

St Wulstan's Catholic Primary School
Year 2 Curriculum
Autumn 2018

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 Recounts Instructions Poetry</p> <p>Composition</p> <ul style="list-style-type: none"> • Develop positive attitudes towards and stamina for writing by writing for different purposes.

	<ul style="list-style-type: none"> • Develop positive attitudes towards and stamina for writing by writing poetry. • 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>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. • Find different combinations of coins that equal the same amounts of money. • 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. • 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"> • 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. • Notice that animals, including humans, have offspring which grow into adults.

	<ul style="list-style-type: none"> • Find out about and 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. • Explore and compare the differences between things that are living, dead, and things that have never been alive. • 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. • Identify and name a variety of plants and animals in their habitats, including micro-habitats
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>Beatrix Potter</p> <p>Art</p> <ul style="list-style-type: none"> • Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. • 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. • Use a range of materials creatively to design and make products. <p>Design and Technology</p> <ul style="list-style-type: none"> • Design: Design purposeful, functional, appealing products for themselves and other users based on design criteria. • Make: Select from and use a range of tools and equipment to perform practical tasks. • Evaluate: Explore and evaluate a range of existing products. <p>Geography</p> <ul style="list-style-type: none"> • Human and physical geography: Use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop. • Geographical skills and fieldwork: Use world maps, atlases and globes to identify the countries, continents and oceans studied at this key stage. • Geographical skills and fieldwork: Devise a simple map and use and construct basic symbols in a key. <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. <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. • 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.

