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<p>Subject</p>	<p>Year 2 Curriculum Overview. Summer Term 2019.</p>
<p>RE</p>	<p>Easter - This unit is designed to develop the children's knowledge and understanding of the stories of Easter from the New Testament and of the symbols the Church uses to celebrate the Season. Children will know a range of stories about the Resurrection and the Risen Jesus, the other characters involved and their reactions. Be able to identify the symbols used during the Easter Season and explain their significance.</p> <p>Special Celebrations - Know stories and events that surround major feasts of the Church year. Know that during the year God's family gathers together to celebrate different seasons and feasts. Begin to understand that in different parts of the world Christians have different customs to celebrate the feasts, seasons and special events. That Baptism is a beginning and welcome into the Church. Know that Baptism is a beginning and welcoming into the family of God. Know some of the actions that take place at the celebration of Baptism. Understand the importance of the anointing with the oil of Baptism of care and protection. Name and identify the different symbols used at Baptism. That Jesus asks his followers to love. Know some of the actions that take place at a celebration of marriage. Know that a wedding ring is a symbol of marriage. Know that Mary and Joseph were husband and wife. Understand that Joseph showed great love and care for Mary. Think of ways Joseph cared for Mary and Jesus.</p> <p>Pentecost - This unit is designed to develop the children's knowledge and understanding of the story of Pentecost and of the activity and presence of the Holy Spirit. The unit also focuses on the way Pentecost is celebrated in the Church and Confirmation being the Sacrament of the Holy Spirit. children will know the story of Pentecost and understand that the Holy Spirit was the promised gift of Jesus. Recognise the role of the Holy Spirit in the lives of Christians today. Recognise that Confirmation is a celebration of the gift of the Holy Spirit.</p> <p>The Mass - This unit is designed to develop children's understanding of the structure of the Mass and what is taking place. The focus will be on seeing Christ present when we gather, in the Word and in the Eucharist. Children will have an understanding of the sequence of the Mass and of the meaning of some of the words and actions. Understand some reasons why the Mass is an important celebration for the Church. Be able to join in important responses during the Mass.</p>
<p>English</p>	<p>Write narratives about personal experiences and those of others (real and fictional), write about real events, write poetry and write for different purposes. Plan or say out loud what they are going to write about. Write down ideas and/or key words, including new vocabulary. Encapsulate what they want to say, sentence by sentence. Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently. Proof-read to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]. Read aloud what they have written with appropriate intonation to make the meaning clear. Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks. Learn how to use commas for lists. Learn how to use apostrophes for contracted forms and the possessive (singular). Sentences with different forms: statement, question, exclamation, command. Expanded noun phrases to describe and specify [for example, the blue butterfly]. The present and past tenses correctly and consistently including the progressive form.</p>

	<p>Subordination (using when, if, that, or because) and co-ordination (using or, and, or but). Understand the formation of nouns using suffixes such as -ness, -er and compound [e.g. whiteboard, superman] Understand the formation of adjectives using suffixes such as -ful, -less. Understand the use of the suffixes -er, -est in adjectives and the use of the -ly in Standard English to turn adjectives into adverbs.</p> <p>Areas to be covered – Poetry, biographies and story writing.</p>	
<p>Maths</p>	<p><u>Fractions</u> Recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity. Write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of two quarters and one half.</p> <p>VOCABULARY: part, equal parts, fraction, one whole, one half, two halves, one quarter, two quarters, three quarters, four quarters, numerator, denominator, equivalent fraction, mixed number, one third, two thirds.</p> <p><u>Shape</u> Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line. Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid] Compare and sort common 2-D and 3-D shapes and everyday objects.</p> <p>VOCABULARY: shape, pattern, flat, curved, straight, round, hollow, solid, corner, point, pointed, face, side, edge, end, sort, cube, cuboid, pyramid, sphere, cone, cylinder, circle, triangle, square, rectangle, star, surface, symmetry, line symmetry, symmetrical pattern, symmetrical, repeating pattern, circular, triangular, pentagon, hexagon, octagon, vertex, vertices, edge, face.</p> <p><u>Time</u> Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day.</p> <p>VOCABULARY: days of the week, months of the year, seasons: spring, summer, autumn, winter, day, week, month, year, weekend, morning, afternoon, evening, night, midnight, dinnertime, playtime, today, yesterday, tomorrow, fortnight, before, after, next, last, now, soon, early, late, fast, slow, takes longer, takes less time, hour, O'Clock, half past, clock, watch, hands, how long ago? How long will it be to? How often? Always, never, often, sometimes, usually, once, twice, 5, 10, 15 minutes past, digital/analogue clock/watch, timer.</p>	
<p>Science</p>	<p><u>Plants</u> Pupils will 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. Pupils should use the local environment throughout the year to observe how different plants grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants. Pupils will work scientifically by observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.</p>	<p><u>Plants</u> Pupils will 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. Pupils should use the local environment throughout the year to observe how different plants grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants. Pupils will work scientifically by observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.</p>
<p>Computing</p>	<p>Children will use the code.org platform to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. Create and debug simple programs. Use logical reasoning to predict the behaviour of simple programs. Use technology purposefully to create, organise, store, manipulate and retrieve digital content.</p>	
<p>Topic</p>	<p>Children will 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 Children will identify seasonal and daily weather patterns in the United Kingdom and the location of hot and</p>	

Hot and Cold Countries.	cold areas of the world in relation to the Equator and the North and South Poles.	
D / T and Art	<u>Design and Collage</u> Children will create 3d monsters using junk materials. They will design their monster and evaluate their finished product, using their original design.	
PE	<u>Swimming</u> Children will be taught to swim competently, confidently and proficiently over a distance of at least 25 metres. They will use a range of strokes effectively for example, front crawl, backstroke and breaststroke perform safe self-rescue in different water-based situations <u>Dance</u> Pupils will develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Children will perform dances using simple movement patterns.	
Music	Children will use their voices expressively and creatively by singing songs and speaking chants and rhymes. They will create their own songs, chants and rhymes based on the noises that animals make.	
Spanish	Children will be introduced to numbers to 10, colours, greetings and how to give basic information about themselves.	
Rights Respecting School/PHSE	Year 2 have chosen to focus on: Article 8 – Every child has the right to an identity. Article 28 – Every child has the right to an education. Article 31 – Every child has the right to play. Children will explore how all children receive the same rights, but in different ways. They will also study the importance of these rights.	