The Good Shepherd Catholic Primary School

Year 2

Spring 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 Berrill and 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
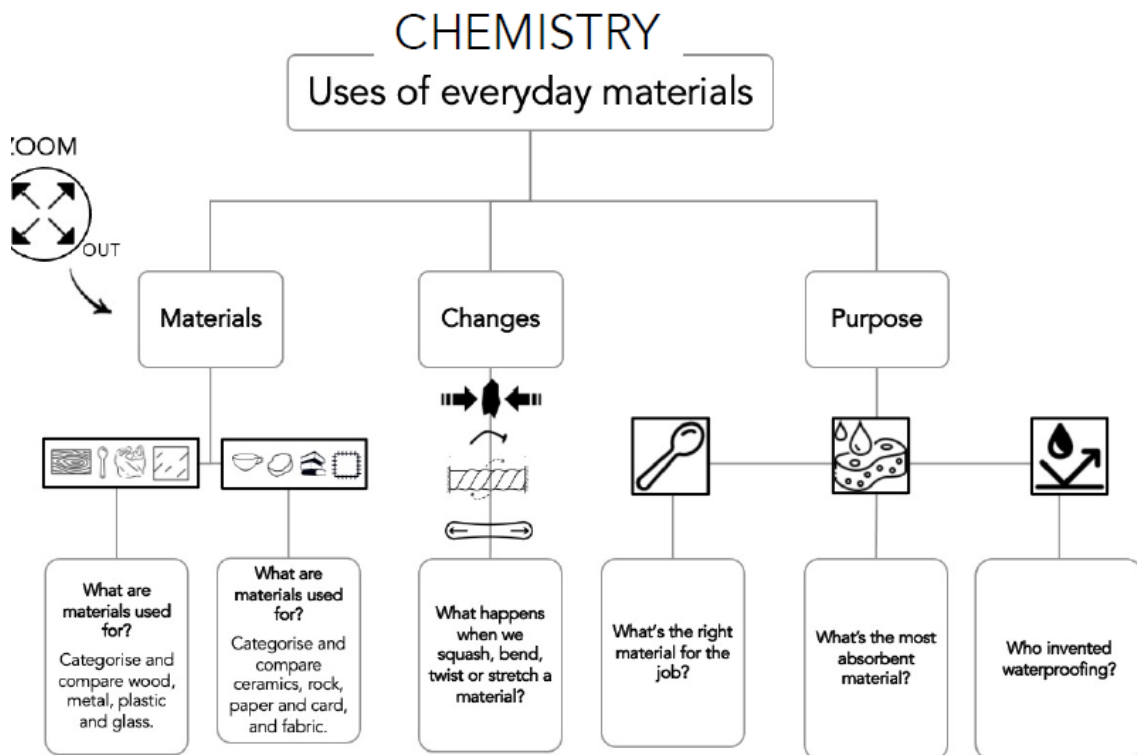*with everyone.*
Amen.

Launch of CUSP Curriculum 2022

We have decided to implement the Unity Schools Partnership CUSP curriculum model written by Alex Bedford of Unity Schools Partnership.

This comprehensive curriculum model is based heavily on research around the working memory, cognitive overload, and retrieval. The new curriculum resources we have purchased will support teachers in Year 2 to plan and teach History, Geography, Science, Art & Design, Design and Technology, English Reading and Writing.

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CATHOLIC ACADEMIES TRUST

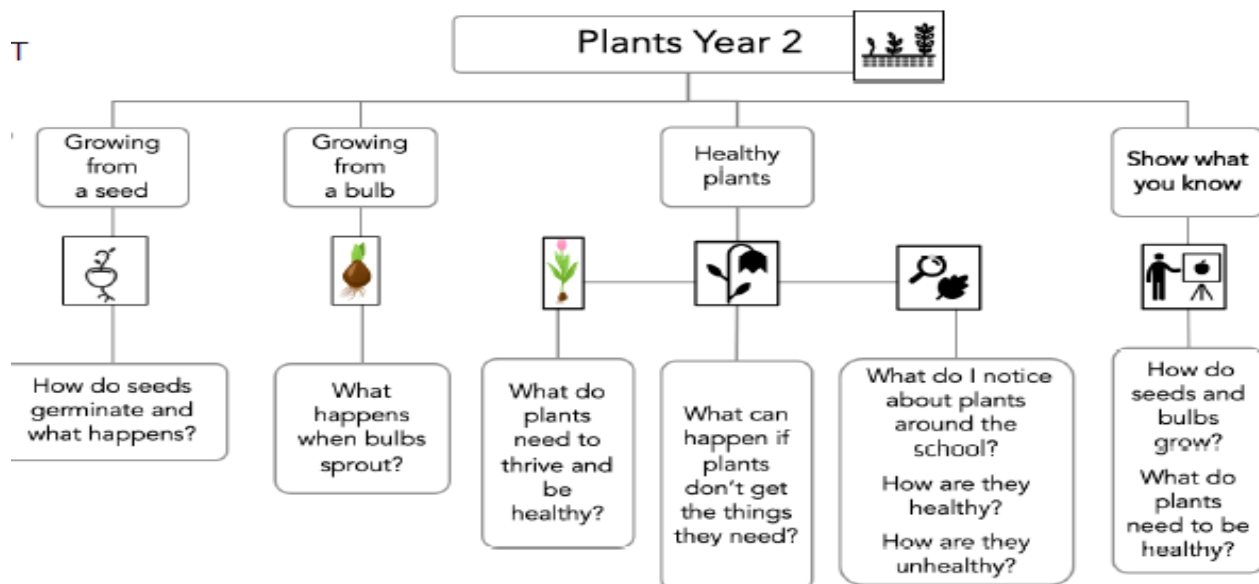| SUBJECT		TOPIC INFORMATION

RELIGIOUS EDUCATION	**Local church – Community**	**Prior learning:** that on Sunday in church, we meet people who do special jobs as we gather to celebrate the Good News of Jesus
		This Topic: learning outcomes
		Know and understand:
		   • About the different books used at home and in school – **Explore**
		   • The books used in Church on Sunday by the parish family – **Reveal**
		   • Acquire the skills of assimilation, celebration and application of the above – **Respond**

	Eucharist – Relating	**Prior learning:** Mass as Jesus' special meal
		This Topic: learning outcomes
		Know and understand:
		   • Different ways to say thank you **– Explore**
		   • The Eucharist: the parish family thanks God for Jesus **– Reveal**
		Acquire the skills of assimilation celebration and application of the above **– Respond**

	Lent/Easter - Giving	**Prior learning:** a time to change in preparation for the celebration of Easter
		This Topic: learning outcomes
		Know and understand:
		   • Each day offers opportunities for good – **Explore**
		   • Lent, the opportunity to turn towards what is good in preparation for Easter – **Reveal**
		Acquire the skills of assimilation celebration and application of the above – **Respond**

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
Multiplication and division	**Multiplication and Division**	Represent he two, five and ten times table in different ways Use knowledge of the two, five and ten times table to solve problems Use knowledge of the two, five and ten times tables to solve problems (2) Explain what each factor represents in a multiplication story Explain how halving and doubling are related Pupils explain the relationship between factors and products Introduction to division structures
SCIENCE		CUSP CURRICULUM – SEE BELOW
HISTORY		CUSP CURRICULUM – Children will be investigating the history of their local area – Northampton. They will go back in time to The Great Fire of Northampton, explore Northampton's shoe industry and learn about how Walter Tull shaped not only Northampton's history but the history of the country.
GEOGRAPHY		CUSP CURRICULUM – SEE BELOW
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 develop artwork and test it for use in a program. They will design algorithms and then test those algorithms as programs and debug them.
	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

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		presenting data in the form of pictograms and finally block diagrams. Learners will use the data presented to answer questions.
MUSIC		In this term children will learn to sing the song 'Once a Man Fell in a Well' and to play it using tuned percussion, adding sound effects, experimenting with timbre and dynamics and using letter notation to write a melody.
PE	**Cognitive skills**	**Exceeding**
		I can explain what I am doing well and begun to identify areas for improvement.
		Expected
		With help, I can recognise similarities and differences in performance.
		I can explain why someone is working or performing well.
		Emerging
		I can name some things I am good at.
		I can understand and follow simple rules.
	Fundamental skills	Dynamic balance – on a line Static balance – Stance
	Creative Skills	**Exceeding**
		I can make up my own rules and versions of activities.
		I can respond differently to a variety of tasks or music.
		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.
		Emerging
		I can explore and describe different movements. Coordination – Ball skills Counter balance – with a partner
	Fundamental skills	
ART AND DESIGN		CUSP CURRICULUM – SEE BELOW
DESIGN & TECHNOLOGY		CUSP CURRICULUM – SEE BELOW
PSHE	**Too much selfie isn't healthy**	Children will learn the importance of thinking of others and how they need to be aware of their surroundings and those in it.

	Don't hold on to what's wrong	Learning about forgiveness and saying sorry. Finding helpful ways to deal with hurt and understanding how resentment makes us feel.

Science

CHEMISTRY
Uses of everyday materials

ZOOM IN / OUT

Materials

Changes

Purpose

What are materials used for?
Categorise and compare wood, metal, plastic and glass.

What are materials used for?
Categorise and compare ceramics, rock, paper and card, and fabric.

What happens when we squash, bend, twist or stretch a material?

What's the right material for the job?

What's the most absorbent material?

Who invented waterproofing?

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
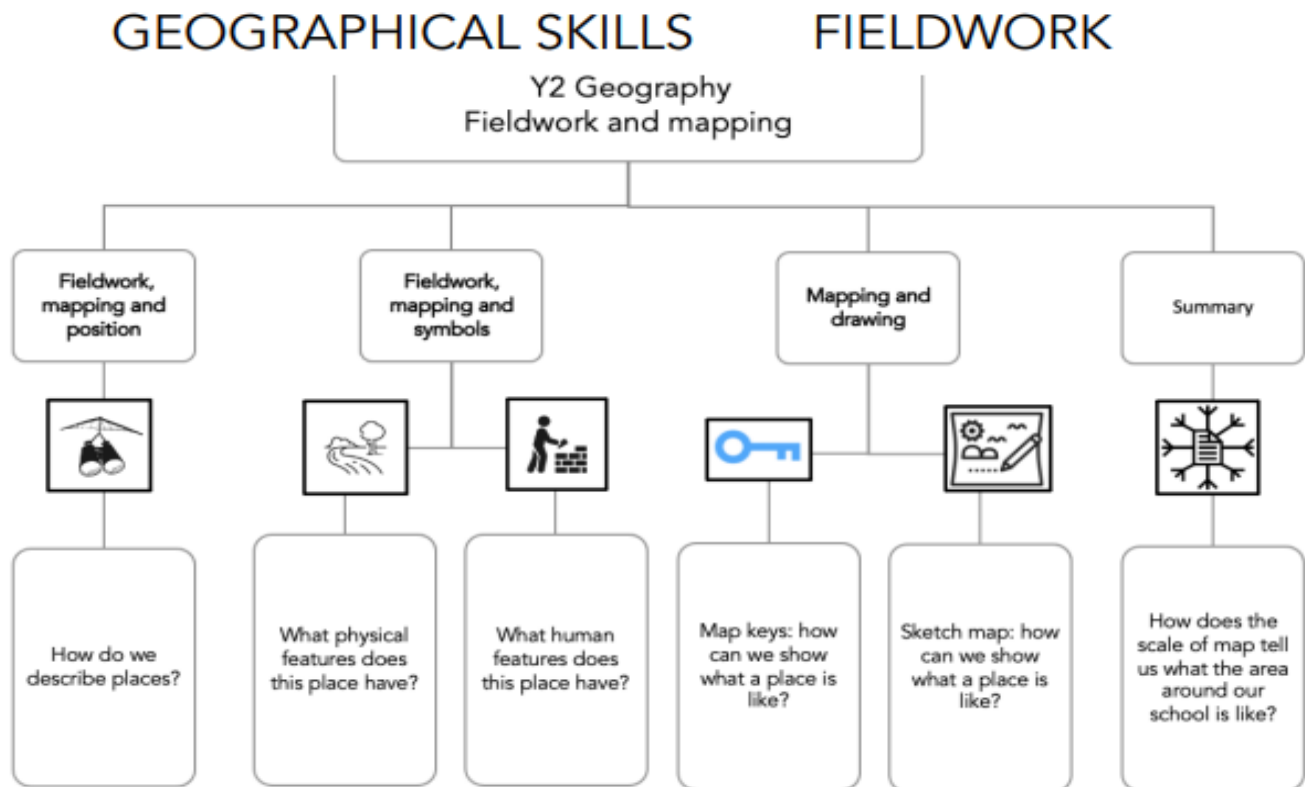
Plants Year 2

Growing from a seed

Growing from a bulb

Healthy plants

Show what you know

How do seeds germinate and what happens?

What happens when bulbs sprout?

What do plants need to thrive and be healthy?

What can happen if plants don't get the things they need?

What do I notice about plants around the school?
How are they healthy?
How are they unhealthy?

How do seeds and bulbs grow?
What do plants need to be healthy?

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

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Geography

GEOGRAPHICAL SKILLS FIELDWORK

Y2 Geography Fieldwork and mapping

Fieldwork, mapping and position

How do we describe places?

Fieldwork, mapping and symbols

What physical features does this place have?

What human features does this place have?

Mapping and drawing

Map keys: how can we show what a place is like?

Sketch map: how can we show what a place is like?

Summary

How does the scale of map tell us what the area around our school is like?

- 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

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

Strawberry Thief
by William Morris (1883)

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.

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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

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
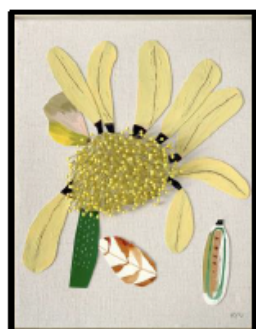
Odd Pin Flower 3
by Katie Vernon (2020)

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

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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 works	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.

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

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

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

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

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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
Focus on the poem for summarising and retrieval Focus on the formal letter for retrieval	Focus on the description for inference and the poem for a personal response

At the end of this unit, pupils will …	
Know:	Be able to:
A nonsense word is a made-up word The meaning of words can be inferred using the words around them	Retrieve multiple items 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
Focus on the core text for prediction and retrieval Focus on the non-chronological report for retrieval	Focus on the poem for inference and the core text for a personal response

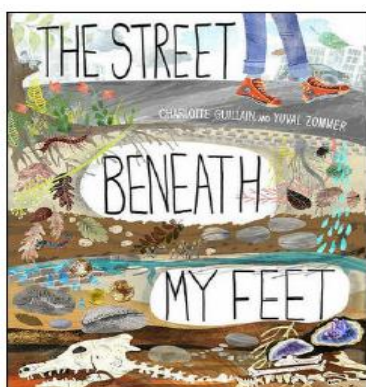| At the end of this unit, pupils will …	
Know:	Be able to:
Predictions can be supported with text, titles and illustrations The meaning of words can be inferred using the words around them	Make a reasoned prediction Use text features to retrieve specific details quickly

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.

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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 explanation text for retrieval	Focus on the descriptive text for inference and a personal response
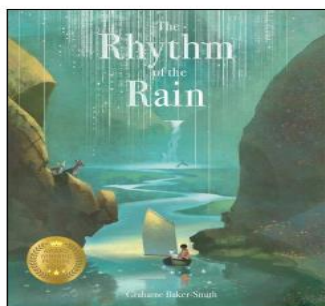
| At the end of this unit, pupils will …	
Know:	Be able to:
Illustrations add extra detail and meaning	Retrieve information from illustrations
Mood can be inferred from the writer's language choices	Infer the mood of a section of text

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.

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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 narrative for sequencing	Focus on the descriptive text for inference and the core text for a personal response

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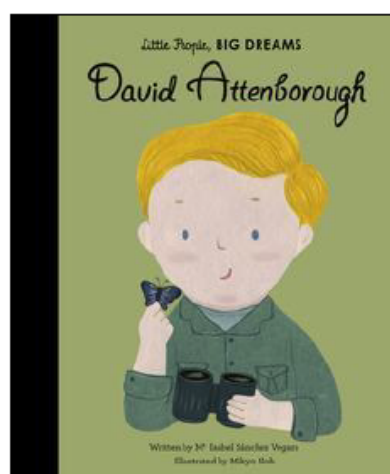
This book is part of a series of books which explore the lives of extraordinary people. They all start with their life as a child with a dream who go on to achieve incredible things. The biography is presented as a story but finishes with a facts and photographs section at the back.

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