



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	<p>Beginnings – God is present in every beginning <i>Big Question: Who made the world and everything in it?</i></p> <p>Signs and Symbols- The Signs and Symbols of Baptism <i>Big Question: Why are signs and symbols important?</i></p>	<p>Signs and Symbols – Continued</p> <p>Judaism – Shabbat Preparations –</p> <p>Advent: preparing to celebrate Christmas <i>Big Question: Why do we need to prepare?</i></p>	<p>Books – The books used in church <i>Big Question: Why do we need books?</i></p> <p>Thanksgiving- Mass, a special time to thank God <i>Big Question: Why should we be grateful people?</i></p>	<p>Thanksgiving- Continued</p> <p>Opportunities- Lent: an opportunity to start anew <i>Big Question: How does each day offer opportunities for good?</i></p>	<p>Spread the word – Pentecost: a time to spread the good news <i>Big Question: Why should we spread Good News?</i></p> <p>Islam – Prayer and family life</p> <p>Rules – Reasons for rules in a Christian family <i>Big Question: Do we need rules?</i></p>	<p>Rules – Continued</p> <p>Treasures – God’s treasure: The world <i>Big Question: Why is the world a treasure?</i></p>
English	<p>Unit 1: Writing Outcome: Postcards and Letters Stimulus Text: Paddington (Michael Bond)</p> <p>Unit 2: Writing Outcome: Information leaflet- London sights Stimulus Text: Katie in London (James Mayhew) / Paddington’s Guide to London (Michael Bond)</p>	<p>Unit 1: Writing Outcome: Narrative (3rd person) Stimulus Text: How to Catch a Star (Oliver Jeffers) (HfL Unit)</p> <p>CHRISTMAS FOCUS Unit 2: Writing Outcome: First person writing: diaries/ recount Stimulus Text: The Christmas Eve Tree (Delia Huddy)</p>	<p>Unit 1: Writing Outcome: Explanation: Stimulus Text: Monsters: An Owner’s Guide (HfL Unit)</p> <p>Unit 2: Writing Outcome: Narrative: adventure (1st person): Stimulus Text: Traction Man (Mini Grey)</p>	<p>Unit 1: WHOLE SCHOOL BOOK PROJECT</p> <p>Unit 2: Writing Outcome: Narrative (1st person) Stimulus Text: Rapunzel (original version and Bethan Woollvin version) (HfL Unit)</p>	<p>Unit 1: Writing Outcome: Non-Chronological Sharks: Stimulus Text: DK Find out! Sharks (HfL Unit)</p> <p>Unit 2: Writing Outcome: Letters and Diaries Stimulus Text: Julian is a Mermaid (Jessica Love) (HfL Unit)</p>	<p>LINK TO REFUGEE WEEK Unit 1: Writing outcome: Information leaflet-welcome to our school. Stimulus Text: My Name is not Refugee (Kate Milner)</p> <p>Unit 2: Poet Focus: Roger McGough (The Sound Collector) Writing outcome: Letters and Poems</p> <p>Unit 3: Writing outcome: Narrative Stimulus Text: The Bog Baby (Jeanne Willis)</p>

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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	Animals including Humans Healthy Me	Materials Material Monster	Our Local Environment Every day materials, Living things	Squash, Bend, Twist and Stretch Animals including humans	Living things and habitats. Food chains	Young Gardeners Plants Working Scientifically Little MasterChef
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)	Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships and RSE- Life to the Full	Changing Me and RSE- Life to the Full

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History and Geography	<p>London today Big Question: Why is London an important city? <i>(Eco-theme: Respect for God's Creation)</i> <i>Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</i> 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.</p>	<p>London in the past: The Great Fire and Gunpowder Plot Big Question: Why and how do we remember these events? <i>Significant historical events beyond living memory</i> 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</p>	<p>The World and Me: Asia (Hong Kong) Big Question: How is Hong Kong different to the place that I live? <i>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?</i> 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?</p>	<p>Castles Big Question: Why don't people live in castles anymore? <i>(Eco-theme: Respect for God's Creation)</i> <i>Significant historical places in the locality. Changes within and beyond living memory.</i> Homes in the past- which houses in our area are modern? How do we know? How are these different from Tudor houses? Castles- why were they built and how did they develop over time? What was life like in castles? Homes in the future-why don't we live in castles anymore? How can we make our homes in the future more 'eco' to protect the environment? Further study: Homes around the world</p>	<p>Oceans Big Question: Why do we need to protect our oceans? <i>(Eco-theme: Respect for God's Creation)</i> <i>Environmental geography- the world's oceans.</i> 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</p>	<p>Local history of our school: The Orchid King of St Albans Big question: What happened here in the past and how do we know? <i>Significant historical places and people in the locality</i> 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- Eleanor Ormerod, Samuel Ryder</p>
Art & Design	<p>Drawing & 3-D Form Creating stories Drawing and sketchbooks, Modroc modelling to create finger puppets https://www.accessart.org.uk/telling-stories-through-making/ Link to Paddington Focus artist: RW Alley</p>	<p>Drawing Be an architect https://www.accessart.org.uk/be-an-architect/ Architecture, drawing, sketchbooks Drawing and creating own houses from the time of the Great Fire of London Focus artist: Lady Elizabeth Wilbraham</p>	<p>3-D form-Mask-Making Drawing, Painting and Mask-Making– Animal Parade Asian animal masks (Access Art) https://www.accessart.org.uk/newspaper-heads-sharon-gale/</p>	<p>Painting Exploring Watercolour https://www.accessart.org.uk/exploring-watercolour-pathway/ colour and shape Exploring watercolours. Creating own paintings and collages inspired by focus artwork. Focus artwork: Paul Klee- Castle and the Sun</p>	<p>3-D Form-Sculpture- Protecting our Oceans https://www.accessart.org.uk/shells-observational-and-imaginative-drawing/ Drawing, claywork Sketching shells and fish. Creating clay forms and tiles inspired by the ocean with a conservation message Focus artist: Courtney Mattison</p>	<p>Drawing, Painting, Collage Inspired by Flora & Fauna https://www.accessart.org.uk/flora-and-fauna/ Drawing, Painting, Collage Small-scale observational sketching, Large-scale sketching and painting 3-D flower relief collage Focus artist: Georgia O'Keefe Botanical artists: Matilda Smith & Lillian Snelling</p>
Design & Technology	<p>Mechanisms – Fairground wheel (KAPOW) Link to The London Eye Focus designer: Julia Barfield and David Marks</p>	<p>Structures- Improve the King's throne so that it is strong enough for him (KAPOW)</p>		<p>Textiles – Pouches Make a pouch to hold your coins– use running stitch (KAPOW)</p>	<p>Mechanisms – Moving Monster- animals moving (KAPOW)</p>	<p>Food and Nutrition – Balanced diet- Plan and make a healthy wrap (KAPOW) Link to Science</p>

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P.E	Locomotion: Dodging Dance: Water	Gymnastics: Linking Ball skills: Hands	Locomotion: Jumping Dance: Link to class topic: Asia	Ball skills: Feet Gymnastics: Pathways	Ball skills: Hands Health & Wellbeing Games for understanding	Team building
Music	Carnival of Animals (Compose) To begin to use sounds to create a desired effect either using voices or instruments using 'Carnival of Animals' as a starting point.	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 begin to read rhythmic notation and simplified traditional notation	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 stopping as appropriate. To begin to show an awareness of pitch, tempo, dynamics and timbre.	Singing To sing with accurate pitch control and breathing. To sing in 2 parts
MFL					Phonics 1 J'apprends le français (see French Curriculum Coverage Map Y2-Y6 for detail)	Les animaux (see French Curriculum Coverage Map Y2-Y6 for detail)
Suggested Trips / Workshops	Geography: London sightseeing bus / Buckingham Palace/ Royal Mews	History: Museum of London / Monument		History: Mountfitchet Castle		History/ Science - Kew Gardens History- St Albans Town Hall Museum