

The Good Shepherd Catholic Primary School



Year 2

Autumn Curriculum Newsletter

In this booklet, we have included some information we 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, we have also included the objectives and expectations for each subject. We hope you will find this information useful and supportive and look forward to working with you across the year.

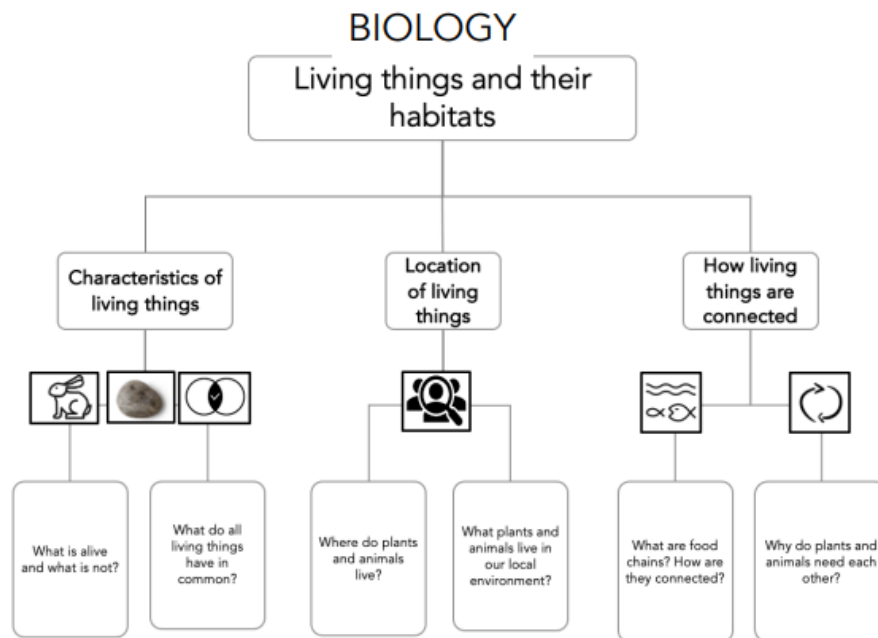
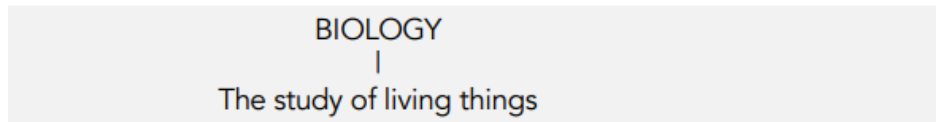
Mrs O'Key

*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	Saint Lucy	To begin our year, we 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 saint St Lucy.
	Domestic Church – Family:	Children will discuss the different types of new beginnings they have experienced and realise that each day is an opportunity for a new beginning. They will learn about the beginning of the world came through God's creation and that God is with us through all our beginnings.
	Baptism/ Confirmation – Belonging:	Children will build on their prior knowledge that Baptism is an invitation to belong to God's family. They will explore the signs and symbols of Baptism and acquire the skills of assimilation of the celebration of Baptism.
	Judaism -	Children will learn about the Jewish Holy day and the events of Shabbat.
	Advent/ Christmas – Loving:	Learning will build on prior knowledge that Advent is a time of waiting. This time children will find out about how love is shown during advent and ways they can show this. They will learn about the ways in which Mary prepared for the birth of Jesus and talk about how their families prepare for this special time.
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
MATHS – Number and place value	Numbers 10 - 100	Explain that one ten is equivalent to ten ones Represent multiples of ten using their numerals and names Represent multiples of ten in an expression or an equation Estimate the position of multiples of ten on a 0-100 number line Explain what happens when you add and subtract ten to a multiple of ten Add and subtract multiples of ten Count a large group of objects by using knowledge of unitising by counting tens and ones Represent a number from 20-99 in different ways
Addition and Subtraction	Calculations within 20	Use a 'First... Then... Now' story to add 3 addends Explain that addends can be added in any order Pupils add 3 addends efficiently by finding two addends that total 10 Add and subtract two numbers that bridge through 10 Use knowledge of subtraction to solve problems in a range of contexts Calculate difference when information is presented in a pictogram or bar chart
Number Facts	Fluently add and subtract within 10	Pupils demonstrate their fluency of addition and subtraction within ten

Addition and subtraction	Addition and subtraction of 2-digit number	<p>Add and subtract one from any two-digit number</p> <p>Use number facts to subtract a single-digit number from a two-digit number</p> <p>Use a part-part-whole model to represent addition and subtraction</p> <p>Pupils use knowledge of 'make ten' to subtract a multiple of ten or a single-digit from a two-digit number</p> <p>Pupils solve problems using knowledge of addition and subtraction</p> <p>Pupils explain the patterns when adding and subtracting ten</p> <p>Pupils partition a two-digit number into parts in different ways (two and three parts)</p> <p>Pupils use knowledge of adding and subtracting multiples of ten to solve problems</p>
Multiplication and division	Introduction to multiplication	<p>Explain that objects can be grouped in different ways</p> <p>Describe how objects have been grouped</p> <p>Represent equal groups as repeated addition</p> <p>Represent equal groups as repeated addition and multiplication</p> <p>Represent equal groups as multiplication</p> <p>Explain and represent multiplication when a group contains zero or one items</p> <p>Identify and explain each part of a multiplication equation</p> <p>Use knowledge of multiplication to calculate the product</p>
SCIENCE		CUSP CURRICULUM – SEE BELOW
HISTORY		CUSP CURRICULUM – SEE BELOW
GEOGRAPHY		CUSP CURRICULUM – SEE BELOW
COMPUTING	What is information technology?	<p>What is information technology?</p> <p>Where can we find it in the home?</p> <p>Where can we find it in the school?</p> <p>How to be safe using information technology</p>
	Digital photography	<p>What makes a good photo</p> <p>Different ways to take a photo.</p> <p>Using a digital camera.</p>
MUSIC		CUSP CURRICULUM – SEE BELOW
PE	<p>Unit 1 Personal Skills</p> <p>Unit 2 Social Skills</p>	<p>• I can cope well and react positively when things become difficult.</p> <p>• I can persevere with a task and improve my performance through practice.</p> <p>Fundamental Movement Skills:</p> <ul style="list-style-type: none"> • Coordination - Ball Skills • Agility - Reaction / Response <p>• I help organise roles and responsibilities and can guide a small group through a task.</p> <p>• I cooperate well with others and give helpful feedback.</p> <p>Fundamental Movement Skills:</p> <ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> •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. •Heathy foods
	Don't Forget to Let Love in!	<ul style="list-style-type: none"> •Recongnising and celebrating our strengths and ways we are unique •Learning to differentiate between truths and lies •Describing ourseves •Being thankful for what we have – changes in attitude •Noting the difference in our heart after physical acitivty •Refection



Show how the specific content relates to the big ideas.

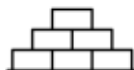
Show the stages of the study, one sequence at a time.

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**



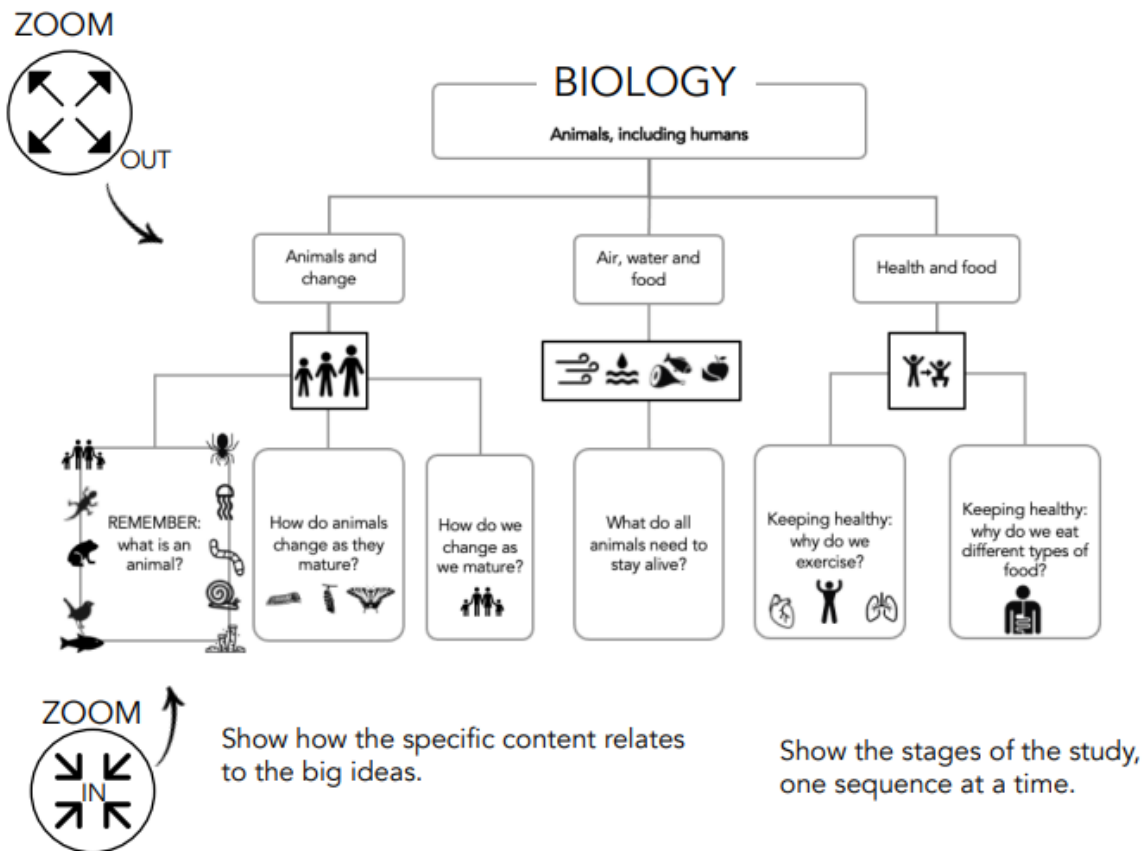
EYFS: The Natural World
Explore the natural world around them, making observations and drawing pictures of animals and plants.

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.

BIOLOGY

The study of living things



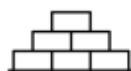
Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Year 1
Animals including humans
Introduction and revisit

Year 1
Plants

Previous learning



Year 2
Living things and their habitats

History

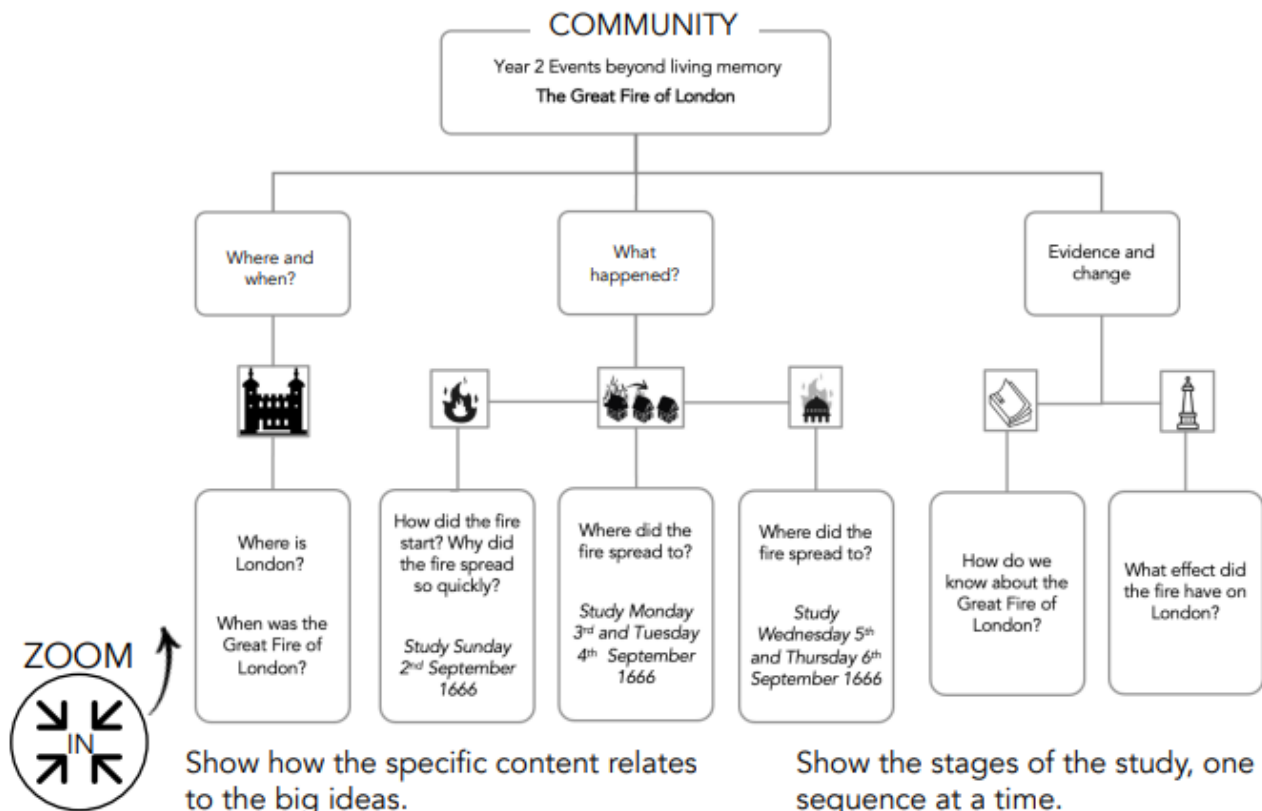
HISTORY

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

COMMUNITY

A group of people living in the same place.

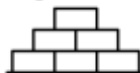
How the community tried to put the fire out.
How other people came to help the community.
How some people failed and fled the community...



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

Pupils should be taught about events beyond living memory that are significant nationally or globally.

Previous learning - curriculum narrative



Understanding the world: past and present

Talk about the lives of the people around them and their roles in society

Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class

Understand the past through settings, characters and events encountered in books read in class and storytelling

Year 1

Changes within living memory.

Year 1

Revisit changes within living memory.

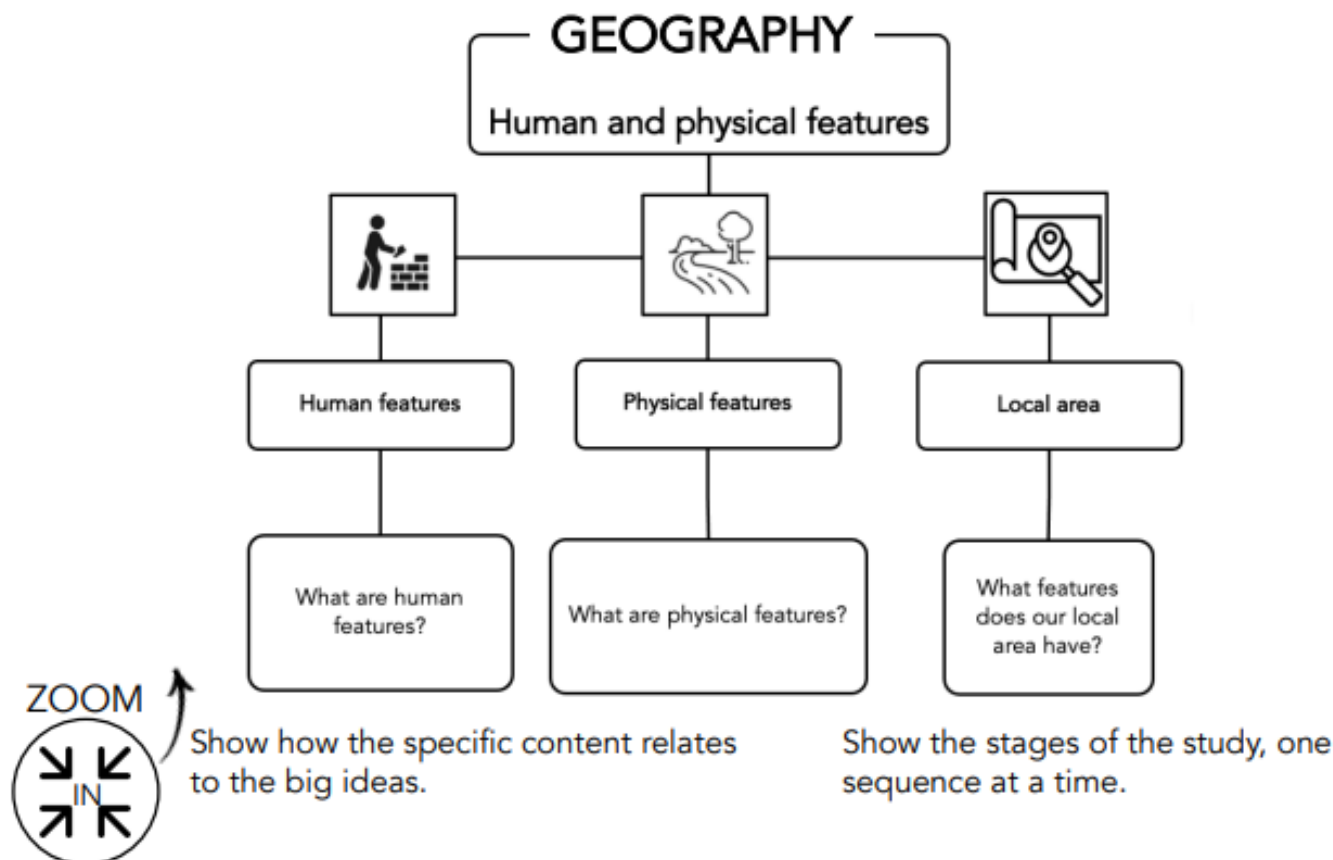
Geography

HUMAN FEATURES

The built environment –
made by humans

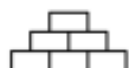
PHYSICAL FEATURES

The natural environment
– shaped by nature



Previous learning: curriculum narrative

EYFS:
People, Culture and Communities

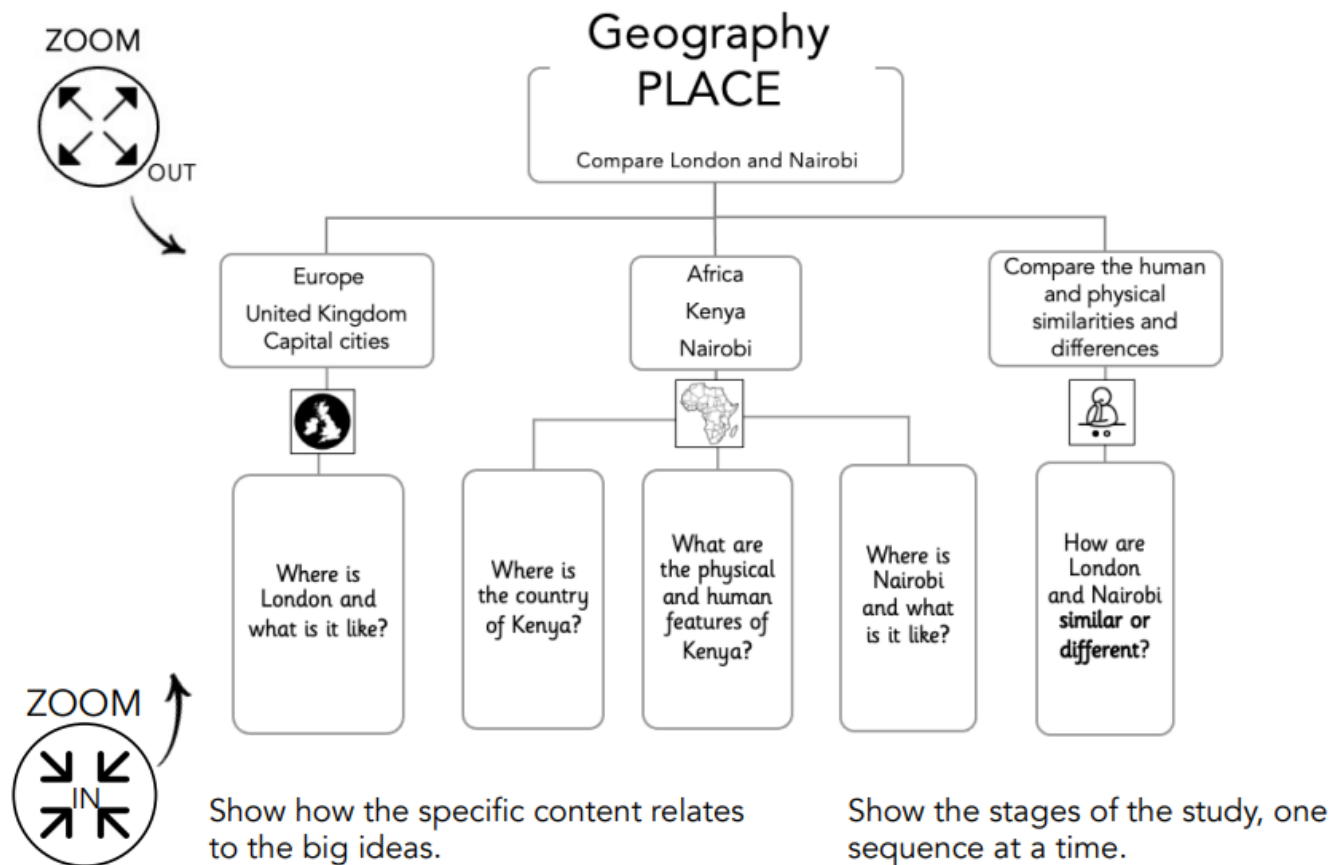


Year 1
Continents and oceans of the world, UK
countries, capital cities and seas

EYFS:
The Natural World

Year 1
Hot and cold climates, including the equator

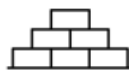
Geography



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

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.

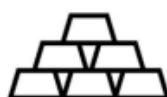
CUSP Art Long term sequence	Block A	Block B	Block C	Block D	Block E	Block F
Year 1	Drawing	Painting	Printmaking	Textiles	3D	Collage
Year 2	Drawing	Painting	Printmaking	Textiles & Collage	3D	Creative Response
Year 3	Drawing & Painting	Printmaking	Textiles & Collage	3D	Painting	Creative Response
Year 4	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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Pupils will be able to:

- recognise a range of different marks
- apply pressure to change the mark



Prior Learning

- select a range of mark making tools and use them to create a variety of marks, including cross-hatching

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

Pupils will be able to:

- identify parts of a needle and explain the meaning of words such as *yarn* and *thread*



Prior Learning

- thread a needle independently
- use a running stitch to attach pieces of fabric

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	At the end of this block, pupils will ...	
Exploring nutrition	Exploring nutrition	Exploring nutrition	Know:	Be able to:
Explicit teaching of culinary skills and techniques	Explicit teaching of culinary skills and techniques	Explicit teaching of culinary skills and techniques	Why vegetables are so important to our health	Prepare a range of salad vegetables
Evaluating outcomes	Evaluating outcomes	Evaluating outcomes	What processed foods are	Shape and season a bread snack



Jam jar salad



Tortilla quiche



Pitta crisps

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

Pupils will be able to:

- name a range of vegetables
- explain why eating vegetables is good for us

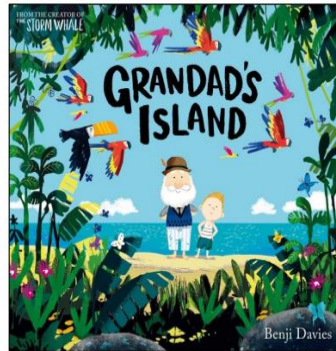


Prior Learning

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

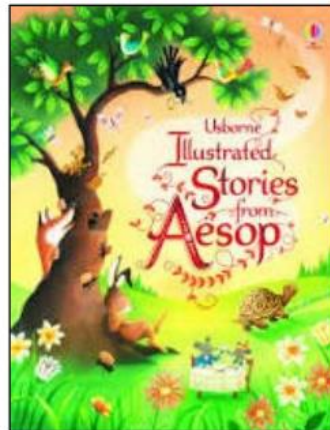
Reading

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	



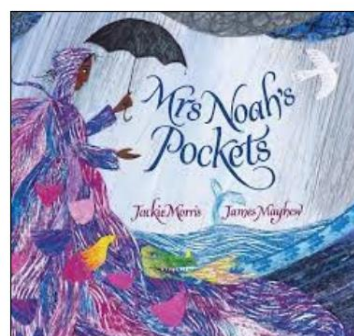
This book focuses on the close relationship between Syd and his grandfather. On one of his regular visits to his Grandad's house, Syd is taken, by his Grandad, through a door in the attic to a wild exotic island. Following some lovely adventures, Grandad tells Syd that he will remain on the island. The 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	



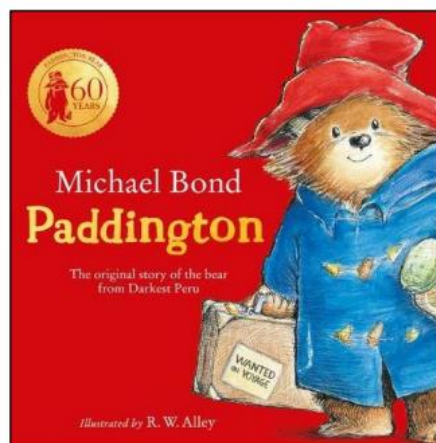
This story presents a different version of the story of Noah's Ark. Whilst Noah is making plans for the ark and deciding on which animals will be allowed on it, Mrs Noah starts a project of her own. She makes herself a coat with very deep pockets. As all the animals are loaded onto the ark, Mrs Noah 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

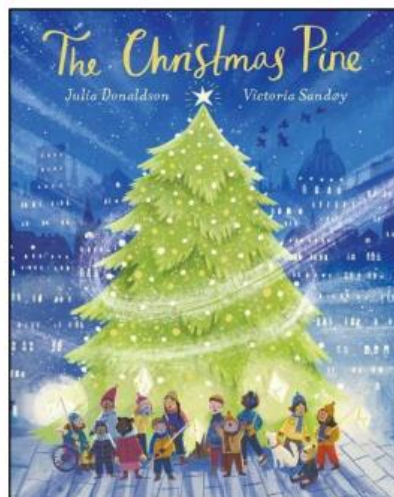
Week 1	Week 2
Focus on the core text for prediction and retrieval	Focus on the core text for inference
Focus on the leaflet for retrieval	Focus on the narrative extract and the core text for a personal response

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.



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

- 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