Curriculum	<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>
	<p style="text-align: center;">The Scented Garden</p> <p>Art</p> <ul style="list-style-type: none"> • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • Use a range of materials creatively to design and make products. • Know 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. <p>Geography</p> <ul style="list-style-type: none"> • Locational knowledge: Name and locate the world’s seven continents and five oceans. • Human and physical geography: Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Human and physical geography: Use basic geographical vocabulary to refer to key physical features, including forest, hill, mountain, river, soil, valley and vegetation. • Geographical skills and fieldwork: Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage. <p>PE</p> <ul style="list-style-type: none"> • Master basic movements including running, jumping, throwing and catching, and begin to apply these in a range of activities. • Cricket coaching • Outdoor learning • 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. <p>Computing</p> <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.

Science

- Asking simple questions and recognising that they can be answered in different ways.
- Performing simple tests.
- Gathering and recording data to help in answering questions.
- Observe and describe how seeds and bulbs grow into mature plants
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.