



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

Year 2

Curriculum Overview for Spring Term 2024

Curriculum Subject and topic	Curriculum Objectives	What you can do to help your child...
<p>RE</p>	<p>Unit D – Christmas This unit is designed to help the children reflect upon the journeys associated with the Christmas story and what these journeys eventually tell us about Jesus’ birth and the way people respond to his birth.</p> <p>Unit E – Parables and miracles. This unit is designed to develop the children’s understanding of Jesus’ parables and miracles. Through these they will develop a greater understanding of who Jesus is and what his ministry was.</p>	<div data-bbox="991 835 1380 1070" data-label="Image"> </div> <p>Create a nativity scene to display at home.</p> <div data-bbox="946 1176 1425 1473" data-label="Image"> </div> <p>Jn. 2: 1-2 – The Wedding Feast at Cana Mk. 4: 35-41 – The Calming of the Storm Lk. 7: 1-10 – The Healing of the Centurion’s Servant Mt. 25: 14-30 – The Parable of the Talents Mk. 4: 1-9 – The Parable of the Sower Lk. 15: 11-32 – The Parable of the Prodigal Son Lk. 12: 22-30 – The Birds of the Air and the Lilies of the Field</p>

	<p>Unit F – Special Celebrations This unit is designed to develop children’s understanding of the Liturgical year as a celebration of the life of Christ. The children will also learn about Baptism and Marriage as special sacramental celebrations.</p> <p>Unit G – Lent This unit is designed to develop children’s knowledge and understanding of the Season of Lent and the importance of the theme of forgiveness during this time.</p>	
<p>Literacy</p>  <p>The Bridge – Literacy Shed.</p>  <p>Zahra – Literacy Shed</p>	<p>Phonics</p> <ul style="list-style-type: none"> • Children will be learning set 1,2, and 3 sounds. • Sounds will be reviewed and accessed through QR codes. <p>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 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 	<p>Practice handwriting Continuous Cursive</p> 

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.
- reread these books to build up their fluency and confidence in word reading

Writing

- 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

	<p>common exception words</p> <ul style="list-style-type: none"> • 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>Money</p> <ul style="list-style-type: none"> - recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. - find different combinations of coins that equal the same amounts of money. - solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change <p>Multiplication and Division</p> <ul style="list-style-type: none"> - recall and use multiplication and division facts for the 2, 5 and 10 <p>multiplication tables, including recognising odd and even numbers.</p> <ul style="list-style-type: none"> - calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs - show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot 	<p>Visit these platforms:</p> <ul style="list-style-type: none"> -White Rose minute maths app.  <ul style="list-style-type: none"> - Numbots and timetable rockstars.

	<p>- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</p> <p>Length and height</p> <ul style="list-style-type: none"> • choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); • compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$ <p>Mass, capacity and temperature</p> <ul style="list-style-type: none"> • choose and use appropriate standard units to estimate and measure); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels • compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$ 	
<p>Science</p>	<p>Use of everyday materials</p> <ul style="list-style-type: none"> - identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses - find out how the shapes of solid objects made 	<p>You may wish to visit: Birmingham Museum and Art Gallery Birmingham Sealife Centre Birmingham Think Tank</p>

	<p>from some materials can be changed by squashing, bending, twisting and stretching.</p> <p>Plants</p> <ul style="list-style-type: none"> - 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. 	
Computing	<p>Sequencing simple algorithms and programmes.</p> <ul style="list-style-type: none"> - understand what algorithms are, and that programs execute by following precise and unambiguous instructions. - create and debug simple programs. - use logical reasoning to predict the behaviour of simple programs <p>Art of Animation</p> <p>-Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p> <ul style="list-style-type: none"> - 	 <p>Have a go at home!</p>
History	<p>Journeys and Great Explorers</p> <ul style="list-style-type: none"> - To find out when Christopher Columbus lived and what he was trying to achieve. - To find out who Neil Armstrong is and why he is remembered today. - What was the space race. 	
Geography	<p>Let's go to the Arctic</p> <ul style="list-style-type: none"> - Exploring the Arctic Circle using a map and investigating the countries within the circle. 	

	<ul style="list-style-type: none"> - Discovering the Arctic climate by describing the difference between summer and winter in the Arctic using weather icons. - Identifying the physical features found in the Arctic. - Finding out which animals live in the Arctic and where they are found by using and reading maps. - Exploring different Arctic cities and the countries they are found in. - Comparing an Arctic town to a city in the UK 	
Art	<p>Earth Art</p> <ul style="list-style-type: none"> -To explore ways of painting on rocks. - To be able to make sculptures with sticks and twigs - To learn how to weave with natural materials. 	<p>Visit the Birmingham Museum and Art Gallery</p> <p>Visit the Museum of Modern Art</p>
Design and Technology	<p>Vehicles</p> <ul style="list-style-type: none"> - To investigate a variety of vehicles and their uses and features. - to be able to investigate ways of creating and decorating the body of a vehicle. - To be able to make a vehicle based on a design. 	
Citizenship	<p>Rights and responsibilities</p> <ul style="list-style-type: none"> - Find happiness with each others. - Compassionate and loving <p>Options for the poor and vulnerable.</p> <ul style="list-style-type: none"> - Working together to make our family happy. Exploring fairness and justice. -Faith-filled and hopeful. -St Chad St Oscar Romero 	

<p>PE</p>	<p>Gymnastics</p> <ul style="list-style-type: none"> - I can work effectively with a partner - I can travel in different ways including use of apparatus - I can roll in different ways. - can perform different jumps like a gymnast. <p>Football</p> <ul style="list-style-type: none"> -I can become more confident dribbling a ball with my feet. -I can improve my dribbling, including moving past a defender. - can shoot with increasing power and accuracy. 	
<p>Music</p>	<p>I wanna play in a band by Joanna Mangona</p> <p>The learning is focused around one song: I wanna play in a band. 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>	
<p>Life to the Full</p>	<p>The cycle of Life</p> <ul style="list-style-type: none"> - Children will know and appreciate that there are natural life stages from birth to death, and what these are. - <p>Beginning and endings</p> <ul style="list-style-type: none"> -What 'death' means -About some feelings often associated with grief -What Christian faith says about death and eternal life -Some ways to support themselves and others when they are grieving <p>God loves you</p> <ul style="list-style-type: none"> - We are part of God's family; 	

	<ul style="list-style-type: none"> - Saying sorry is important and can mend friendships; - Jesus cared for others and had expectations of them and how they should act; - We should love other people in the same way God loves us. <p>Special people</p> <ul style="list-style-type: none"> -To identify 'special people' (their parents, carers, friends, parish priest) and what makes them special; -The importance of nuclear and wider family; -The importance of being close to and trusting special people and telling them if something is troubling them. <p>Treat others well</p> <ul style="list-style-type: none"> -How their behaviour affects other people, and that there is appropriate and inappropriate behaviour; -The characteristics of positive and negative relationships; -Different types of teasing and that all bullying is wrong and unacceptable. <p>Saying sorry</p> <ul style="list-style-type: none"> - To recognise when they have been unkind and say sorry; - To recognise when people are being unkind to them and others and how to respond; - To know that when we are unkind to others, we hurt God also and should say sorry to him as well; - To know that we should forgive like Jesus forgives. 	
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Exciting and engaging learning opportunities:	Details of home learning project:
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Trips to the Birmingham Museum and Art Gallery
A visit to St. Philips Cathedral Birmingham or Holy
Name Church

Create some art work.

Donate old items to a charity.