St Benedict'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	**Different types of texts.** **Stories from other cultures** **Information Texts** **Postcards** **Letters** **Traditional stories** **Instructions** **Poems**	• 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 • Write compound sentences with powerful verbs. • 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 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

		• Listen to, discuss and express views about a wide range of poetry, stories and non-fiction • Discuss and clarify the meanings of words • Make predictions, inferences and ask and answer questions on texts		
MATHS	**Place Value** **Addition and Subtraction** **2D and 3D Shape**	• 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. • Partition numbers to 100 • Write numbers to 100 in words • Compare and order numbers up to 100. • Estimate numbers on a number line • Add and subtract using concrete objects and pictorial representations. • Find 10 more or 10 less • Solve missing number problems • Identify and describe the properties of 2D shapes, including the number of sides and vertices • Draw 2D shapes • Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces • Make patterns with 2D and 3D shapes • Identify lines of symmetry on shapes	• Children work collaboratively and build confidence from mistakes. • Children respond to the work of others in a supportive capacity.	• Place Value of 2 digit numbers. • Number bonds and fact families • 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. • Name 2D and 3D shapes.
RE	**Creation**	• Explore key imagery in the Old Testament. • Learn about and explore signs of God's care and blessings in Scripture.	• 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	• Develop thinking skills. • Empathetic writing. • Inference and reading skills. • Symbolism • Sequencing

	Stories from the bible **Advent** **Christmas**	• 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 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. • Learn about the journey of Mary and Joseph to Bethlehem and recognise some of the difficulties faced. • Know the story of Jesus, Mary and Joseph and their journey into Egypt.	live in difficult circumstances.	• Research skills
PE	**Football** **Ball skills** **Fitness**	• Learn about warming up the body and cooling down after exercise. • Developing balance, agility and co-ordination. • Control skills. • Participate in small games with a set of rules. • Understand the importance of fitness to our bodies. • Participate in a variety of activities to support and improve fitness.	• Working as part of a team. • Encouraging one another to manage challenges.	• Perform movements. • Balance and control. • Evaluate and improve.
ICT	**E-safety** **Internet research**	• How to stay safe online. • How to report concerns. • Use the internet to search for content, navigate around websites	• Work collaboratively. • Respond to others and share ideas.	• E-Safety • Research • Develop typing skills. • Copy and paste images.

		and begin to evaluate web based content		

Year 2 The Home Front

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

Geography	History
Knowledge To know that the UK is in the continent of Europe. To name the 4 countries in the UK and their capital cities. To name some other cities in the UK. To know what the word 'rural' means. To know where children were evacuated from and to during WW2. To know the similarities and differences between cities and the rural areas.	**Knowledge** To know when WW2 was in relation to today. To know how the war affected children and people at home. To know what 'evacuation' was and why it happened. To know how many children were evacuated from towns and cities. To know what a 'Doodlebug' is. To know what an air raid shelter was used for. To know what 'rationing' was and why it happened during WW2. To know how life changed during the war including transport, jobs and school. To know the role of women during the war. To know how Coventry was affected during World War 2
Skills To use atlases, maps and digital mapping to locate Europe and the 4 countries in the UK. To use maps to locate cities in the UK including capital cities. To use maps to locate areas where evacuees went to within the UK. To make comparisons between cities and the countryside. To use basic geographical vocabulary to describe key physical and human features and the differences between a city and a rural area. To investigate how the land changed during and after the war, including the local area. To present my findings in a variety of ways.	**Skills** To investigate and interpret the past. To compare past and present. To place historical events in time order. To build an overview of world history. To recount key historical events. To generate questions to find out about events in the past. To research using a range of sources of evidence. To use artefacts to make justifications about the past To compare their lives to those of others in the past.
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 the materials used to make an air raid shelter. To know how air raid shelters were designed and constructed. To know how to use basic tools. To know the different ways to join card or paper. To know how to make freestanding structures stronger, stiffer or more stable. To know the ingredients needed to cook carrot cake. To know that carrots were used to sweeten cakes when sugar was not available during WW2. To know where a range of vegetables comes from. To know and use relevant technical and sensory vocabulary.
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 build and add detail to a background wash. 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 be able to design a model air raid shelter. To measure, cut and score with some accuracy. To assemble, join and combine materials in order to make a product. To use simple finishing techniques suitable for the structure. To evaluate their final product against design criteria. To use simple utensils and equipment to safely e.g. peel, cut, grate, measure, mix

Year 2 More Superheroes!

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

Geography

Knowledge

To know the continents of the world and where they are situated.
To know how the continents were formed.
To know that we live in Europe and our closest countries.
To name eight countries in Europe outside of the UK.
To name eight countries in the continent of Africa.
To know what 'climate change' means.
To know some choices Greta Thunberg makes to help the environment.

Skills

To use globes, atlases, maps and digital mapping to locate countries in Europe and Africa
To follow directions for north, south, east and west as well as north-west, south-west, etc.
To direct others using clockwise and anticlockwise, left and right.
To ask and answer geographical questions about a place.
To investigate and describe the geographical similarities and differences between Africa and Europe.
To research a different continent and communicate my findings in different ways.
To use basic geographical vocabulary to refer to key human and physical features.
To express own views about the environment.

History

Knowledge

To know who Florence Nightingale was and what she was famous for.
To know who Mary Seacole was and what she was famous for.
To know how Florence Nightingale and Mary Seacole have helped and influenced nursing and hospitals today.
To know who Emily Davidson was and what she was famous for.
To know when women were given the vote.
To know what we mean by 'slavery.'
To know how Rosa Parks' actions changed history.
To know that Greta Thunberg has been nominated for the Novel Peace Prize and the reasons why.

Skills

To provide some criteria about what makes a person significant in history.
To research and describe historical events and significant people from the past using a range of sources.
To understand the chronology of the historical period in which the significant people lived.
To compare historical figures: Florence Nightingale and Mary Seacole; Barack Obama and Rosa Parks.
To describe the Martin Luther King 'I have a dream' speech and compare King's style to that of Obama.
To compare the rights of women in the past to today.
To place the journey to women's votes into chronological order.
To recognise that there are reasons why people in the past acted as they did.
To understand that people in the past can make our lives better today.

Art

Knowledge

To know who Joan Miro was and the style of art he was famous for.
To know what 'surrealist' art is.
To name some of Miro's famous sculptures.
To know how sculptures are constructed and the materials used.

Skills

To use the language of art to talk about how Miro's work developed and changed over time.
To use my imagination to design and make a surrealist clay sculpture in the style of Miro.
To record my ideas in a sketch book.
To use tools safely and effectively to shape and model clay to form a sculpture.
To manipulate malleable materials in a variety of ways.
To talk about the colours, shapes and marks I have used in my sculpture and identify how it is similar and different to Miro's.

Technology

Knowledge

To know that different mechanisms produce different types of movement.
To know how a range of existing books and everyday products work that use simple sliders and levers.
To know how to use a range of tools safely and effectively.
To know and use technical vocabulary relevant to the project.

Skills

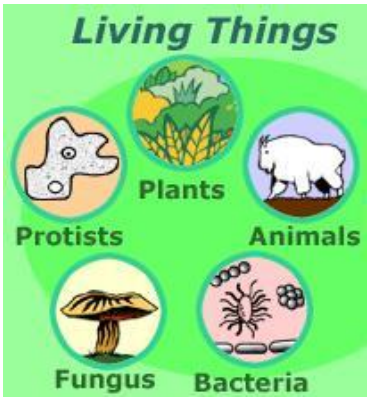
To design and make a moving storyboard to retell the story of a famous superhero.
To generate ideas based on simple design criteria.
To develop, model and communicate my ideas through drawings and mock-ups with card and paper.
To plan by suggesting what to do next.
To select and use tools, explaining their choices, to cut, shape and join paper and card.
To use simple finishing techniques suitable for the product they are creating.
To evaluate my product by discussing how well it works in relation to the purpose and the user and whether it meets the design criteria.

Year 2 Animals including Humans

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

Science	
Knowledge	**Skills**
To say which animal some babies will grow into. To name some animal babies. To say the three things that humans need to stay alive. To give examples of healthy and less healthy food. 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 what is healthy about their own diet. To know how to improve their own diet. To know how animals gets air, food and water. To know what humans are like during the different stages of their lives.	To use a magnifying glass or microscope to look closely at their hands. To attempt to record what they see. To set up a simple test. To collect and interpret results. To record information about exercise To design a menu that has the right amount of each different food type. To generate questions about a pet they have chosen. To measure how heart rate changes during exercise. To interpret data and compile results.

Year 2 Living Things and their Habitats



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

Science	
Knowledge	**Skills**
To know what is different about things that are living, dead or have never been alive To know what a habitat and a microhabitat is To name different habitats To name a variety of plants and animals in a habitat and a microhabitat To know what a food chain is To name some sources of food	To explain some of the life processes- living, dead or never been alive To sort objects into categories of living, dead or never been alive and give reasons for their choices To research different habitats To draw a map of a local habitat To explain how an animal is able to survive in their habitat To describe the conditions in a habitat To explain why particular animals are suited to their habitat To draw a simple food chain To describe the characteristics of some plants and animals