

The Good Shepherd Catholic Primary School



Year 2

Spring Curriculum Newsletter

2025-2026

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 the children 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 Miller and Mrs Delfino

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.

We follow Unity Schools Partnership CUSP curriculum model written by Alex Bedford, Unity Schools Partnership.

This comprehensive curriculum model is based heavily on research around the working memory, cognitive overload, and retrieval. The new curriculum resources that the school has purchased will support myself, the teacher in year 2, to plan and teach History, Geography, Science, Art & Design, Design and Technology, English Spelling.

SUBJECT	TOPIC INFORMATION			
RELIGIOUS EDUCATION	<p><i>Galilee to Jerusalem</i> Learning focus 1- The preaching of John the Baptist</p> <p>LF2 – <i>Jesus is baptised and the temptation in the wilderness and Jesus begins to preach</i></p> <p>LF3- <i>The cure of a paralytic</i></p> <p>LF4- <i>The choice of twelve</i></p> <p>LF5-<i>The calming of the storm</i></p> <p>LF6-<i>Parable of the lost sheep</i></p> <p><u><i>Desert to Garden</i></u></p> <p>LF1 -<i>Jesus enters Jerusalem</i></p> <p>LF2 – <i>The last Supper</i></p> <p>LF3 – <i>The crucifixion and death of Jesus</i></p> <p>LF4 – <i>The Easter vigil</i></p> <p>LF5 – <i>Peters message</i></p> <p><i>Peter at the Tomb</i></p>	YEAR TWO	BRANCH THREE FROM GALILEE TO JERUSALEM	BRANCH FOUR FROM DESERT TO GARDEN
		HEAR	The preaching of John the Baptist (Lk 3:2-6, 10-17) Jesus is baptised (Lk 3:21-22) The Temptation in the wilderness & Jesus begins to preach (Lk 4: 1-15) Cure of a paralytic (Lk 5:17-26) The choice of the twelve (Lk 6:12-16) The calming of the storm (Lk 8:22-25) Parable of the lost sheep (Lk 15:4-7) For the Epiphany: Matt 2:1-12: The visit of the Magi	Jesus enters Jerusalem (Lk 19:28-38*) The last supper (Lk 22:7-23*, 28-34) The Crucifixion and death of Jesus (Lk 23:33-46*) The angel's message (Lk 24:1-8*) Peter at the tomb (Lk 24:9-12) *Texts studied in Year One
		BELIEVE	John the Baptist is a prophet who calls people back to God by encouraging them to say sorry. Baptism is a sign of forgiveness. That when people make bad choices (sin), they turn away from God. Jesus teaches that God loves and forgives and	That Jesus gave us the Sacrament of Reconciliation to heal and restore our friendship with God and through this ourselves. That Lent is a time of preparing our hearts and minds for Easter through reconciliation and forgiveness.

		that being sorry helps us to change and become better people. Jesus' miracles are signs that show he is the promised one (Messiah). Jesus' parables are simple comparisons that invite people to know more about God. Jesus brings healing in different ways.	The Easter Vigil Mass is the high point of the year and is rich in symbols of light and darkness.
	CELEBRATE	How water is used as a symbol of a new start in the Sacrament of Baptism. How Catholics say sorry to God in prayers: Act of Sorrow (Contrition) Asking for forgiveness in the 'Our Father'	Some prayers and actions that are ways in which Catholics turn back to God, in the Sacrament of Reconciliation, for example, a simple Examen or an act of sorrow and in the Penitential rite, for example, the Kyrie Eleison (Lord have Mercy). Simple words, actions, and symbols of the Easter Vigil, focusing on light and water
	LIVE	The importance of saying sorry to God and to others. The importance of showing you are sorry, for example, through	The importance of saying sorry to God and to others. That prayer can help people say sorry for their sins.

ENGLISH		In reading children will continue to practice and consolidate their Phonic knowledge through regular reading in all areas of the curriculum. Specific teaching of reading skills will come from the CUSP CURRICULUM – SEE BELOW Writing - CUSP CURRICULUM – SEE BELOW
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MATHS	<u>Effective Maths</u> Money Unit 1	[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
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		[8] Solving problems
	<i>Place value Unit 2</i>	<p>[1] Reading and writing numbers to 150</p> <p>[2] Counting in tens</p> <p>[3] Counting in fives</p> <p>[4] Counting forward in threes</p> <p>[5] Counting backwards in threes</p> <p>[6] Identifying and representing numbers</p> <p>[7] Ordering and comparing numbers ☼</p>
	<i>Addition and Subtraction Unit 2</i>	<p>[1a] Adding a two-digit number and a one-digit number (making the next ten) ☼</p> <p>[1b] Adding 3 one-digit numbers (New for 23/24. This set of slides is not a lesson, but a series of slides to be used in starters/fluency sessions to consolidate making the next ten and other strategies: $6 + 8 + 9 = 6 + 4 + 4 + 9 = 10 + 4 + 9 = 14 + 9 = 23$)</p> <p>[2] Adding a two-digit number and a one-digit number (expanded column method)</p> <p>[3] Adding a two-digit number and a one-digit number (compact column method)</p> <p>[4] Subtracting a one-digit number from a two-digit number (making the previous ten)</p> <p>[5] Subtracting a one-digit number from a two-digit number (compact column method)</p> <p>[6] Adding 2 two-digit numbers (partitioning)</p> <p>[7] Adding 2 two-digit numbers (expanded column method)</p> <p>[8] Adding 2 two-digit numbers (compact column method)</p> <p>[9] Subtracting a two-digit number from a multiple of ten (partitioning the subtrahend)</p> <p>[10] Subtracting a two-digit number from a two-digit number (partitioning the subtrahend)</p> <p>[11] Subtracting a two-digit number from a two-digit number (compact column method)</p>

	Multiplication and Division Unit 2	<p>[1] 10 × table and related facts</p> <p>[2] Multiplication and division problems linked to 10 × table</p> <p>[3] 5 × table and associated problems</p> <p>[4] Dividing by 5 and associated problems</p> <p>[5] 2 × table (and understanding commutative relationships using the multiplication grid)</p> <p>[6] Dividing by 2 and associated problems</p> <p>[7] Multiplication problems</p>
	Fractions Unit 2	<p>[1] Finding half (revision)</p> <p>[2] Finding one quarter</p> <p>[3] Finding quarters</p> <p>[4] Finding one third</p>

Block 2												
	1	2	3	4	5	6	7	8	9	10	11	12
Y2	Money (U1)		Place value (U2)	Addition and subtraction (U2)		Multiplication and division (U2)	Fractions (U2)	Statistics		Place value (U3)		
	[1] Recognise coins and notes; use symbols for pounds and pence	[1] Reading and writing numbers to 150	[1] 2-digit number + 1-digit number (making the next ten) ☀ RTP 2AS-1←	[1] 10 × table and related facts	[1] Finding half (revision)	[1] Sorting data	[1] Identifying and representing numbers					
	[2] Addition of pence to 20p	[2] Counting in tens	[2] 2-digit number + 1-digit number (expanded column)	[2] Multiplication and division problems linked to 10 × table	[2] Finding one quarter	[2] Sorting data	[2] Reading and writing numbers (to 200 in numerals and words) ☀MQ					
	[3] Counting money and comparing amounts of money	[3] Counting in fives	[3] 2-digit number + 1-digit number (compact column method)	[3] 5 × table and associated problems	[3] Finding quarters	[3] Sorting data (Venn diagrams)	[3] Counting ☀MQ					
	[4] Finding the total amount	[4] Counting forwards in threes	[4] 2-digit number - 1-digit number (making previous ten) ☀ RTP 2AS-1←	[4] Dividing by 5 and associated problems	[4] Finding one third	[4] Sorting data (Venn diagrams) ☀MQ	[4] Ordering and comparing numbers					
	[5] Find the total amount (by making the next £10)	[5] Counting backwards in threes ☀MQ	[5] 2-digit number - 1-digit number (compact column method)	[5] 2 × table (and understanding commutative relationships using the multiplication grid)	☀MQ Finding halves and quarters	[6] Pictograms	[5] Identifying and representing numbers ☀ RTP 2NPV-2←					
	[6] Equivalence	[6] Identifying and representing numbers	[6] Adding two 2-digit numbers (partitioning)	[6] Dividing by 2 and associated problems		[7] Bar charts	[6] Partitioning ☀ RTP					
	[7] Change	[7] Ordering and comparing numbers ☀MQ	[7] Adding two 2-digit numbers (expanded column method)	[7] Multiplication problems ☀MQ		[8] Interpreting bar charts						
	[8] Solving problems ☀MQ Y2 quiz covers: Equivalence, money problems, addition and subtraction	[8] Identifying and representing numbers	[8] Adding two 2-digit numbers (compact column method)	[9] Subtracting a 2-digit number from a multiple of ten (partitioning the subtrahend) ☀ RTP 2AS-3	[9] In the pet shop (Interpreting representations of data: tables, tally charts, bar charts and pictograms)							
			[9] Subtracting a 2-digit number from a 2-digit number (partitioning the subtrahend)	[10] Subtracting a 2-digit number from a 2-digit number (compact column method)								
			[10] Subtracting a 2-digit number from a 2-digit number (compact column method)									
			[11] Subtracting a 2-digit number from a 2-digit number (compact column method)									

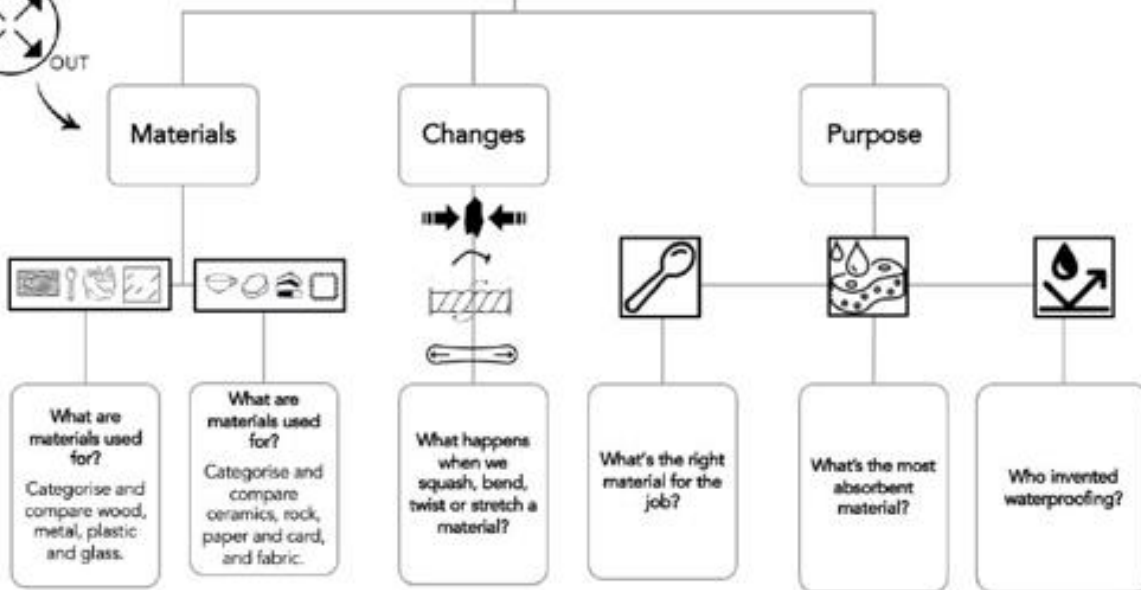
SCIENCE	CUSP CURRICULUM – SEE BELOW
HISTORY	CUSP CURRICULUM – SEE BELOW

GEOGRAPHY		CUSP CURRICULUM – SEE BELOW
COMPUTING	Programming A – Robot algorithms	This unit develops learners' 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 develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.
	Data and information – Pictograms	This unit introduces the learners to the term 'data'. Learners 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.
MUSIC		CUSP CURRICULUM – SEE BELOW
PE	<div data-bbox="319 768 818 1254">  <p>Understand Performance</p> <p>Emerging</p> <ul style="list-style-type: none"> I can understand and follow simple rules. I can name some things I am good at. <p>Expected</p> <ul style="list-style-type: none"> I can explain why someone is working or performing well. With help, I can recognise similarities and differences in performance. <p>Exceeding</p> <ul style="list-style-type: none"> I can explain what I am doing well and begun to identify areas for improvement. </div> <div data-bbox="319 1296 818 1742">  <p>Link Movements</p> <p>Emerging</p> <ul style="list-style-type: none"> I can explore and describe different movements. <p>Expected</p> <ul style="list-style-type: none"> I can begin to compare my movements and skills with those of others. I can select and link movements together to fit a theme. <p>Exceeding</p> <ul style="list-style-type: none"> I can respond differently to a variety of tasks or music. I can make up my own rules and versions of activities. </div>	<div data-bbox="845 768 1516 1254">  <p>Dynamic Balance Dynamic Balance</p>  <p>Static Balance Stance</p> <p>In this unit, the children will develop and apply their dynamic balance on a line and stance through focused skill development sessions, cooperative and competitive games.</p> <p>Emerging I can complete some green challenges</p> <p>Expected I can complete all green challenges</p> <p>Exceeding I can complete some red challenges</p> </div> <div data-bbox="845 1276 1516 1881">  <p>Coordination Ball Skills</p>  <p>Counter Balance Counter Balance</p> <p>In this unit, the children will develop and apply their ball skills and counter balance with a partner through focused skill development sessions, cooperative and competitive games.</p> <p>Emerging I can complete some green challenges</p> <p>Expected I can complete all green challenges</p> <p>Exceeding I can complete some red challenges</p> </div>
ART AND DESIGN		CUSP CURRICULUM – SEE BELOW

DESIGN & TECHNOLOGY		CUSP CURRICULUM – SEE BELOW
PSHE	Too much selfie isn't healthy	<ul style="list-style-type: none"> •Children will learn the importance of thinking of others and how they need to be aware of their surroundings and those in it.
		<ul style="list-style-type: none"> •Learning about forgiveness and saying sorry. Finding helpful ways to deal with hurt and understanding how resentment makes us feel.

CHEMISTRY

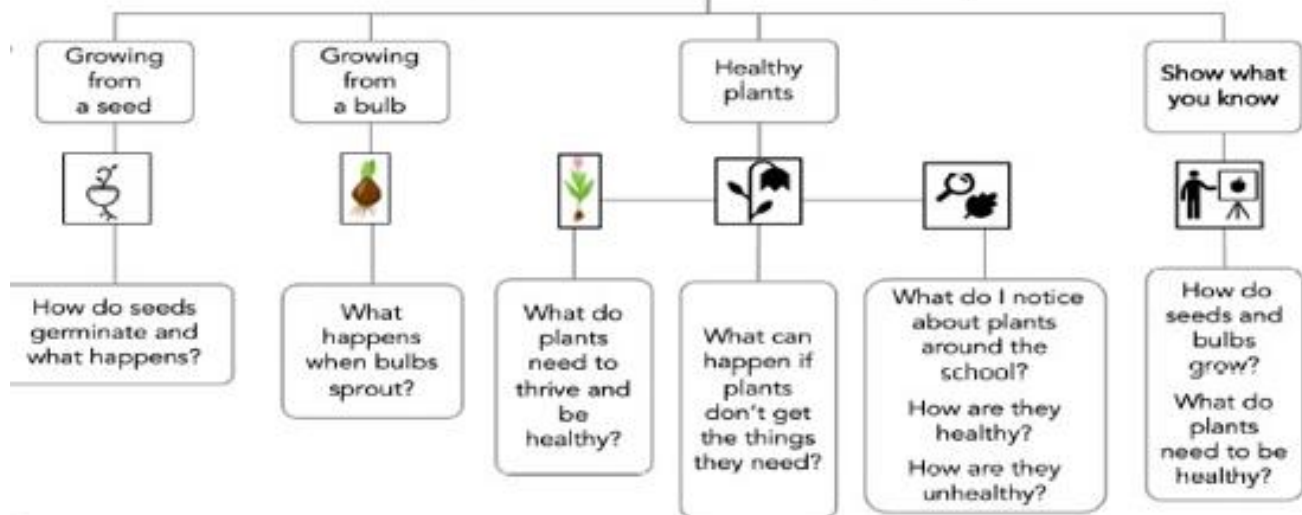
Uses of everyday materials



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 Year 2



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

Curriculum navigation

Share the big ideas that you will be studying.

HISTORY

The study of the past - learning about people, places, events and changes

COMMUNITY

A group of people living in the same place

How transport can link different communities

POWER

The power of invention

The power of machines

The power of customer choice

KNOWLEDGE

Knowing how to use imagination and research to create new inventions

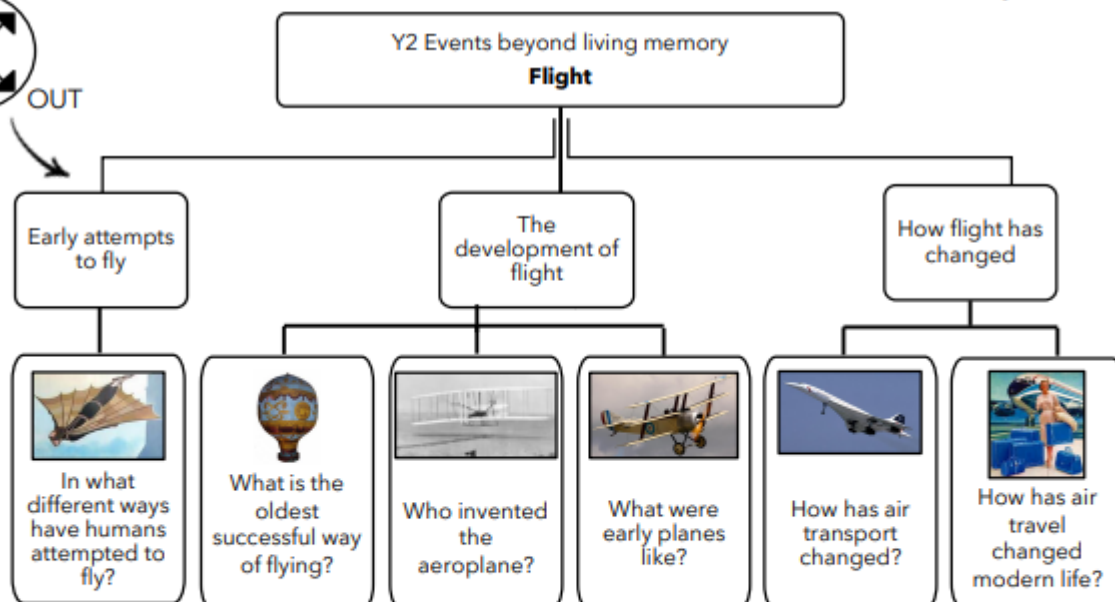
Knowing how to keep improving machines

Knowing how to give people what they want

ZOOM



OUT



ZOOM



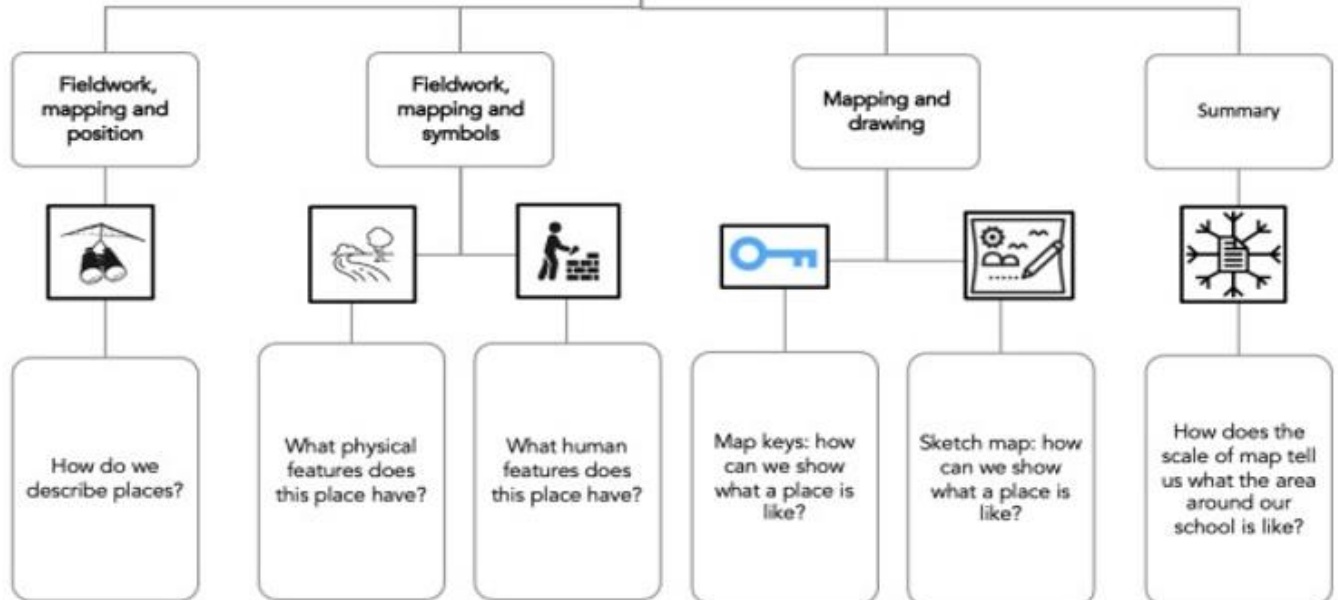
Show how the specific content relates to the big ideas. Show the stages of the study, one sequence at a time.

Geography

GEOGRAPHICAL SKILLS

FIELDWORK

Y2 Geography
Fieldwork and mapping



- 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.

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

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



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

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.

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

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



Example of combined textiles and collage work

Teachers should click [here](#) to show pupils *Odd Pin Flower 3* (2020) by Katie Vernon.

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.

Year 2 Music: Introducing rhythm and pulse 2 – Block C

- This is a 5-week sequence with a sixth week available for enrichment, extension or revisiting.
- The outline and structure of the block is as follows:

Week 1	Week 2	Week 3	Week 4	Week 5
Learn about the origins and revisit the style of stomp music	Explore rhythm through body percussion	Compose rhythm patterns	<u>Organise</u> rhythm patterns	Perform as an ensemble and reflect on the experience

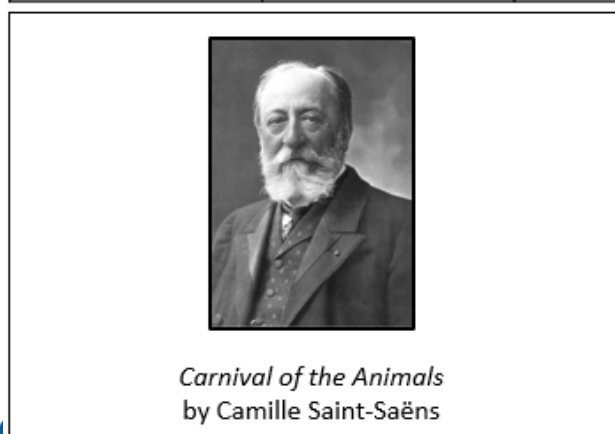


At the end of this block, pupils will ...	
Know:	Be able to:
The terms compose, rhythm patterns and tempo	Compose short rhythm patterns
The British origins and style of stomp music	Perform individually and as part of an ensemble

Year 2 Music: Introducing pitch 2 – Block D

- This is a 5-week sequence with a sixth week available for enrichment, extension or revisiting.
- The outline and structure of the block is as follows:

Week 1	Week 2	Week 3	Week 4	Week 5
Revisit pitch	Identify and describe pitch in a significant composition	Control pitch when singing as part of a group	Explore the pitch of different instruments	Follow and compose simple musical phrases, experimenting with pitch



At the end of this block, pupils will ...	
Know:	Be able to:
Pitch can be controlled in singing and when playing instruments	Describe the pitch of a composition
An octave is a series of eight notes in a musical scale	Copy back simple musical phrases, controlling pitch

Reading

Week 1	Week 2
Focus on the core text for prediction and retrieval	Focus on the directions for inference and the core text for a personal response
Focus on the narrative for retrieval	



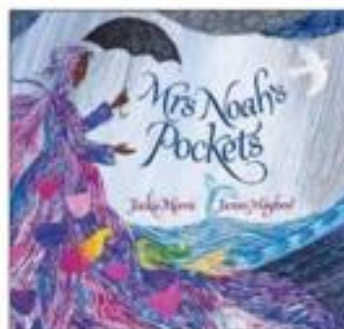
This book focuses on the close relationship between Syd and his grandfather. On one of his regular visits to his Grandad's house, Syd is taken, by his Grandad, through a door in the attic to a wild exotic island. Following some lovely adventures, Grandad tells Syd that he will remain on the island. The book subtly explores what it means to lose someone you love. It does this without explicitly mentioning death or advocating that the reader should feel a certain way. It serves as a simple reminder that loved ones remain in our memories long after they have gone.

Week 1	Week 2
Focus on the core text for retrieval and sequencing	Focus on the core text for inference
Focus on the news article for summarising	Focus on the core text, news article and narrative extract for understanding themes and personal response



This is an anthology of the retelling of thirty of Aesop's fables. The stories are all accompanied by illustrations. The fables are organised around the themes of pride, greed, friendship, retorts, comeuppance, cunning, trickery and quarrels. Each of the fables conveys a moral with a message about how to behave towards others. *The Goose that Laid the Golden Eggs* focuses on the lesson that we need to be happy with what we have.

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



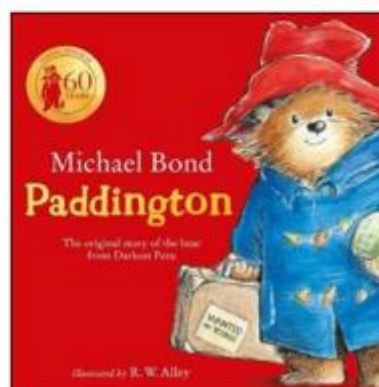
This story presents a different version of the story of Noah's Ark. Whilst Noah is making plans for the ark and deciding on which animals will be allowed on it, Mrs Noah starts a project of her own. She makes herself a coat with very deep pockets. As all the animals are loaded onto the ark, Mrs Noah goes on a purposeful walk wearing her new coat. As the storm rages, the children believe they see things moving in Mrs Noah's deep pockets. When the ark returns to land, Mrs Noah is able to lift the creatures she has hidden out of her pockets and into freedom. This book provides children with an alternative perspective on a familiar story and provides an opportunity to explore issues of inclusion, diversity and uniqueness.

Reading

Week 1	Week 2
Focus on the core text for summarising and retrieval	Focus on the core text for inference
Focus on the non-chronological report for retrieval	Focus on the poem for a personal response

Week 1	Week 2
Focus on the core text for prediction and retrieval	Focus on the core text for inference
Focus on the leaflet for retrieval	Focus on the narrative extract and the core text for a personal response

This book marks the beginning of the Paddington adventures. Whilst waiting for their daughter at Paddington Station, Mr and Mrs Brown find a young stowaway bear near the lost and found luggage. This bear had travelled all the way from Peru with only a jar of marmalade, a suitcase and a label reading 'Please look after this bear'. Mr and Mrs Brown name the bear Paddington and welcome him into their family. It soon becomes clear that Paddington is a most unusual bear and many adventures lay ahead for him and the Brown family.



Writing

Year 2 Writing Unit

Poetry on a theme - humorous (Block A)

- This is a one-week unit.
- The structure of the unit is outlined below.

Part 1
Explicit teaching of performing a poem and writing a poem in a similar style

At the end of this unit, pupils will ...	
Know	Be able to
Key poetic devices, e.g. rhyme, rhythm, repetition	Make connections between poems Prepare and perform a humorous poem

Year 2 Writing Unit

Non-chronological reports (Block A)

- This is a three-week unit.
- The unit is set in the context of CUSP Science unit *Uses of Everyday Materials*.
- The structure of the unit is outlined below.

Part 1	Part 2	Part 3
Explicit teaching of the grammatical structures and text conventions required	Structural understanding, planning and execution of extended task	Opportunities to apply taught content and focused editing teaching

At the end of this unit, pupils will ...	
Know	Be able to
The difference between a statement and a question How subheadings help the reader to navigate the text	Maintain the present tense Use simple subordinating conjunctions (e.g. when, if, because) Write to inform

Click [here](#) to import the quiz for this unit to your *Socrative* account.

Year 2 Writing Unit

Formal invitations (Block B)

- This is a two-week unit.
- The structure of the unit is outlined below.

Part 1	Part 2
Explicit teaching of the grammatical structures and text conventions required	Structural understanding and execution of extended task

At the end of this unit, pupils will ...	
Know	Be able to
The difference between a formal and an informal tone	Use statements and commands in their writing
The key information needed for an invitation	Organise information so that it is easy to understand

Year 2 Writing Unit

Recount from personal experience (Block A)

- This is a two-week unit.
- The structure of the unit is outlined below.

Part 1	Part 2
Explicit teaching of the grammatical structures and text conventions required	Structural understanding, planning and execution of extended task

At the end of this unit, pupils will ...	
Know	Be able to
Chronological order	Write in the first person
How to use adjectives, adverbs and expanded noun phrases to describe an event	Write in the past tense
	Recount a real event or experience

Year 2 Writing Unit

Simple retelling of a narrative (Block B)

- This is a three-week unit.
- The structure of the unit is outlined below.

Part 1	Part 2	Part 3
Explicit teaching of the grammatical structures and text conventions required	Structural understanding, planning and execution of extended task	Execution of the extended task and focused editing teaching

At the end of this unit, pupils will ...	
Know	Be able to
The component parts of a story	Describe characters and settings using adjectives, adverbs and expanded noun phrases
The third person is an outside perspective	Use ideas and language from the story read
	Use the past tense throughout their retelling

Click [here](#) to import the quiz for this unit to your *Socrative* account.