



St Alban & St Stephen Catholic Primary School & Nursery

Learning and growing with God by our side
Faith, Friendship, Determination, Respect & Unity



Year 2 Curriculum Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R.E	Branch 1 Creation & Covenant Covenants with Noah and Abraham. Trust and faithfulness in God's promises.	Branch 2 Prophecy & Promise Role of Old Testament prophets. John the Baptist preparing the way. Oracy Focus: Nativity Performance replacing R.E. lessons equivalent to 1 week	Branch 3 From Galilee to Jerusalem Miracles and parables reveal the Kingdom of God. Jesus' authority and compassion.	Branch 4 From Desert to Garden Deeper understanding of the Passion narrative and Resurrection as victory over death.	Branch 5 To the Ends of the Earth Early Christian community in Acts. Introduction to Eucharist as thanksgiving.	Branch 6 Dialogue & Encounter Judaism: Passover and covenant connections.
English	Unit 1: Writing Outcome: Postcards and Letters Stimulus Text: Paddington <i>Michael Bond</i> (3 weeks) Unit 2: Poet Focus: Writing outcome: Letters and PoemsRoge- r McGough (The Sound Collector) (Linked to the sounds of London). Link to National Poetry Day (1 week) Unit 3: Writing Outcome: Narrative (3rd person) Stimulus Text: How to Catch a Star <i>Oliver Jeffers</i> (HfL Unit) (3 weeks)	Unit 1: Writing Outcome: Information leaflet Stimulus Text: Great Fire of London <i>Emma Adams & James Weston Lewis</i> Literacy Tree unit (3 weeks) CHRISTMAS FOCUS Unit 2: Writing Outcome: First person writing: diaries/ recount Stimulus Text: The Christmas Eve Tree <i>Delia Huddy</i> (3 weeks) Oracy Focus: Nativity Performance replacing English lessons equivalent to 1 week	Unit 1: Writing Outcome: Narrative (1st person) Stimulus Text: Rapunzel <i>original version and Bethan Woollvin version</i> (HfL Unit) (3 weeks) Unit 2: Writing Outcome: Narrative: adventure (3rd person) Stimulus Text: Traction Man <i>Mini Grey</i> (3 weeks)	Unit 1: Writing Outcome: Instructions Writing instructions linked to DT tasks- Instructions for making a pouch, Instructions linked to taking care of animals- link to Science. Stimulus Text: Looking after Hamsters (Usborne) Unit 2: WHOLE SCHOOL BOOK PROJECT Writing Outcome: TBA (Link to Science/STEM Week) (2 weeks)	Unit 1: Writing Outcome: Non-Chronological Report Sharks: Stimulus Text: DK Find out! Sharks (HfL Unit) (3 weeks) Unit 2: Writing Outcome: Persuasive Letter Stimulus Text: The Journey Home <i>Frann Preston Gannon</i> (3 weeks) Literacy Tree unit	Unit 1: Writing outcome: Information leaflet- welcome to our school. Stimulus Text: My Name is not Refugee <i>Kate Milner</i> (3 weeks) Link to Refugee Week Unit 2: Writing outcome: Narrative Stimulus Text: The Bog Baby <i>Jeanne Willis</i> (3 weeks) Oracy Focus: Assembly Performance replacing English lessons equivalent to 1 week

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Maths	Place value tens & ones, regrouping, count on/back in 10s/1s, order & compare numbers	Mental addition & subtraction, compliments of 10/100, money – combinations & giving change,	measure – using scales Statistics – block graphs, pictograms, tables, tally charts. Written addition & subtraction Time – o'clock, half past, quarter past, quarter to, comparing time.	Doubling & halving, times tables – 2s, 5s, 10s. Multiplication – repeated addition, grouping, product. Division – sharing & grouping, remainders	Fractions – halves, quarters, three quarters, thirds, equivalent fractions Time – nearest 5 minutes.	Properties 2d & 3d shapes, symmetry, rotation, right angles
Science	Healthy Me	Material Monster	Our Local environment Living things and habitats. Food chains	Working Scientifically Little MasterChef	Young Gardeners Plants	Squash, Bend, Twist and Stretch
Computing	<u>Computing systems and networks 1:</u> What is a computer? Exploring what a computer is by identifying how inputs and outputs work and how computers are used in the wider world to design their own computerised invention. E Safety	<u>Programming 1:</u> Algorithms and Debugging - Developing an understanding of; what algorithms are, how to program them and how they can be developed to be more efficient, introduction of loops.	<u>Computing systems and networks 2:</u> Word Processing – Developing touch typing skills, learning keyboard shortcuts and simple editing tools. E Safety	<u>Programming 2:</u> Scratch Junior – Exploring what 'blocks' do' by carrying out an informative cycle of predict > test > review. Programming a familiar story and make a musical instrument.	<u>Creating Media:</u> Stop Motion - Learning how to create simple animations from storyboarding creative ideas. E Safety	<u>Data Handling:</u> International Space Station Learning how data is collected, used and displayed and the scientific learning of the conditions needed for plants and humans, to survive.
PSHE (including Zones of Regulation)	CIRCLE TIME Getting to know you Zones of Regulation Class rules and expectations Behaviour focus related to assembly NSPCC PANTS	Behaviour lesson linked to assembly. TENTEN MODULE 1 UNIT 1 Let the children come MODULE 1 UNIT 3 1. Feelings, likes and dislikes 2. Feeling inside out 3. Super Susie gets angry MODULE 1 UNIT 4 Cycle of life	CIRCLE TIME Anti-bullying Mental Health & Wellbeing Neurodiversity Behaviour focus related to assembly E-safety awareness TENTEN MODULE 2 UNIT 1 1. God loves you	TENTEN MODULE 2 UNIT 2 1. Special people 2. Treat others well 3. ... and say sorry MODULE 2 UNIT 3 1. Real life on line 2. Rules to help us	ALLERGY LESSON TENTEN MODULE 2 UNIT 4 1. Good and bad secrets 2. Physical contact 3. Harmful substances 4. Can you help me? Part 1 Can you help me? Part 2	MODULE 1 UNIT 2 1. I am unique 2. Girls and Boys version 1 3 & 4 Clean and healthy (my body) MODULE 3 UNIT 1 1. Three in one 2. Who is my neighbour? 3. The communities we live in

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History and Geography	London today Big Question: Why is London an important city? (Eco-theme: Respect for God's Creation) Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas. London- where it is, how we get there, key geographical features and landmarks. What is air pollution and why is it an issue in London? How could air pollution be reduced in the city? Further study: Learn more about the capital cities of other UK countries.	London in the past: The Great Fire and Gunpowder Plot Big Question: Why and how do we remember these events? Significant historical events beyond living memory Great Fire of London 1666- cause, effect, Samuel Pepys Gunpowder Plot – Guy Fawkes, November 5th. Changes in London since these events. Further study: Famous people linked to London- Florence Nightingale, Elizabeth Tudor	The World and Me: Asia (Hong Kong) Big Question: How is Hong Kong different to the place that I live? Name and locate the world's seven continents. Study human and physical geography of a small area in a contrasting non-European country (St Albans/ London & Hong Kong) Where is London? Where is Hong Kong? What is a continent? What are the continents of the world? How would you travel from London to Hong Kong? What is Hong Kong like? https://www.rgs.org/schools/teaching-resources/hong-kong-a-city-in-asia-by-the-sea/ Further study: What are other main countries in Asia?	Homes Through Time Big Question: Why don't people live in castles anymore? Significant historical places in the locality. Changes within and beyond living memory. Homes in the past- which houses in our area are modern? How do we know? What did homes look like 500 years ago? 1000 years ago? Castles- why were they built and how did they develop over time? What was life like in castles? (Motte and Bailey Castles.) Homes in the future-why don't we live in castles any more? How can we make our homes in the future more 'eco' to protect the environment? Further study: Homes around the world	Oceans Big Question: Why do we need to protect our oceans? (Eco-theme: Respect for God's Creation) Environmental geography- the world's oceans. What is an ocean? Where are the world's oceans and why are they important? How is the ocean different at the North Pole and the Equator? Why are the oceans under threat and how can we protect them? Further study: Great sea explorers: Christopher Columbus Ibn Battuta	Local history of our school: The Orchid King of St Albans Big question: What happened here in the past and how do we know? Significant historical places and people in the locality What was this area like in the past? Who was Frederick Sanders, and why was he known as the orchid king? How can we find clues to the past? Why and where did Frederick Sanders send out explorers? What might Camp House have been like? Further study: Other famous residents of St Albans- and Inspirational Leaders: Eleanor Ormerod, Samuel Ryder
Art & Design	Drawing CROSS-CURRICULAR ART Focus artwork: Stephen Wiltshire Biro sketching - city landscapes. 	Collage Painting CROSS-CURRICULAR ART The Great Fire of London 1-2 lessons Focus artwork: Jan Griffier the Elder (The Great Fire of London, 1666)	Drawing KEY ART UNIT- 5 Lessons KAPOW - Drawing: Tell a story Using storybook illustration as a stimulus, children develop their mark making to explore a wider range of tools and media. https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/drawing/	3-D Form-Sculpture- KEY ART UNIT- 5 Lessons KAPOW - Sculpture and 3D: Clay houses (castles) This unit focuses on developing practical skills in working with clay and applying artistic techniques to design and make a clay tile with house features. https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/3d-and-sculpture-clay/	Painting KEY ART UNIT- 5 Lessons KAPOW - Painting and mixed media: Life in colour As part of this unit, the children will develop colour mixing skills, learn about the work of artist Romare Bearden and explore texture and pattern. https://www.kapowprimary.com/subjects/art-design/key-stage-1/year-2/painting/	Drawing, Painting, Collage CROSS-CURRICULAR ART Paintings of orchids 1-2 lessons Focus artist: Georgia O'Keefe
Design & Technology	Mechanisms – Fairground wheel (KAPOW) Link to The London Eye Focus designer: Julia Barfield/David Marks	Structures- Improve the Paddington Bear's chair (KAPOW)				Food and Nutrition – Balanced diet- Plan and make a healthy wrap (KAPOW) Link to Science

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P.E Teacher PE Coach	Locomotion: Dodging Team building	Gymnastics: Linking Ball skills: Hands	Health & Wellbeing: Drumba Ball skills: Feet	Dance: Explorers Locomotion: Jumping	Health & Wellbeing: Ball skills: Rackets, Bats & Balls	Gymnastics: Pathways Health & Wellbeing: Games for Understanding Attack v Defence
Music	Carnival of Animals (Compose) To begin to use sounds to create a desired effect either using voices or instruments	Performance To learn songs for Christmas play. Sing with an increasing accuracy and awareness of pitch and control of breathing	Pulse and Rhythm Begin to understand the difference between pulse and rhythm. To create own rhythmic patterns using untuned percussion and	History of music To learn about famous composers from a range of genres. To listen with concentration to a wide range of live and recorded music	The class band To know the names of a variety of percussion instruments and how they are handled. Accurately follow a leader, joining in and	Singing To sing with accurate pitch control and breathing. To sing in 2 parts
MFL					Introduction to French Learn facts about France, and how to introduce yourself	Introduction to French Learn colours and classroom instructions
Suggested Trips / Workshops	Geography: London / Royal Mews / St James park/ Buckingham Palace St Albans- Room for dessert (ordering in a cafe)			History: Mountfitchet Castle		Mass at church Local History: Visit to upper site and locality walk - Alban Way for Frederick Sanders