The Good Shepherd Catholic Primary School

Year 2

Autumn Curriculum Newsletter

OUR LADY IMMACULATE
CATHOLIC ACADEMIES TRUST

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

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.

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SUBJECT	TOPIC INFORMATION
RELIGIOUS EDUCATION	**Saint Patrick - Class saint** **<u>Creation and Covenant</u>** **1)The Story of Noah** **2)God makes a covenant with Noah** **3)Stewardship** **4) God's gift of creation** **5)The sacrament of Baptism** **6)The sacrament of Baptism – Signs and symbols** **<u>Prophecy and Promise</u>** **1)The prophet Isaiah** **2)The Annunciation of John the Baptist** **3) The Annunciation of Jesus** **4)The Visitation** **5) The birth of John the Baptist and Zechariahs voice is restored** **6)The Birth of Jesus**

To begin our year, each class will spend one lesson focusing on our school mission statement and how each child lives out our mission. We will also be looking at our class saints St. Patrick

YEAR TWO	BRANCH ONE CREATION AND COVENANT	BRANCH TWO PROPHECY AND PROMISE
HEAR	The story of Noah, focusing on God's covenant (promise) with Noah and all living beings in the sign of the rainbow (Gen 9:7-17).145 LS 71 'Through Noah, who remained innocent and just, God decided to open a path of salvation. In this way he gave humanity the chance of a new beginning. All it takes is one good person to restore hope!' Psalm 139 146 in praise of God's Creation of each of us and his love for us.	The Annunciation of John the Baptist (Lk 1:5-20) The Annunciation of Jesus (Lk 1:26-38) The Visitation (Lk 1:39-50, 53) The birth of John the Baptist (Lk 1:57-58) Zechariah's voice is restored (The circumcision of John the Baptist) (Lk 1:59-66, 67,76) The Birth of Jesus (Lk 2:1-8) For Advent: Is 7:14, 9:1-2, 5-7 (Extracts from the book of Immanuel)
BELIEVE	God makes a covenant (promise) with Noah to save all living things. That people in the story of Noah turned away from God and chose to act badly; this is behaviour called sin. The Sacrament of Baptism is when a person becomes part of the Christian family and promises to love God. That the Christian Bible is split into two parts, the Old Testament, and the New Testament.	That prophets and prophetesses communicate God's message inspired by the Holy Spirit. John the Baptist is born to be a prophet. Christians believe that the person Isaiah spoke of was Jesus. In Isaiah's words, Christians recognise Jesus as a light in the darkness and Immanuel, 'God-with-us'. Advent is the season when Christians prepare for the coming of Jesus Christ at Christmas. That Mary is the mother of God and our mother who is trusted with all our prayers.
CELEBRATE	Psalms are prayers to praise God. Sacraments are living signs of Jesus' love for all people. Baptism is the first sacrament which welcomes people into the Christian family.	Some words of Mary's prayer, the Magnificat (Lk 1:46-50, 53) in which she gives thanks to God and prays for his just world to come. Advent is a time Christian preparation for Jesus' coming. That the Advent wreath is a symbol of the coming of the light. How the Christmas story is celebrated in song: carol services.
LIVE	Ways in which we can show care for God's world (stewardship) as part of our care for each other. How a baby is baptised in the Catholic Church	About some daily/weekly commitments that enable Christians to live in a way that prepares them for Jesus' coming.

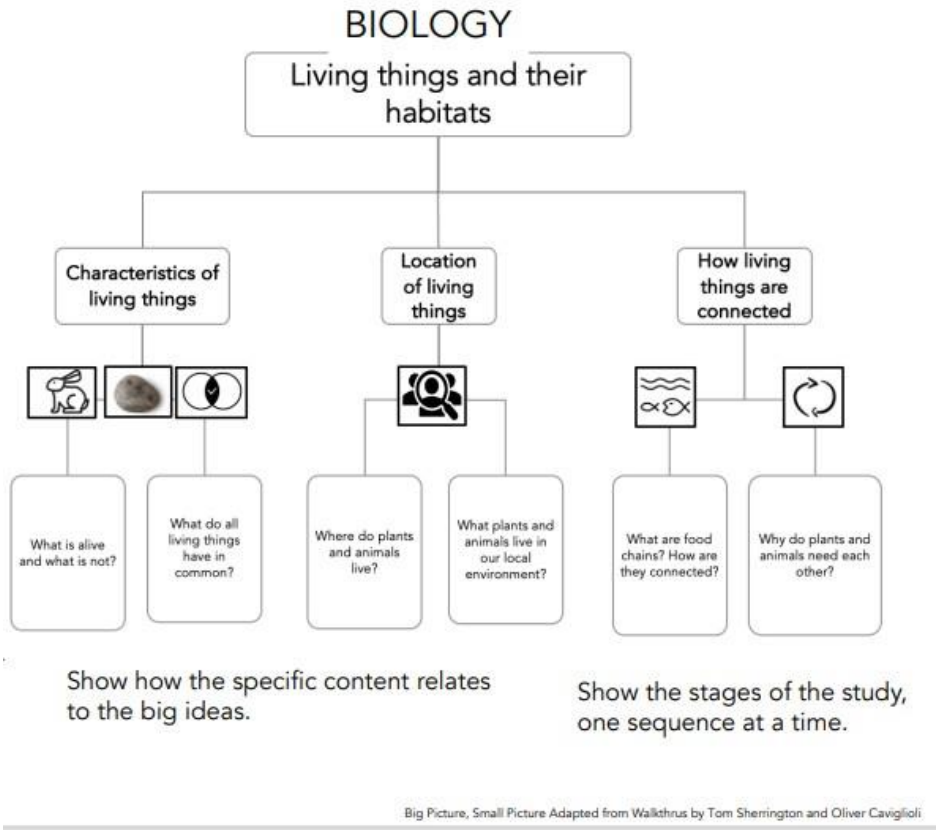
		Advent preparations in different cultures. The meaning and interpretations of the candles/wreath in different cultural contexts. How Catholic Social Teaching (CST) can help to guide Christians to 'share the light' with others
KEY VOCABULARY	God Noah covenant sin psalm sacraments baptism Father Bible Old Testament/ New Testament	Advent Advent wreath Annunciation Isaiah John the Baptist Magnificat prophet Zechariah
ENGLISH		In reading children will continue to practice and consolidate their Phonic knowledge through regular reading in all areas of the curriculum. In Autumn 1 they will remain in phonics groups, before starting Cusp reading lessons. CURRICULUM – SEE BELOW In writing children will be practicing their sentence composition using the Cusp strong start writing module., before moving onto the Writing - CUSP CURRICULUM – SEE BELOW
MATHS	**Cusp Maths** **Block 1 – Place value**	L1 – Value of 2-digit numbers L2- Write numbers from pictorial representations L3- Writing numbers in words L4- Value of 2-digit numbers L5 – Compare numbers L6 – Order numbers L7 – One more and One less including bridging L8- Ten more from any given number L9 – Ten less from any given number L10 – Place value problem solving L11 – Ordering on a number line L12 – Writing numbers in words L13 – Value of 2-digit numbers L14 – Counting in 3's L15 – Counting in 3's
	Block 2 – Addition and Subtraction	L1 – Recall addition and subtraction facts to 20 L2 – Addition and subtraction facts to 100 L3 – Addition and subtraction facts to 100 L4 – Addition and subtraction of 2-digit numbers and 1's L5 – Addition and subtraction of 2-digit numbers and 1's L6 – Addition and subtraction of 2 digit numbers and tens L7 – Addition and subtraction of 2-digit numbers and tens. L8 – Introducing the inverse L9 – Addition of three 1-digit numbers L10 – Addition of three 1-digit numbers

	Block 3 – Multiplication and division	L1 – Grouping L2 – The x sign and pictorial representations of multiplication L3 – Linking repeated addition and multiplication L4 – Linking counting in 2's, 5's and 10's to times tables L5 – Explore 0x and 1x L6 Explore sharing equally L7 – the / sign and pictorial representations of division L8 – Using arrays to write multiplication and division fact families L9 – Explore inverse relationships wit doubling and halving L10 – Solve problems involving multiplication and division.
	Block 4 – Measurement and number	L1 – Using <,> and = signs L2 – Number lines and scales L3 – Estimating and measuring length and height in cm and m L4 – Comparing length and height in cm and m L5 – Solving problems with length and height in cm and m L6 – Estimating and measuring weight in g and kg L7 – Comparing weight in g and kg L8 – Solve problems with weight in g and kg L9 – Estimating and measuring capacity in ml and l L10 – Comparing volumes and capacities in ml and l L11 – Solving problems with volume and capacity in ml amd l L12 – Temperature and reading scales L13 – Comparing temperatures and finding the difference L14 – Ordering numbers L15 – Ordering with measures
	Block 5 – Multiplication and division	L1 – Arrays L2 – Anchoring facts L3 – Division L4 – Application of multiplication and division facts L5 – Reasoning and problem solving
	Block 6 - Statistics	L1 – Constructing tally charts L2 – Interpreting pictograms L3 – Tables L4 – Constructing block diagrams L5 – Interpreting block diagrams
SCIENCE		CUSP CURRICULUM – SEE BELOW
HISTORY		CUSP CURRICULUM – SEE BELOW
GEOGRAPHY		CUSP CURRICULUM – SEE BELOW
COMPUTING	What is information technology?	What is information technology? Where can we find it in the home? Where can we find it in the school? How to be safe using information technology
	Digital photography	What makes a good photo Different ways to take a photo using a digital camera.
MUSIC		CUSP CURRICULUM – SEE BELOW

PE	Unit 1 Personal Skills	• I can cope well and react positively when things become difficult. • I can preserve with a task and improve my performance through practice. Fundamental Movement Skills: • Coordination - Ball Skills • Agility - Reaction / Response
	Unit 2 Social Skills	• I help organise roles and responsibilities and can guide a small group through a task. • I cooperate well with others and give helpful feedback. Fundamental Movement Skills: • Dynamic Balance - On a Line. • Counter Balance - With a Partner.
ART AND DESIGN DESIGN & TECHNOLOGY		CUSP CURRICULUM – SEE BELOW
		CUSP CURRICULUM – SEE BELOW
PSHE	Get Heartsmart	Children will learn: •How can we use power in positive and negative ways? •What reputation would we like to have? •What is in our hearts is played out in our words? •Identifying special people and how they show is love.
	Don't Forget to Let Love in!	Children will learn: •Recognising and celebrating our strengths and ways we are unique •Learning to differentiate between truths and lies •Describing ourselves •Being thankful for what we have – changes in attitude •Noting the difference in our heart after physical activity

Science

BIOLOGY
|
The study of living things



Show how the specific content relates to the big ideas.

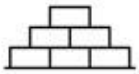
Show the stages of the study, one sequence at a time.

Big Picture, Small Picture Adapted from Walkthrus by Tom Sherrington and Oliver Caviglioli

Pupils should be taught to:

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including microhabitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food

Previous learning: **Curriculum Narrative**



EYFS: The Natural World
Explore the natural world around them, making observations and drawing pictures of animals and plants.

Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class.

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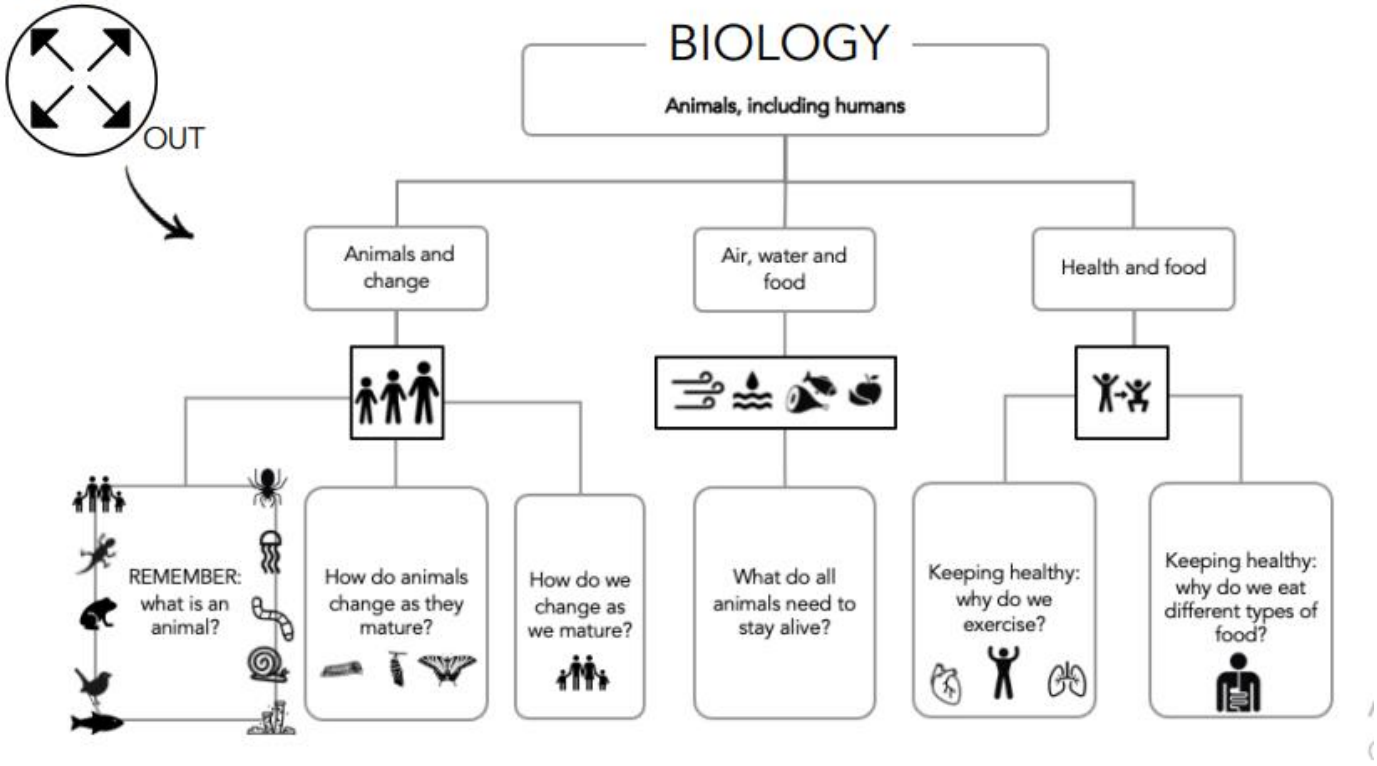
BIOLOGY

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The study of living things

ZOOM

OUT



History

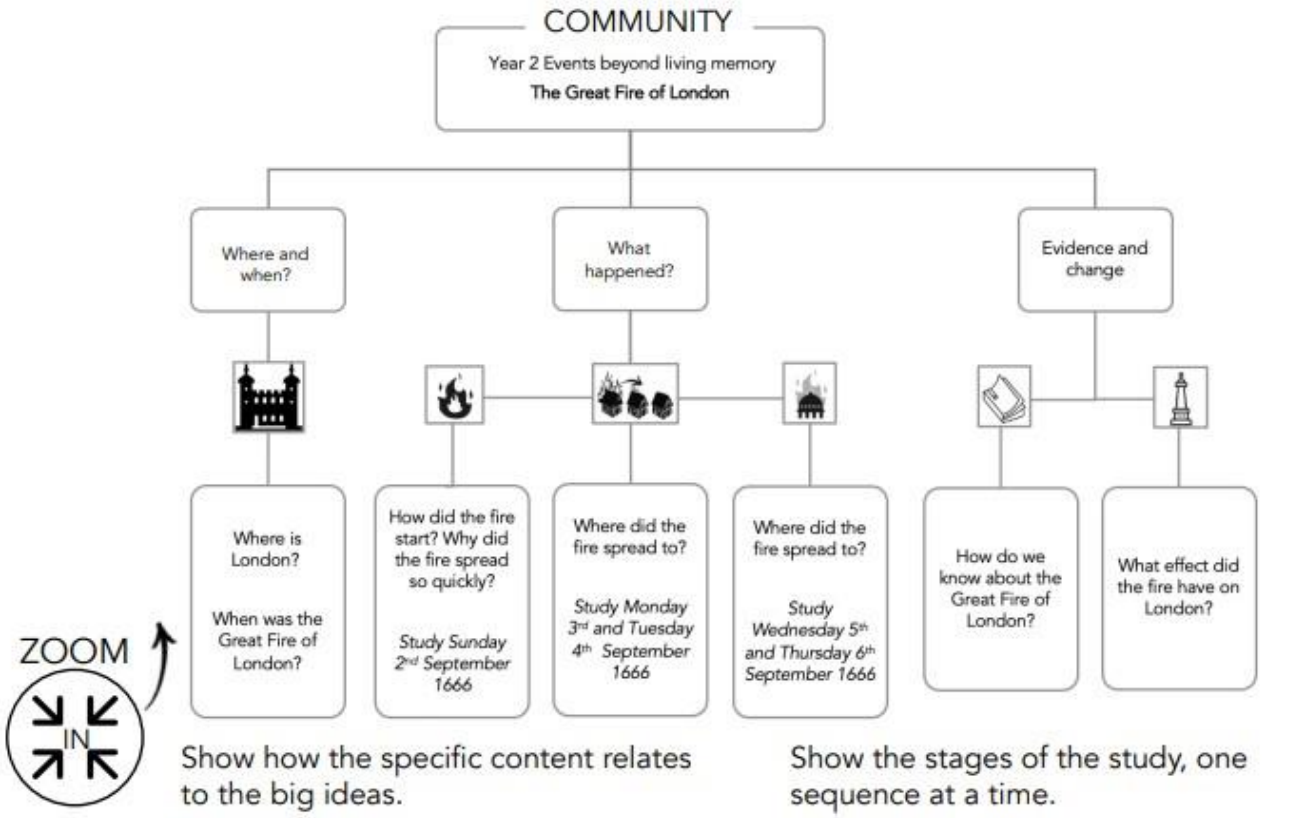
HISTORY

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

COMMUNITY

A group of people living in the same place.

How the community tried to put the fire out.
How other people came to help the community.
How some people failed and fled the community…



Big Picture, Small Picture Adapted from Walkthrus by Tom Sherrington and Oliver Caviglioli

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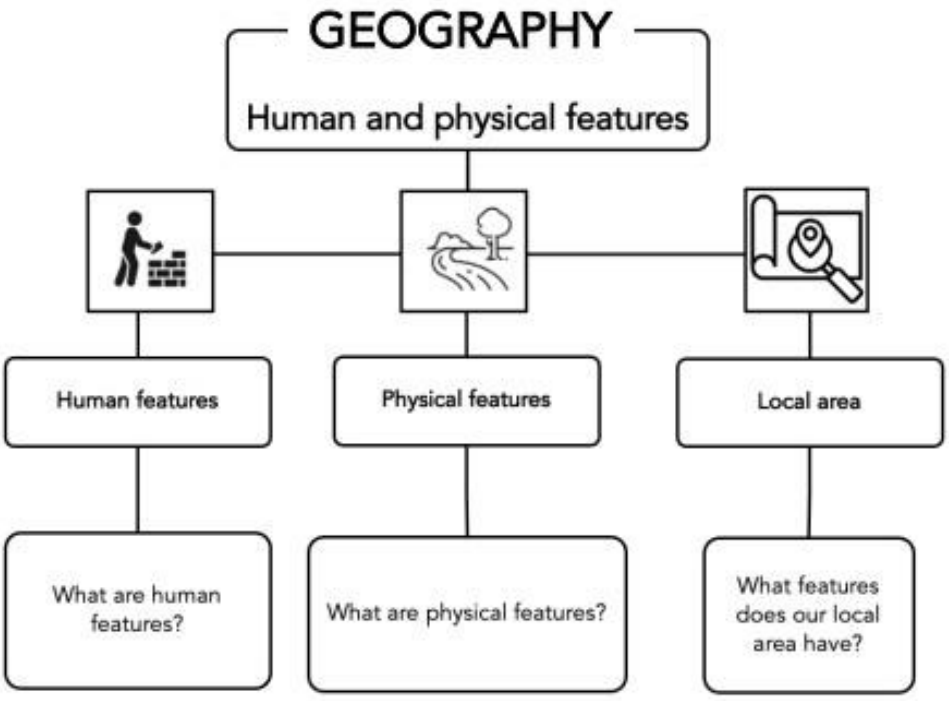
Geography

HUMAN FEATURES

The built environment – made by humans

PHYSICALFEATURES

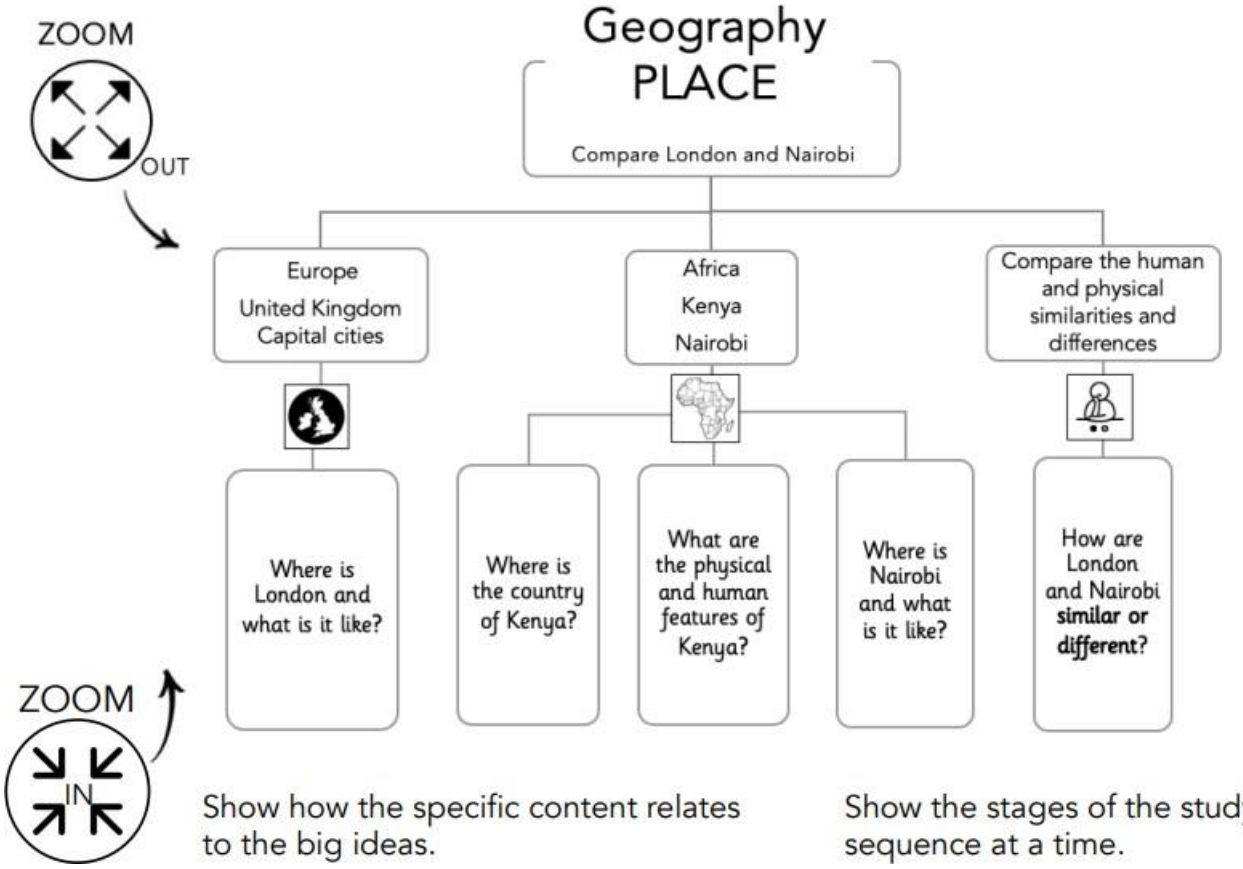
The natural environment – shaped by nature



ZOOM IN

Show how the specific content relates to the big ideas.

Show the stages of the study, one sequence at a time.



Show how the specific content relates to the big ideas.

Show the stages of the study, one sequence at a time.

Place knowledge

Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Curriculum Narrative

Y1 Continents and oceans of the world + Y1 UK countries, capital cities and seas + Y1 Hot and cold climates, including the equator + Y1 Map and fieldwork + Y2 Local fieldwork study

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Art and Design

Drawing – Block A

- 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	Explicit teaching of techniques	Application of knowledge and techniques



Waves by Beth Krommes (2021)

At the end of this block, pupils will …	
Know:	**Be able to:**
The surface drawn on will create different effects	Use a range of mark makers to create a variety of effects which are dependent on the surface on which they are placed

In this block, applying previously acquired skills, pupils will use a range of marks to represent mood and movement. They will start to explore shape and texture through expressive mark making in response to a piece of music and descriptive language.

Pupils will use a picture book or piece of art as a starting point for their own artwork.

CUSP Art Long term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Drawing	Painting	Printmaking	Textiles	3D	Collage
Year 2	Drawing	Painting	Printmaking	Textiles & Collage	3D	Creative Response
Year 3	Drawing & Painting	Printmaking	Textiles & Collage	3D	Painting	Creative Response
Year 4	Drawing	Painting	Printmaking & Textiles	3D & Collage	Painting	Creative Response
Year 5	Drawing & Painting	Printmaking	Textiles & Collage	3D	Painting	Creative Response
Year 6	Drawing	Painting & Collage	Printmaking & Textiles	3D	Painting	Creative Response

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Design Technology

Textiles – Block A

How can you repurpose an item of clothing?

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

Lesson 1	Lesson 2	Lesson 3
Exploring materials and techniques	Explicit teaching of skills Evaluation	Application of skills Evaluation and adaptation

At the end of this block, pupils will …	
Know:	**Be able to:**
How to cut out shapes which have been created by using a template How to use a range of basic sewing skills	Use a template to transfer a pattern Cut out and join fabric shapes using a template



Patchwork
(unknown)



Frank Havrah 'Kaffe' Fassett
(born 1937)

In this block, pupils will learn how to use a template to create a simple patchwork by repurposing clothing to create something practical and useful.

They will develop their skills using a needle and thread to create small, even stitches.

CUSP Design & Technology Long term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Mechanisms	Structures	Food and Nutrition	Understanding Materials	Textiles	Food and Nutrition
Year 2	Textiles	Food and Nutrition	Mechanisms	Understanding Materials	Food and Nutrition	Structures
Year 3	Textiles	Food and Nutrition	Mechanisms	Food and Nutrition	Systems	Structures
Year 4	Food and Nutrition	Mechanisms	Textiles	Structures	Electrical Systems	Food and Nutrition
Year 5	Food and Nutrition	Systems	Textiles	Mechanisms	Structures	Food and Nutrition
Year 6	Food and Nutrition	Mechanisms	Food and Nutrition	Structures	Electrical Systems	Textiles

Food and Nutrition - Block B

What does healthy mean?

This block is set in the context of the CUSP Science unit Animals, including humans.
The outline and structure of the block is as follows:

Lesson 1	Lesson 2	Lesson 3
Exploring nutrition Explicit teaching of culinary skills and techniques Evaluating outcomes	Exploring: Nutrition Explicit teaching of culinary skills and techniques Evaluating outcomes	Exploring nutrition Explicit teaching of culinary skills and techniques Evaluating outcomes

At the end of this block, pupils will	
Know:	Be able to:
Why vegetables are so important to our health What processed foods are	Prepare a range of salad vegetables Shape and season a bread snack





In this unit, pupils will consider what being healthy means. They will learn that eating a variety of vegetables provides the body with the nutrients it needs. They will make products that use a range of vegetables. and minimally processed foods.

CUSP Design & Technology Long term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Mechanisms	Structures	Food and Nutrition	Understanding Materials	Textiles	Food and Nutrition
Year 2	Textiles	Food and Nutrition	Mechanisms	Understanding Materials	Food and Nutrition	Structures
Year 3	Textiles	Food and Nutrition	Mechanisms	Food and Nutrition	Systems	Structures
Year 4	Food and Nutrition	Mechanisms	Textiles	Structures	Electrical Systems	Food and Nutrition
Year 5	Food and Nutrition	Systems	Textiles	Mechanisms	Structures	Food and Nutrition
Year 6	Food and Nutrition	Mechanisms	Food and Nutrition	Structures	Electrical Systems	Textiles

Acti

Pupils will be able to:
- name a range of vegetables
- explain why eating vegetables is good for us

Prior Learning

- explain what vitamins are
- use the techniques of grating and ribboning

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Reading

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



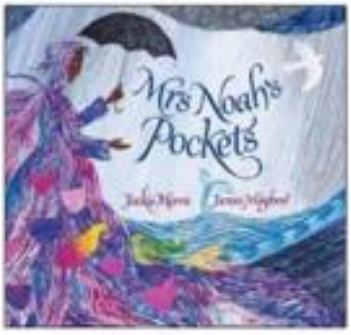
This book focuses on the close relationship between Syd and his grandfather. On one of his regular visits to his Grandad's house, Syd is taken, by his Grandad, through a door in the attic to a wild exotic island. Following some lovely adventures, Grandad tells Syd that he will remain on the island. The 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 news article for summarising	Focus on the core text for inference 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 narrative extracts for retrieval	Focus on the core text for inference and the article for a personal response



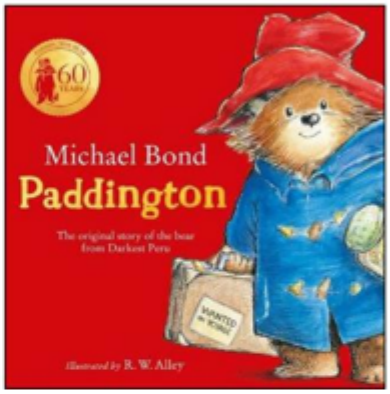
This story presents a different version of the story of Noah's Ark. Whilst Noah is making plans for the ark and deciding on which animals will be allowed on it, Mrs Noah starts a project of her own. She makes herself a coat with very deep pockets. As all the animals are loaded onto the ark, Mrs Noah 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 non-chronological report for retrieval	Focus on the core text for inference Focus on the poem for a personal response

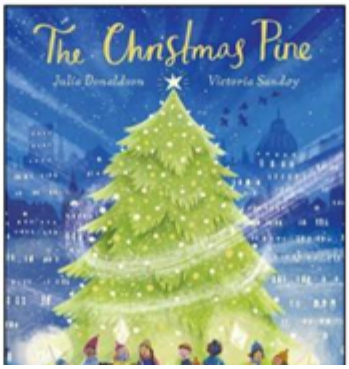
This book marks the beginning of the Paddington adventures. Whilst waiting for their daughter at Paddington Station, Mr and Mrs Brown find a young stowaway bear near the lost and found luggage. This bear had travelled all the way from Peru with only a jar of marmalade, a suitcase and a label reading '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.

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



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

Every year a poem is commissioned to welcome Norway's gift of a Christmas tree to London's Trafalgar Square. The poem is performed as part of the lighting-up ceremony. *The Christmas Pine* by Julia Donaldson is one of these poems. It is written from the tree's perspective and follows its journey from a seed to being a Christmas tree. The unit also includes additional extracts to reflect on other festivals from around the world.



Writing - Strong start essential sentence composition lessons

Lesson 1 • Identify and correct errors in word order, duplications or omissions in a sentence	**Lesson 6** • Know that a sentence contains a subject (the noun that is the main focus of the sentence) and a verb and expresses a complete thought. • Identify nouns in a sentence
Lesson 2 • Use a capital letter to mark the start of a sentence • Identify missing capital letters (start of sentence only)	**Lesson 7** • Know that a sentence contains a subject (the noun that is the main focus of the sentence) and a verb and expresses a complete thought. • Identify verbs in a sentence
Lesson 3 • Use a capital letter to mark the start of a sentence • Identify sentence breaks	**Lesson 8** • Use a capital letter to mark a proper noun (names of people/places)
Lesson 4 • Use a full stop to mark the end of a sentence • Identify missing full stops	**Lesson 9** • Use a capital letter to mark a proper noun (days of the week/months of the year)
Lesson 5 • Use a full stop to mark the end of a sentence • Identify sentence breaks	**Lesson 10** • Correct common errors in basic sentence composition

Lesson 11 • Use a capital letter to mark the start of a sentence. • Identify sentence breaks.
Lesson 12 • Use a full stop to mark the end of a sentence. • Identify sentence breaks.
Lesson 13 • Know that a sentence contains a subject (the noun that is the main focus of the sentence) and a verb and expresses a complete thought. • Identify verbs in a sentence.
Lesson 14 • Use a capital letter to mark a proper noun (names of people / places).
Lesson 15 • Correct common errors in basic sentence composition.

Writing

- Character descriptions
- Poems developing vocabulary
- Simple retelling of a narrative
- Formal invitations
- Stories from other cultures

Character descriptions

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

Poems developing vocabulary

Week 1
Exploring and discussing poems, in particular the language choices

Simple retelling of a narrative

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

Writing

Formal invitations

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

Stories from other cultures

Week 1	Week 2	Week 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