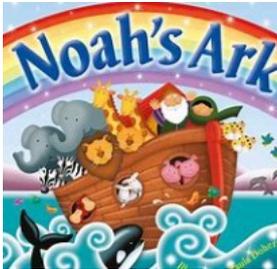




Proudly and joyfully, we love, live and learn as God's children

Year 2

Curriculum Overview for Autumn Term 2023

Curriculum Subject and topic	Curriculum Objectives	What you can do to help your child...
RE	<p>Old Testament Stories and Prayers This unit is designed to give children some insight into the stories and the characters of the Old Testament. It will also introduce them to important images of God found in the scriptures.</p> <p>Sharing in the Life of Jesus. This unit is designed to extend the children's knowledge and understanding of the life of Mary and Jesus and the call of the disciples. They will also learn about some saints who have responded to the call of Jesus. They will also be introduced to the prayer of silence as an opportunity to spend time with God.</p> <p>Advent This unit is designed to develop children's knowledge of the time, symbols and</p>	<p>Read stories from the Old Testament as a bed time story.</p> <p>Genesis 6: 9-22 – Noah and the Ark Jonah – Jonah and the Big Fish Samuel 17 – The Story of David and Goliath Daniel 6: 10 – The Story of Daniel</p>  <p>Mt. 2: 13-15 – The Journey into Egypt Jn. 2: 1-12 – The wedding at Cana Jn. 19: 25-30 – Mary at the Cross Lk. 5: 1-11 – The call of the disciples</p> 

characters of the liturgical Season of Advent. It will focus on Advent being a season of preparation for Christmas through the story of John the Baptist and parish activities.

Create and use an advent wreath.



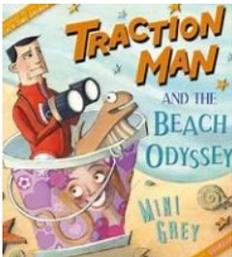
Literacy

The Tiger Who Came to Tea



Judith Kerr

The Tiger Who Came to Tea by Judith Kerr



Mini Grey

Phonics

- Children will be learning set 1,2, and 3 sounds.
- Sounds will be reviewed and accessed through QR codes.

Reading

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.
 - read accurately words of two or more syllables that contain the same graphemes as above.
 - read words containing common suffixes.
 - read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
 - read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
 - read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

Practice handwriting Continuous Cursive

How to Write Continuous Cursive Letters

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz



	<ul style="list-style-type: none"> • reread these books to build up their fluency and confidence in word reading <p>Writing</p> <ul style="list-style-type: none"> • Write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher. • Demarcating most sentences with: Capital letters and full stops and with use of question marks. • Use present and past tense mostly correctly and consistently • Use co-ordination (or / and / but) - Use some subordination (when / if / that / because). • Segment spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others - Spell many KS1 common exception words • Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. - Use spacing between words that reflects the size of the letters. 	
<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 10s from any number, forward and backward. • recognise the place value of each digit in a two-digit number (10s, 1s). • identify, represent and estimate numbers using different representations, including the number line. • compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs • read and write numbers to at least 100 in numerals and in words 	<p>Visit these platforms:</p> <p>-White Rose minute maths app.</p>  <p>- Numbots and timetable rockstars.</p>

- use place value and number facts to solve problems

Addition and Subtraction

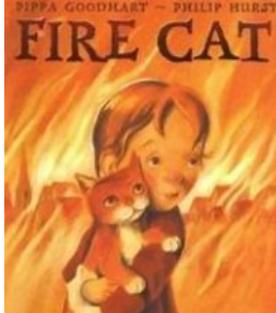
• Addition and subtraction solve problems with addition and subtraction:

- using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- applying their increasing knowledge of mental and written methods - recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including: -
 - a two-digit number and ones
 - a two-digit number and tens - two two-digit numbers
 - adding three one-digit numbers
 - show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.

Multiplication and Division

- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

	<p>Shape</p> <ul style="list-style-type: none"> • identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. • identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. • 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. 	
<p>Science</p>	<p>Animals including humans.</p> <ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults - 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. <p>Living things and their habitats</p> <ul style="list-style-type: none"> • 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 microhabitats • 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. 	<p>You may wish to visit: Birmingham Museum and Art Gallery Birmingham Sealife Centre Birmingham Think Tank</p>

Computing	<p>Ways to present information and E-Safety.</p> <ul style="list-style-type: none"> - Use technology purposefully to create, organise, store, manipulate and retrieve digital content. Digital Literacy/Online-Safety. - Use technology safely and respectfully - Keeping personal information private - Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. <p>Digital Photography</p> <ul style="list-style-type: none"> - Use technology purposefully to create, organise, store, manipulate and retrieve digital content. 	 <p>Have a go at home!</p>
History	<p>The Great Fire of London.</p> <ul style="list-style-type: none"> ● To understand where and when the Great Fire of London started. ● To understand the events of the Great Fire of London. ● To find out why the fire spread so quickly and stayed alight for so long. ● To find out about Samuel Pepys and his diary. ● To recap what we have found out about the Great Fire of London. ● To make comparisons between fire services now and in the past. 	<p>Read:</p> <p>Toby and the Great Fire of London.</p>  <p>Fire Cat.</p> 
Geography	<p>Where do I live?</p> <ul style="list-style-type: none"> ● To be able to name the seven continents of the world and locate the UK on a world map. ● To be able to identify the countries and capital cities of the UK. 	<p>Go on an outdoor walk of your local area.</p> <p>Create a map and go on a treasure hunt.</p>

	<ul style="list-style-type: none"> • To be able to identify features and characteristics of the countries of the UK. • To explore the town we live in. • To be able to where you live. 	
Art	<p>Yayoi Kusama</p> <ul style="list-style-type: none"> • To learn about who Yayoi Kusama is. • To experiment with different techniques for creating polka dots. • To recreate a piece of artwork using collage. • To create a 3-D form from clay using the rolling technique. • To use paint to recreate a painting in the style of Kusama's pumpkins. 	<p>Visit the Birmingham Museum and Art Gallery</p> <p>Visit the Museum of Modern Art</p>
Design and Technology	<p>Puppets</p> <ul style="list-style-type: none"> • investigate and evaluate products with lever and linkage systems • experiment with a range of techniques to create moving mechanisms • explore and experiment with a range of different fonts and graphic techniques • to plan and design a storybook • to make a storybook with moving mechanisms using a design • to evaluate a finished product. 	<p>Create a puppet show.</p>
Citizenship	<p>Dignity of the Human Person</p> <p>We love and look after each other because we are brothers and sisters</p> <ul style="list-style-type: none"> • St Theresa of Calcutta • Little Ways Week and Therese • St. Francis of Assisi • Stewardship Day • Black History Month • All Saints Day • All Soul's Day • St Martin de Porres • Remembrance Sunday <p>Family and Community</p> <p>I belong to my family and my community</p> <ul style="list-style-type: none"> • Advent • Attentive and discerning 	<p>Discuss and share your experiences of these special and Holy days.</p> <p>Visit a place of worship.</p>

PE	<p>Throwing and catching</p> <ul style="list-style-type: none"> • I can throw overarm and underarm with increasing accuracy over longer distances. • I can catch or field a ball which has been struck by a bat. <p>Team games</p> <ul style="list-style-type: none"> • I can communicate with others and develop simple tactics in game situations. • I can develop my ability to attack and defend whilst playing simple team games. • I can accept decisions from officials and behave in a sporting manner, whatever the outcome. 	Practice catching and throwing games in the garden or the park
Music	<p>Hands, feet, heart. by Joanna Mangona</p> <p>The learning is focused around one song: Hands, feet, heart. The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p>	Try playing and singing along to your favourite song.
Life to the Full	<p>Let the children come</p> <ul style="list-style-type: none"> • We are created individually by God. • God wants us to talk to Him often through the day and treat Him as our best friend. • God has created us, his children, to know, love and serve Him in this life and forever - this is our purpose and goal and will bring us true happiness. • We are created as a unity of body, mind and spirit: who we are matters and what we do matters. • We can give thanks to God in different ways. <p>I am unique</p> <ul style="list-style-type: none"> • To learn that we are unique, with individual gifts, talents and skills. 	<p>To engage with the teachings from Life to the Full and deepen the experience for your child, you can access the online parent platform: Website: https://www.tentenresources.co.uk/parent-portal/ School Username: st-mark-b42 School Password: gospel-242</p>

Girls and boys

- Our bodies are good.
- Girls and boys have been created by God to be both similar and different - these differences are physical, emotional and spiritual and together make up the richness of the human family.

Clean and healthy

- What constitutes a healthy lifestyle, including physical activity, dental health and healthy eating;
- Our bodies are good and we need to look after them.
- The importance of sleep, rest and recreation for our health.
- How to maintain personal hygiene.

Feelings likes and dislikes

- That it is natural for us to relate to and trust one another.
- That we all have different 'tastes' (likes and dislikes), but also similar needs (to be loved and respected, to be safe etc).
- A language to describe our feelings.

Feelings inside out

- Children will have a basic understanding that feelings and actions are two different things, and that our good actions can 'form' our feelings and our character.
- Simple strategies for managing feelings and for good behaviour.
- That choices have consequences; that when we make mistakes we are called to receive forgiveness and to forgive others when they do.
- That Jesus died on the cross so that we would be forgiven.

Exciting and engaging learning opportunities:	Details of home learning project:
Trips to the Birmingham Museum and Art Gallery A visit to St. Philips Cathedral Birmingham or Holy Name Church	Complete a local walk of your area. Make a comic strip about the events of the Great Fire of London. Create some art work. Raise money for a local charity.