St Anne's Catholic Academy
Curriculum Information
Year 2
Autumn Term

Subject	The children will learn about…	The children will learn to…	Spiritual, moral, social and cultural values will be promoted by…	Key skills…
ENGLISH	**Fiction** **Genre:** Narrative **Focus Texts:** The Bear and the Piano **Non-Fiction** **Genre:** Recount, Diary **Focus Texts:** Floella Benjamin – Coming to England and Various texts linked to The Windrush Generation **Fiction** **Genre:** Narrative **Focus Texts: Gorilla** by Anthony Browne **Non-Fiction** **Genre:** Non Chronological Report **Focus Texts: Various texts linked to wild animals** **Poetry** **Genre:** Diamantes **Focus Texts: Various poems based on the seasons**	• Study the structure and language of Fiction and Non-Fiction Texts. • Write texts for different purposes • Proofread their work to check for errors in spelling, grammar and punctuation • Use expanded noun phrases to describe and specify • Apply punctuation .?!" " • Learn how to use sentences with different forms: statement, command, question, exclamation • Segment spoken words into phonemes and represent these by graphemes • Spell common exception words • Spell words with contracted forms • Form lower case and capital letters to the correct size • Start to use some of the diagonal and horizontal strokes needed to join letters • Secure phonic decoding • Read accurately by blending • Listen to, discuss and express views about a wide range of poetry, stories and non-fiction	• Listen and respond appropriately to the views of others • Work as part of a team. • Gain the confidence to cope with setbacks and learn from their mistakes.	• Identify word classes. • Identify spelling patterns. • Compose own pieces using appropriate features. • Edit writing by re-reading work to check their writing makes sense • Use appropriate size and letter formation for letter formation. • Reading- decoding and comprehension

		• Discuss and clarify the meanings of words • Make predictions, inferences and ask and answer questions on texts		
MATHS	**Place Value** **Addition** **Subtraction** **Money**	• Count in steps of 2, 3, and 5 from 0 and in tens from any number. • Recognise place value of each digit in a two-digit number. • Compare and order numbers up to 100. • Add and subtract using concrete objects and pictorial representations. • Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables. • Identify coins and use coins to make different amounts.	• Children work collaboratively and build confidence from mistakes. • Children respond to the work of others in a supportive capacity.	• Place Value of 2 and 3 digit numbers. • Methods for mental calculations. • Formal written methods of addition, subtraction and multiplication. • Solve number problems in different contexts • Explain why an answer is correct or incorrect.
RE	**Old testament, stories and prayers** **Sharing in the life of Jesus** **Advent**	• Explore key imagery in the Old Testament. • Learn about and explore signs of God's care and blessings in Scripture. • Learn about a range of stories that speak of God and his people in the Old Testament: the story of Noah and the building of the ark, the	• Children will be taught to think of others, listen well to others' points of view and try to imagine others' points of view, especially those who live in difficult circumstances.	• Develop thinking skills. • Empathetic writing. • Inference and reading skills. • Symbolism • Sequencing • Research skills

		story of Abraham and Isaac, the story of Jonah, the story of David and Goliath and the story of the prophet Daniel. • Learn about the role of Mary. • Learn to use and join in prayers from Scripture and Tradition • Become familiar with the signs and symbols used by the church. • Learn about Advent being a special time of waiting and preparing to celebrate the birthday of Jesus Christ.		
PE	**Dance** **Gymnastics (NBLT)**	<u>Dance</u> • To know different transitions which can be used to link shapes and balances: • To know the fundamental basic movement in relation to dance activity: • To know relevant dance vocabulary: transition, links, movement, patterns <u>Gymnastics</u> • To know different transitions for linking gymnastic elements: • To know how movements can be performed at different speeds and different levels. • To know how gymnastics is scored in competition.	• Working as part of a team. • Encouraging one another to manage challenges.	• Perform movements. • Balance and control. • Evaluate and improve.

		• To know relevant gymnastics vocabulary: strength, flexibility, speed, levels.		
ICT	**IT around us** **Digital photography**	• To recognise the uses and features of information technology • To identify uses of IT • To use a digital device to take a photograph • To recognise that photos can be changed • To decide how photographs can be improved	• Work collaboratively. • Respond to others and share ideas.	• Photography • Research • Develop typing skills.
Music	Afropop, South African South African Music	• Finding the beat and pulse • Finding a rhythm • Keeping a rhythm going • Become familiar with songs and performance techniques • Appraise music • Identify instruments	• Work collaboratively • Respond to others and share ideas.	• Keeping a beat and rhythm using hands and feet • Playing percussion instruments.

Year 2 - The Great Fire of London

This half term I will learn the following skills and knowledge:

Geography	History
Knowledge To know some British landmarks and their purpose. To know that London is the capital city of England. To name the countries in the UK and their capital cities. To know the River Thames flows though London and the River Anker flows through Nuneaton. To know the similarities and differences between London and Nuneaton. To know that London's physical features have changed over time. To know why London's physical features have changed over time.	**Knowledge** To know where the Great Fire of London started. To know how the Great Fire of London started. To know when the Great Fire of London started and ended. To know how long the Great Fire of London lasted. To know some famous buildings that were affected by the fire. To know how the local people were affected by the Great Fire of London. To know the events of The Great Fire of London. To know who Samuel Pepys and John Evelyn are. To know about firefighters and their role in society.
Skills To plot locations on a map. To use a map, atlas and Google Earth to locate the countries in the UK and their capital cities. To use the correct geographical terminology to describe the difference between a city, town and the countryside. Use maps to make comparisons between London in 1666 and London today. To explain and understand why London's physical features have changed over time.	**Skills** To sequence the key events of the Great Fire of London in chronological order. To use artefacts, pictures and stories to find out about the past. To research information about the Great Fire of London. To explain how the fire affected some famous landmarks. To explain how the fire affected the local people. To make comparisons between Samuel Pepys and John Evelyn's diary entries. To compare firefighters past and present.
Art	**Technology**
Knowledge To know who Jan Griffier was and where he was from. To know about the style of painting he was famous for. To know the primary colours. To know how to mix colours. To know what is meant by 'shading' and 'tone'. To know when to change water for clean water when painting.	**Knowledge** To know what Tudor houses were like. To know the materials used to make a Tudor House. To know why these materials are not used to build houses today. To know how Tudor Houses were designed and constructed. To know suitable vocabulary to name and describe tools and materials.
Skills To review the work of others and say how I feel about it. To create a piece of art in response to Griffier's work. To hold the brush effectively, according to the size of the brush handle. To rinse brush and remove excess water. To stay within drawn lines when using a thin brush. To mix different colours to create a new shade.	**Skills** To design a model Tudor House including the key features. To measure, cut and score with some accuracy. To assemble, join and combine materials in order to make a product. To select appropriate tools, explain their choices and use them safely. To evaluate against their design criteria To talk about their ideas, saying what they like and dislike about them.

Year 2 - World War Two

This half term I will learn the following skills and knowledge:

Geography	History
Knowledge To name the countries involved in WW2. To name the countries that make up the United Kingdom. To name some of the places within the UK that evacuees had to leave. To name some of the places within the UK where evacuees were sent. To understand the terms 'urban' and 'rural'. To know the difference between a town, city and other contrasting environments. To know some physical and human features of cities and the countryside.	**Knowledge** To know when WW2 started and ended. To know why the war began. To know how the war ended. To know what VE Day is. To know some key dates and events for WW2. To know what life was like for children during WW2. To know why children were evacuated from their homes. To know which items children were allowed to take with them when they were evacuated.
Skills To locate the countries within the UK using maps, atlases and Google Earth. To locate the countries involved in WW2 on a world map. To use a map of the UK to locate key places linked to evacuees. To compare locations using geographical language, noticing human and physical features.	**Skills** To put some key events into chronological order on a timeline. To explain the reasons why WW2 started. To explain how VE Day is linked to the end of WW2. To research using a range of sources and artefacts. To ask and answer questions. To use evidence gathered during research to explain what life was like for evacuee children. To compare their lives with the lives of evacuee children.
Art	**Technology**
Knowledge To know the purpose of WW2 propaganda posters. To know the importance of colour in posters. To know how to portray meaning and messages through art. To know how to use text to enhance artwork. To know how to mix colours, shades and tones. To know what is meant by 'landscape.' To know how to create a landscape painting in stages building up layers of background and adding details.	**Knowledge** To know when rationing was introduced and why. To know that rationing meant there was a limit on food. To know why access to certain food was difficult during WW2. To know the importance of health and safety when preparing and cooking food.
Skills To be able to use a range of media to replicate artwork in the style of a WW2 propaganda poster. To choose colours and equipment that replicate the style of WW2 posters. To use a sketchbook to develop my ideas. To choose colours to create a background for a landscape painting. To be able to mix primary colours. To create different effects using brushes. To stay within drawn lines when using a thin brush.	**Skills** To follow a simple wartime recipe. To follow procedures for food safety and hygiene. To use simple utensils and equipment to slice, peel and grate ingredients safely. To measure/weigh the ingredients using measuring cups and electronic scales accurately. To evaluate ideas and finished products against design criteria, intended user and purpose.

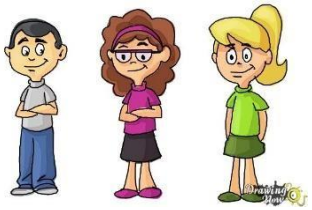
Year 2 Knowledge Organiser

Materials and their Uses

Science	
Knowledge	**Skills**
To name some common everyday materials. To know the difference between an object and the material in which it is made. To identify the suitability of variety of everyday materials. To know the key properties of some everyday materials. To know that the physical shape of objects made from some materials can be changed by squashing, bending, twisting or stretching. To know why the physical shape of objects made from some materials can be changed. To know why the physical shape of objects made from some materials cannot be changed. To know the key features of an investigation. To use the correct scientific vocabulary.	To distinguish between an object and the material from which it is made. To compare the suitability of a variety of everyday materials. To classify everyday materials in a range of ways. To describe the simple physical properties of everyday materials. To sort materials according to their properties. To change the physical shape of some materials by squashing, bending, twisting or stretching. To carry out a simple investigation. To record the findings and conclude an investigation. To explain how the shape of objects made from some materials can be changed. To explain how the shape of objects made from some materials cannot be changed.

Year 2 Knowledge Organiser

Animals including Humans



Science	
Knowledge	**Skills**
To name some animal babies. To name the animal that some babies will grow into. To say the three things that animals and humans need to stay alive. To know what humans are like during the different stages of their lives. To give examples of healthy and unhealthy food. To name the five food groups. To name some things that humans do to keep themselves clean. To know the importance of hygiene, by learning about good hygiene habits. To know why exercise is important for humans. To know how to improve my own diet. To know how animals gets air, food and water. To name some key organs in the human body.	To explain the different life stages of some animals. To explain the different life stages of a human. To explain what animals need in order to survive in an environment. To attempt to record what they see. To set up a simple test. To collect and interpret results. To interpret data and compile results. To explain the importance of exercise. To design a menu that has the right amount of each different food type. To measure how heart rate changes during exercise. To describe the jobs of key organs in the human body.

Year 2

The Great Fire of London

SMSC
Spiritual: To express their feelings about the Great Fire. To discuss their values and personal opinions. **Moral:** To discuss what they would save from a fire. To understand and be reassured about how we are protected from fire today. **Social**: To work collaboratively. To understand how to respond in the event of a fire. **Cultural:** To explore how the fire altered many important aspects of life and culture in Britain.

Year 2

World War Two

SMSC
Spiritual: To discuss the importance of faith and peace for people during the war. To write prayers for loved ones. **Moral:** To consider how it might have felt to be an evacuee. To empathise with the lives of children in the war. To explore the role of community during the war. **Social:** To work collaboratively. To communicate findings to others. **Cultural:** To consider how people had to adapt their lives during the war e.g. living away, rationing, jobs. To explore changes in culture experienced by evacuees leaving the city and going to the countryside.