St Benedict's Catholic Academy
Curriculum Information
Year 2
Summer 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	• Non-Fiction • Information texts • Recounts Fiction • Traditional tales. • Poetry – Get looking! Poems about senses	• All work will relate to our topic 'The Animal Kingdom' building a bank of interesting adjectives to describe. • Use question marks and full stops. Demarcate sentences with capital letters and full stops. • Use an exclamation mark for a 'wow' sentence or interesting fact. • Use different sentence forms – statement, command and question. • Understand how to use familiar and new punctuation. • Use expanded noun phrases to describe and specify. • Use apostrophes for contacted forms and possession	• Reflect on, consider and celebrate the wonders and mysteries of life as it evolves. • Listen and respond appropriately to the views of others, when working as part of a team. • Gain the confidence to cope with setbacks and learn from their mistakes. • Children work collaboratively • Begin to understand the culture of past civilizations and how life was different. • Children will be introduced to the idea that different societies have different beliefs and that these can be affected by the environments they live in. • Children will be taught to think of others, listen well to others' points of view and try to imagine	• Investigate spelling patterns. Spell first 100 high frequency words correctly. • Edit work to check for sense and meaning. • Use appropriate sizing and orientation for letter formation and continue to join all handwriting in pen.

			others' points of view, especially those who live in difficult circumstances	
MATHS	• Measurement -length and height • geometry – Position and Direction • Measurement – Time • Measurement – Mass, Capacity and temperature.	• Use units of measure, cm & m to order and compare. • Describe position of shapes and use clockwise and anticlockwise to describe a turn. • Tell the time to the hour, half past the hour	• Children work collaboratively . • Gain the confidence to cope with setbacks and learn from their mistakes	• use a range of measuring tools for measuring length, height, weight. • Find the information in word problems to calculate answers. • Quick recall of arithmetic questions. • Use mathematical vocabulary
RE	• Old Testament: stories and prayers • Sharing in the life of Jesus. • Easter • Pentecost	• 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 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 Easter being a special time of year when we give thanks to God and the sacrifice he made.	• 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.	• Group work, discussion, thinking skills • reading sills • empathetic writing • interpreting symbolism sequencing skills • research skills

		• To understand how the Holy Spirit came upon the disciples. • To understand how as Jesus' followers can spread the word of God		
PE	• Indoor athletics. • Team building sports • Tennis • Football	• Throwing • Jumping • Running • bouncing a ball • catching a ball • Ball control • passing •	• Working as part of a team • Encouraging one another to manage challenges	• Develop flexibility, strength, technique, control and balance. • Perform movements and compare and improve performances.
ICT	• E-safety • Using the internet to research place and people (cross curricular links to other topics)	• Use technology safely and respectfully, keeping personal information private. • Know who to go to for help and support if they have any concerns about content or contact on the internet. • Understanding which websites are reliable and how to access information accurately and safely.	• Considering the safety of their peers and themselves in relation to them being made in the image of God	• E-safety knowledge. • Working as part of a group. • Logical reasoning

Year 2 Knowledge Organiser

Animal Kingdom

Geography

Knowledge

To know different types of weather.
To know that we have weather patterns.
To know that the earth has hot and cold places.
To know that hot areas of the earth are close to the equator.
To know that cold areas of the earth are close to the North and South Poles.
To know the effects that global warming has on the weather.
To know how weather impacts on animal migration.
To know how animals to adapt to survive in hot countries.
To know what a 'meteorologist' is.

Skills

To observe and record features in our school grounds and local environment and make comparisons.
To use aerial photographs of the local area to identify physical features.
To identify the location of hot and cold areas in the world in relation to the equator and North and South Poles.
To use aerial photographs to recognise physical features of countries close to the equator.
To research seasonal weather patterns in the UK and in other countries and present this in a variety of ways.
To compare and contrast the weather in England and Africa.
To use mapping skills and positional vocabulary to create a weather map and report.
To research global warming and its impact.
To research animal migration and present my findings in a variety of ways.

History

Knowledge

To know how animals have been used for work over time.
To know how animals were/are used for transport.
To know how animals were used in WW1.
To know the meaning of 'extinct'.
To know how animals have adapted to meet the needs of humans.

Skills

To find out about animals in the past.
To be able to identify why animals were used in WW1.
To consider arguments for and against the use of animals in WW1.
To create a historical timeline of transport by placing events in chronological order.
To research the dates of when different animals became extinct.
To write a letter of complaint about animals using in World War 1.
To research the adaptations of dogs from wild animals to domesticated pets.

Art

Knowledge

To know who Beatrix Potter is.
To know the style of artwork which Beatrix Potter creates.
To know what watercolour art is and the techniques used to create it.
To know what 'collage' is and how it is created.

Skills

To record ideas and opinions of Beatrix Potter's artwork.
To experiment with and mix different shades of colour.
To be able to select different brush sizes for effect.
To edit and improve a sketch.
To develop a painting from a drawing.
To use collage techniques to create images from a variety of media.
To arrange and glue materials to different backgrounds.
To collect, sort and group material for different purpose e.g. colour, texture.
To fold, crumple, tear and overlap papers.

Technology

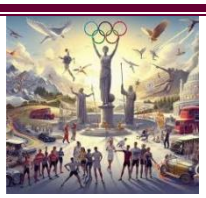
Knowledge

To know the main parts of a wheeled product.
To know how wheels and axles are used in daily life.
To know how wheels and axles enable a range of products to move.
To know the difference between fixed and freely moving axles.
To know how to assemble vehicles with moving wheels using construction kits.
To know how to use existing ideas in my work.
To know and use technical vocabulary related to the project.

Skills

To design and make a toy cart for a young child.
To select from and use a range of tools, equipment, materials and components according to their characteristics.
To develop and communicate ideas through drawings and mock-ups.
To explore and use wheels, axles and axle holders.
To mark out, hold, cut and join materials and components to allow movement.
To add finishing techniques to my product.
To evaluate products against simple design criteria.

Year 2 Knowledge Organiser



This half term I will be learning the following knowledge and skills:

Geography

Knowledge

To name, locate and identify past host countries of the Olympics.
To know that Paris is the capital of France.
To know geographical language to refer to key physical and human features.
To know that maps have keys.
To know how to use the key on a map.
To know similarities and differences between urban and countryside locations.
To know where France and Paris are located on a map.
To know some famous landmarks in Paris.

Skills

To use geographical vocabulary to refer to key physical and human features.
To use aerial photographs to recognise landmarks and basic human and physical features.
To devise a simple map and use basic symbols in a key.
To investigate and describe the geographical similarities and differences between Paris and Loire Valley.
To research a famous landmark in Paris.

History

Knowledge

To know where and when the Olympics started.
To know events that took place in Ancient Olympics.
To know events that took place in the modern Olympics.
To know some similarities and differences between Ancient and modern Olympics.

Skills

To use words and phrases such as old, new, a long time ago, before and after to describe the past.
To sort Ancient and modern Olympic events.
To describe Ancient and modern and Olympic events.
To identify similarities and differences between Ancient and modern Olympics.
To write about an experience from the past.

Art

Knowledge

To know who Jules-Clement Chaplain is and the style of the medal he crated.
To know the materials used to make the Paris 2024 Olympic medals.
To know how artists, combine a variety of materials and techniques to creates 3D art.

Skills

To record my ideas and opinions about Jules-Clement Chaplain art work.
To explore the work of artists from different cultures.
To sculpt an Olympic out of clay.
To design an Olympic model.
To use tools safely and effectively to carve clay to form a medal.

Technology

Knowledge

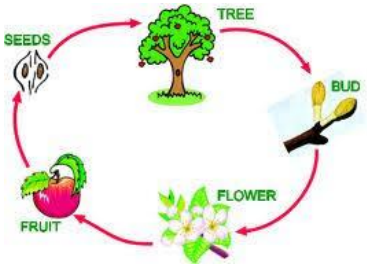
To recognise the importance of having a safe and hygienic environment in which to prepare food.
To know different types of fruits, why it is important to eat different types of fruit and how we can use them when cooking.
To know fruit is part of a healthy and balanced diet.
To know athletes follow a healthy diet.
To know materials suitable for packaging a healthy energy bars.

Skills

To use a range of equipment such as knives, peelers, moulds.
To explore and evaluate a range of existing healthy energy bars.
To plan and create their own healthy energy bar that includes fruit.
To evaluate their product against design criteria.
To generate and communicate ideas through talking and labelled drawings.

Year 2 Knowledge Organiser

Plants



Science	
Knowledge	**Skills**
To know that plants are living things. To know how we can tell that plants are living things. To know how to care for a plant so it grows well. To know that plants need water, light and a suitable temperature to grow well. To name examples of food crops. To know and label the main parts of plants and trees. To know and describe the stages in the life cycle of a plant. To know that different plants have different needs. To know what a prediction is. To know how to set up a simple comparative test.	To use a magnifying glass to look closely at plants and trees. To record what they see by drawing or writing. To follow instructions to plant a seed and a bulb. To make observational drawings of plants. To measure the growth of plants with a ruler. To record the growth of my plants in a bar chart. To set up a simple comparative test. To make a simple prediction. To compare the growth of different plants. To use observations to suggest conditions that food crops need to grow well.

Year 2 Knowledge Organiser

Scientists and Inventors

Science	
Knowledge	**Skills**
To know what plants need to survive.	To describe things plants need to survive.
To know the features of a greenhouse.	To construct a mini greenhouse.
To know why greenhouses were invented.	To observe how plants grow.
To know the role of a doctor.	To use a ruler to measure the height of plants.
To know and explain what Louis Pasteur found out about germs.	To discuss whether doctors are scientists.
To know why we wash our hands.	To describe when and why we should wash our hands.
To know who Charles Macintosh was and what he was famous for.	To investigate how germs spread.
To identify Charles Macintosh's famous invention.	To investigate what Rachel Carson found out about water pollution.
To know who Rachel Carson was and what she was famous for.	To answer questions about where our energy comes from.
To know what is meant by pollution.	
To name different sources of renewable and non-renewable energy.	
To know what wind turbines are and the impact they have on the environment.	