

The Good Shepherd  
Catholic Primary School



Year 2

Spring Curriculum Newsletter

In this booklet, I have included some information I feel you may find useful about the work your child will be doing this term. As well as the modules we will be covering in class, I have also included the objectives and expectations for each subject. I hope you will find this information useful and supportive and look forward to working with you across the year.

Mrs Tidman

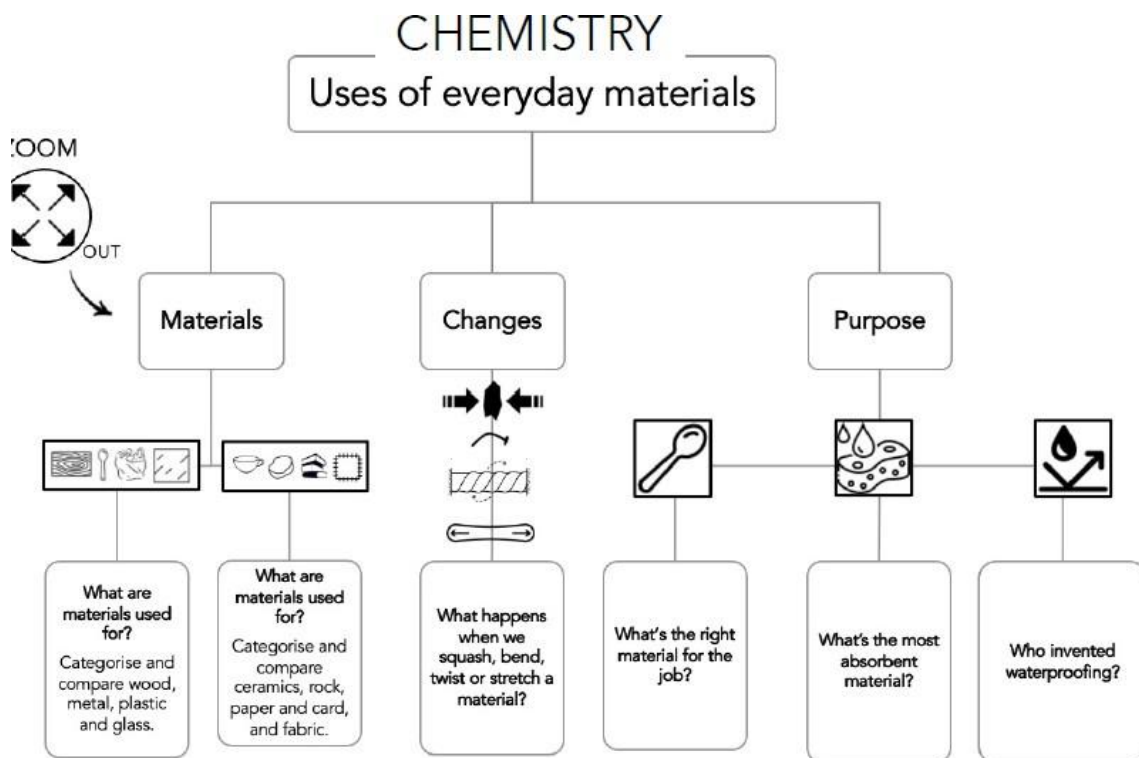
Father, creator of all,  
you 'ordered the earth' to bring forth life  
and crowned its goodness by  
creating family life.  
Teach us the beauty of human  
love, show us the value of  
family life  
and help us to live in  
peace with everyone.  
Amen.

Subject		Topic Information
Religious Education	Local Church – Community	<p><b>This Topic: learning outcomes</b>            Know and understand:</p> <ul style="list-style-type: none"> <li>About the different books used at home and in school – <b>Explore</b></li> <li>The books used in Church on Sunday by the parish family – <b>Reveal</b></li> <li>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></li> </ul>
	Eucharist – Relating	<p><b>This Topic: learning outcomes</b>            Know and understand:</p> <ul style="list-style-type: none"> <li>Different ways to say thank you – <b>Explore</b></li> <li>The Eucharist: the parish family thanks God for Jesus – <b>Reveal</b></li> </ul> <p>Acquire the skills of assimilation celebration and application of the above – <b>Respond</b></p>
	Lent/ Easter – Giving	<p><b>This Topic: learning outcomes</b>            Know and understand:</p> <ul style="list-style-type: none"> <li>Each day offers opportunities for good – <b>Explore</b></li> <li>Lent, the opportunity to turn towards what is good in preparation for Easter – <b>Reveal</b></li> </ul> <p>Acquire the skills of assimilation celebration and application of the above – <b>Respond</b></p>
Writing		CUSP Curriculum – See Below
Reading		CUSP Curriculum – See Below
Maths	<u>Effective Maths</u>	
	Fractions	[1] Understanding fractions as equal parts [2] Halves and quarters [3] Thirds [4] Naming fractions [5] Comparing and ordering fractions [6] Comparing and ordering fractions [7] Finding half
	Geometry	[1] 2-D shapes [2] Drawing 2-D shapes [3] Symmetry [4] Symmetry [5] Moving shapes [6] Turning shapes [7] 3-D shapes [8] 3-D shapes
	Money	[1] Recognise coins and notes; use symbols for pounds and pence [2] Addition of pence to 20p [3] Counting money and comparing amounts of money [4] Finding the total amount [5] Find the total amount (by making the next £10) [6] Equivalence [7] Change [8] Solving problems
	Place Value	[1] Reading and writing numbers to 150 [2] Counting in tens [3] Counting in fives

	Addition and Subtraction	<p>[4] Counting forwards in threes  [5] Counting backwards in threes  [6] Identifying and representing numbers  [7] Ordering and comparing numbers</p> <p>[1] 2-digit number + 1-digit number (making the next ten)  [2] 2-digit number + 1-digit number (expanded column)  [3] 2-digit number + 1-digit number (compact column method)  [4] 2-digit number - 1-digit number (making previous ten)  [5] 2-digit number - 1-digit number (compact column method)  [6] Adding two 2-digit numbers (partitioning)  [7] Adding two 2-digit numbers (expanded column method)  [8] Adding two 2-digit numbers (compact column method)  [9] Subtracting a 2-digit number from a multiple of ten (partitioning the subtrahend)  [10] Subtracting a 2-digit number from a 2-digit number (partitioning the subtrahend) [11] Subtracting a 2-digit number from a 2-digit number</p>
MUSIC		Children will take part in singing sessions with a singing teacher, following the national schools singing programme which focuses on Dynamics, how the voice works, Tempo, Tonality and Notation.
PE	Cognitive Skills	<p>Exceeding: I can explain what I am doing well and begun to identify areas for improvement.</p> <p>Expected: With help, I can recognise similarities and differences in performance.  I can explain why someone is working or performing well.</p> <p>Emerging: I can name some things I am good at.  I can understand and follow simple rules.</p>
	Fundamental Skills	<p>Dynamic balance – on a line  Static balance - stance</p>
	Creative Skills	<p>Exceeding: I can make up my own rules and versions of activities.  I can respond differently to a variety of tasks or music.</p> <p>Expected: I can select and link movements together to fit a theme.  I can begin to compare my movements and skills with those of others.</p> <p>Emerging: I can explore and describe different movements.</p>
	Fundamental Skills	<p>Coordination – Ball skills  Counter balance – with a partner</p>
ART & DESIGN	CUSP Curriculum – See Below	
DESIGN & TECHNOLOGY	CUSP Curriculum – See Below	
PSHE	Too much selfie isn't healthy	Children will learn how to show love and care for others, be aware of their surroundings and learn how to look for ways of helping others. Children will explore the roles of people who work in their communities and consider how they are the same and different to others. Online safety will complete this unit as children learn how the rules of real life are similar to online rules.

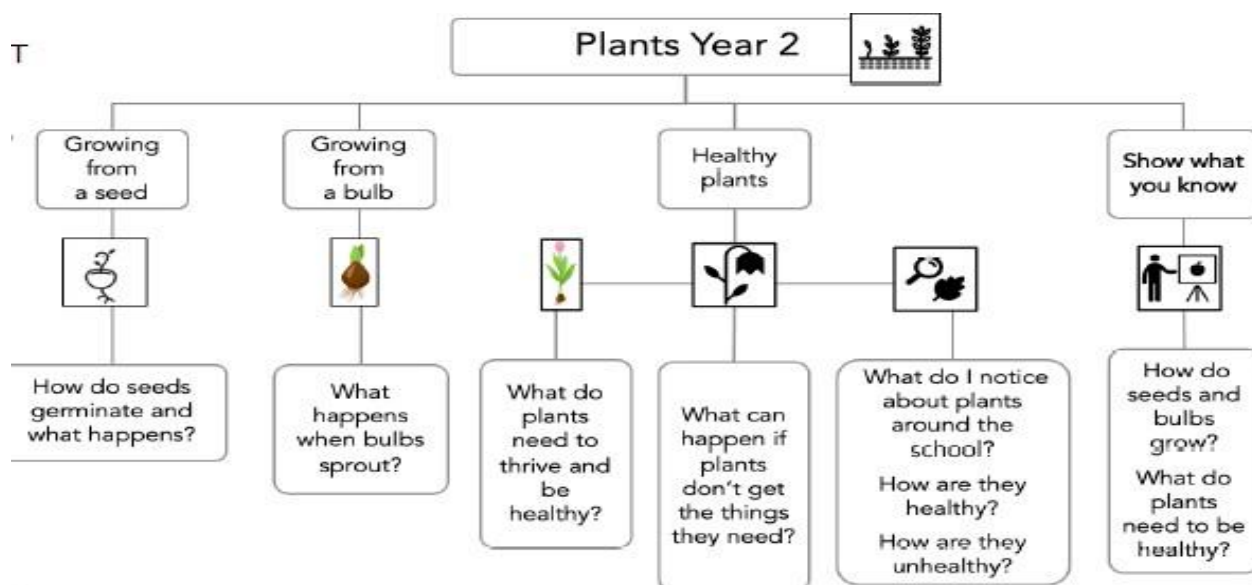
	Don't hold on to what's wrong	This unit will teach children about forgiveness and saying sorry. They will explore how resentment and unforgiveness makes us feel. Children will be taught and reflect on ways to deal with hurt and disappointment. The unit will conclude with children learning the effects of teasing and bullying on others.
RSE	KS1, Module 1, Unit 2	<p>Session 1: I am unique-This session builds on the Unit 1 Gospel reflections on Jesus welcoming little children to Him, helping pupils to remember that they're all special because they are made and loved by God. Children will be encouraged to notice similarities and celebrate differences between fictional people and each other as things that make us unique and special.</p> <p>Session 2: Girls and boys-This session is all about celebrating our God-given bodies and the things they enable us to do! In an age-appropriate way, children will be encouraged to notice similarities and celebrate differences between girls and boys on physical, emotional and spiritual levels.</p> <p>Session 3 and 4: Clean and healthy (my body)-Building from the last session where children learned that our bodies are good, this session teaches children how to take care of their bodies. Children will meet Super Susie and help teach her how to take care of herself. They will finish learning 'Touch Your Knees, Touch Your Toes' and remember that their bodies are a special gift from God that they need to look after!</p>
	KS1, Module 2, Unit 3	<p>Session 1: In this session, children will watch a video where two presenters, Zoe and Joey, are trying to understand the feelings inside their heads. Children will realise that we all have different feelings at different times, and different likes and dislikes too. Children will take part in activities to help them understand and articulate their own feelings and how other people's feelings might differ from theirs.</p> <p>Session 2: In this session, film presenters Zoe and Joey continue to try to understand the feelings inside their heads. Children will realise that we all have different feelings at different times, and different likes and dislikes too. Children will take part in activities to help them understand and articulate their own feelings and how other people's feelings might differ from theirs.</p> <p>Session 2: Using the knowledge they gained from Zoe and Joey over the previous sessions, children will have to take up the mantle of the expert and help Super Susie through experiencing strong feelings for the first time. Children will reinforce previous learning by helping Susie through discussion and/or role-play. They will learn more about consequences of choices and what to do when it all goes wrong.</p>

Computing	Robots and Algorithms	Children will develop understanding of instructions in sequences and the use of logical reasoning to predict outcomes. Learners will use given commands in different orders to investigate how the order affects the outcome. They will also learn about design in programming. They will design algorithms and then test those algorithms as programs.
	Pictograms	Children will be introduced to the term 'data'. They will begin to understand what data means and how this can be collected in the form of a tally chart. They will learn the term 'attribute' and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions.
Science	CUSP Curriculum – See Below	
Geography	CUSP Curriculum – See Below	
History	CUSP Curriculum – See Below	



Pupils should be taught to:

- 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 from some materials can be changed by squashing, bending, twisting and stretching



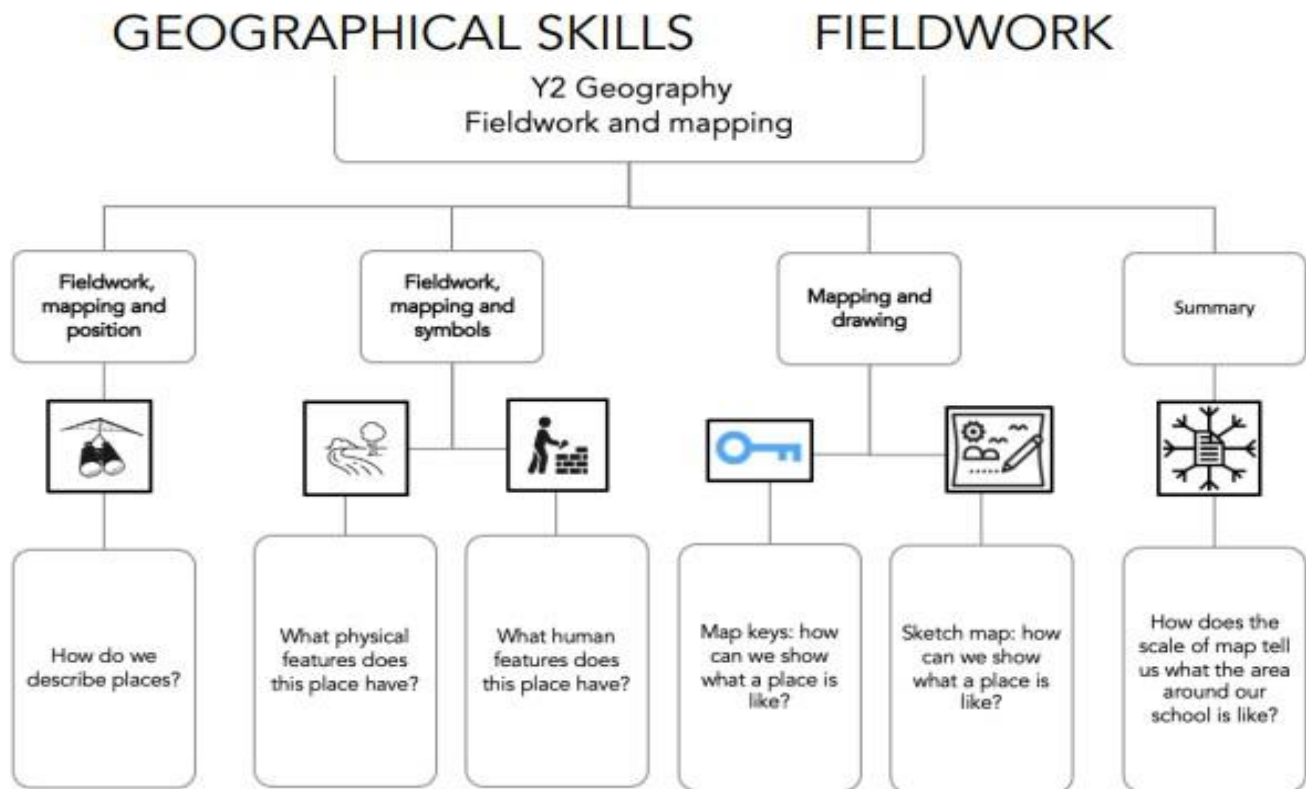
Plants

Pupils should be taught to:

- 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



# Geography



- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
- use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.



# Art & Design

## Y2 Printmaking – Block C

- This is a one-week block.
- The outline and structure of the block is as follows:

Lesson 1	Lesson 2	Lesson 3
Exploration of materials and artform	Explicit teaching of techniques	Applying knowledge, skills and techniques



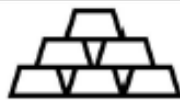
*Strawberry Thief*  
by William Morris (1883)

At the end of this block, pupils will ...	
Know:	Be able to:
Prints can be made from natural objects	Create repeated patterns
How to make a collagraph printing block	Combine printing techniques

In this block, pupils build on previously acquired printing skills. They make prints using natural objects and learn how to make a collagraph printing block. Printing techniques are then combined to create repeated patterns, inspired by the work of William Morris.

Pupils will be able to:

- make prints from ordinary objects
- make and use a stencil and relief block



Prior Learning

- combine printing techniques such as stencilling and relief printing

## Year 2 Art: Textiles and Collage – Block D

- This is a one-week block.
- The outline and structure of the block is as follows:

Lesson 1	Lesson 2	Lesson 3
Applying skills and techniques	Explicit teaching of techniques and exploring materials	Explicit teaching of techniques and artform



*Odd Pin Flower 3*  
by Katie Vernon (2020)

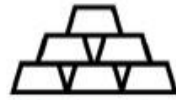
At the end of this block, pupils will ...	
Know:	Be able to:
Reconstructed paintings are made using images (and materials) that were originally part of something else	Select appropriate pre-used images, colours and textures to create a new picture

In this block, pupils will create abstract collage and textile images using a range of materials. They will also make a reconstructed picture using selected images from magazines and prepared papers.

## Point of reference: Y2 Textiles and Collage – Block D

Pupils will be able to:

- apply a range of printing techniques
- use stencilling techniques to achieve different effects
- manipulate fabric and yarns by poking, pulling, threading and weaving



Prior Learning

- use drawing tools such as chalk in different ways and on different surfaces
- combine materials to create colourful and textural effects

## Design and Technology

### Year 2 Design and Technology: Mechanisms – Block C Are bigger wheels always better?

- The outline and structure of the block is as follows:

Lesson 1	Lesson 2	Lesson 3
Understanding how wheels and axles work	Exploring the size of wheels and positioning of axles	Building and testing a simple vehicle



Karl Friedrich Benz (1844 – 1929)  
Inventor of the automobile wheel



At the end of this block, pupils will ...	
Know:	Be able to:
How wheels and axles work together	Create a simple wheel mechanism
The size and position of wheels affects how they move	Use wheel mechanisms to propel a simple vehicle

In this block, pupils will learn how wheels and axles work together. They will build simple wheel mechanisms. They will explore how the size of the wheel and position of the axles affects the movement of simple vehicles.

Pupils will be able to:

- use modelling materials and equipment safely



Prior Learning

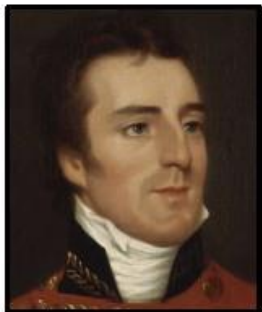
- use rulers and scissors accurately
- name types of transport

# Year 2 Design and Technology: Understanding Materials – Block D

## How can you waterproof a hat?

- This block is set in the context of the CUSP unit 'Uses of everyday materials'.
- The outline and structure of the block is as follows:

Lesson 1	Lesson 2	Lesson 3
Exploration and testing of materials  Reference to other designers	Exploration of materials and properties	Application of knowledge and skills to fulfil a brief  Evaluation



Arthur Wellesley – First Duke of Wellington  
(1769 – 1852)

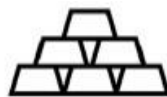


At the end of this block, pupils will ...	
Know:	Be able to:
Materials can be modified to become waterproof  Origami comes from the Japanese words: ori – folding and kami – paper	Make paper waterproof  Transform flat paper by folding and creasing to form a hat

In this block, pupils will investigate materials to discover whether they absorb or resist water. Pupils will also use wax or oil crayons to create a waterproof coating for a paper hat which they have made by creasing and folding a sheet of paper.

Pupils will be able to:

- identify properties of materials



**Prior Learning**

- sort materials according to their properties



# Reading

## Year 2 Reading Unit: Block 7/18

- This is a two-week unit.
- The unit is set in the context of the classic poem *The Quangle Wangle's Hat* by Edward Lear.
- Additional texts supplied are: a formal letter and a description.
- The outline and structure of the unit is as follows:

Week 1	Week 2	At the end of this unit, pupils will ...	
Focus on the poem for summarising and retrieval	Focus on the description for inference and the poem for a personal response	Know:	Be able to:
Focus on the formal letter for retrieval		A nonsense word is a made-up word	Retrieve multiple items
		The meaning of words can be inferred using the words around them	Use text features to retrieve specific details quickly

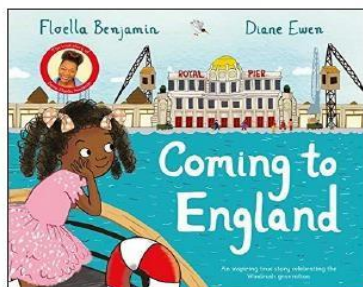


This whimsical nonsense poem was written by Edward Lear, a Victorian author, poet and artist. The poem tells the story of a lonely creature called the Quangle Wangle that lives on the top of a Crumpetty Tree and wears a very large hat. His loneliness comes to an end when a variety of creatures (both real and made up) with daft names and qualities come to build their houses on his hat. The text is delightfully silly, mixing real and nonsense words effortlessly. It is particularly fun when read out loud.

## Year 2 Reading Unit: Block 8/18

- This is a two-week unit.
- The unit is set in the context of the core text *Coming to England* by Floella Benjamin.
- Additional texts supplied are: a non-chronological report and a poem.
- The outline and structure of the unit is as follows:

Week 1	Week 2	At the end of this unit, pupils will ...	
Focus on the core text for prediction and retrieval	Focus on the poem for inference and the core text for a personal response	Know:	Be able to:
Focus on the non-chronological report for retrieval		Predictions can be supported with text, titles and illustrations	Make a reasoned prediction
		The meaning of words can be inferred using the words around them	Use text features to retrieve specific details quickly



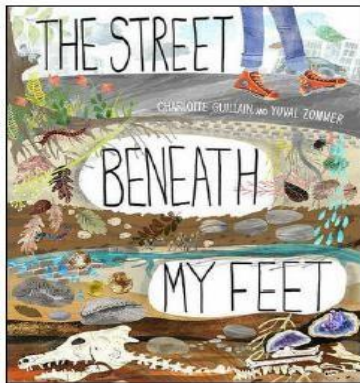
This book tells the true story of Floella Benjamin's childhood journey to Britain from the Caribbean (a Windrush Generation girl). It starts with descriptions of her life in Trinidad and how her family, a group at a time, set sail to start a new life in London. On arriving in England, Floella encountered a less than friendly welcome but was determined to persevere and create a better life. This book follows Floella's journey as she experiences moving countries, making new friends and working hard to achieve success. This is an inspiring and optimistic book which shows how determination and courage can help you overcome any challenges.

## Year 2 Reading Unit: Block 9/18

- This is a two-week unit.
- The unit is set in the context of the core text *The Street Beneath My Feet* by Charlotte Guillain.
- Additional texts supplied are: an information text and a narrative extract.
- The outline and structure of the unit is as follows:

Week 1	Week 2
Focus on the core text and an information text for summarising and retrieval	Focus on the narrative extract for inference and the core text for a personal response

At the end of this unit, pupils will ...	
Know:	Be able to:
Organisational devices can support locating facts easily	Use sub-headings to locate information
Inference means making a conclusion from clues given	Infer a character's feelings from their actions



ISBN: 978-1784-93731-7

This book takes the reader on an exploratory underground journey to the centre of the Earth and back again passing through both a rural and an urban setting. It is an expanding concertina book which is jam-packed with facts about Earth. The vibrant illustrations are continuous and run seamlessly from one page into the next, allowing the reader to trace the journey without any page turning.

## Year 2 Reading Unit: Block 10/18

- This is a two-week unit.
- The unit is set in the context of the core text *The Rhythm of the Rain* by Grahame Baker-Smith.
- Additional texts supplied are: an explanation text and a descriptive text.
- The outline and structure of the unit is as follows:

Week 1	Week 2
Focus on the core text for summarising and retrieval	Focus on the descriptive text for inference and a personal response
Focus on the explanation text for retrieval	

At the end of this unit, pupils will ...	
Know:	Be able to:
Illustrations add extra detail and meaning	Retrieve information from illustrations
Mood can be inferred from the writer's language choices	Infer the mood of a section of text



This book tells the story of the water cycle in a very poetic way and is accompanied by stunning illustrations. It begins with Isaac emptying a jar of water into a mountain pool. The reader is then taken on the water's journey across the planet, from rivers, to seas, to oceans and to the clouds, all the while interacting with humans, animals and the natural world. Finally, the water returns to its starting point. The story puts meaning into how water is used and explores the global life cycle of water and weather. It also serves as a reminder that our actions and experiences are an important part of the bigger picture.

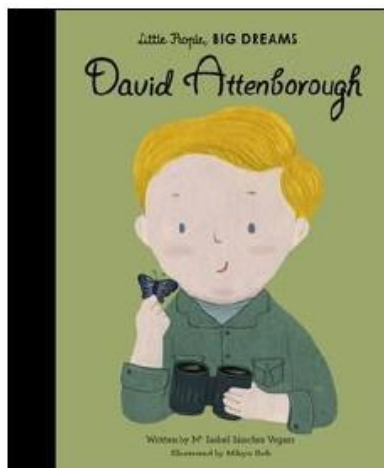


# Year 2 Reading Unit: Block 12/18

- This is a two-week unit.
- The unit is set in the context of the core text *Little People, Big Dreams David Attenborough* by Maria Isabel Sánchez Vegara.
- Additional texts supplied are: a narrative and a descriptive text.
- The outline and structure of the unit is as follows:

Week 1	Week 2
Focus on the core text for retrieval and summarising	Focus on the descriptive text for inference and the core text for a personal response
Focus on the narrative for sequencing	

At the end of this unit, pupils will ...	
Know:	Be able to:
Question words can suggest what sort of information you need to look for	Retrieve specific information
Chronological order is the order events happened in	Sequence events in the order they happen



This book is part of a series of books which explore the lives of extraordinary people. They all start with their life as a child with a dream who go on to achieve incredible things. The biography is presented as a story but finishes with a facts and photographs section at the back.

This book provides the opportunity to discover more about the life and work of David Attenborough. It celebrates how childhood ambitions can become reality and the importance of protecting our natural world.

## Writing

- Poetry on a theme – Humorous
- Non-Chronological reports – Materials
- Formal invitations
- Stories from other cultures
- Recount from personal experience.



