





"At St. Chad's, we grow in the light of Christ, to share his love and reflect the gospel values."



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<p><b>Subject</b></p>	<p><b>Year 2 Curriculum Overview.</b> <b>Spring Term 2018.</b></p>
<p><b>RE</b></p>	<p><b>Christmas</b> - Know the stories and events that surround the major feasts of the Churches year. Pupils will be able to retell the story of the Annunciation. Will be able to talk about some reasons why it was important for Mary to agree to be the mother of Jesus. Will be able to discuss – think about the journey of Mary and Joseph to Bethlehem and recognise some of the difficulties faced. Describe in words, writing and song the scene at the birth of Jesus. Know the story of the visit of the Magi and be able to think of reasons why these important visitors came to see Jesus. Understand some of the difficulties faced on their journey. Express why visiting Jesus was so important to them and the significance of their gifts. Know the story of Jesus Mary and Joseph and their journey into Egypt. Understand that Joseph showed great love and care for his family as well as some of the reasons they went to Egypt. Discuss and write about this event.</p> <p><b>Our Church</b> - That belonging and love may be expressed in many different ways in a Community. Know that people live in different types of community, e.g. family, school, towns, villages and cities. Understand that people have roles and responsibilities in those communities and the consequences if these roles were not carried out. Discuss, dramatise and write about what makes a community. Know that people pray in a variety of ways in church. Know that the Church is a special place where God's family gather together to pray. Understand some reasons why we need special places like church to pray. Observe, discuss and write about different symbols, artefacts and objects that help people pray in Church. These include stations of the cross, image of Our Lady, candles, presence of the Blessed Sacrament. That God calls individuals and communities to share life and show care for each other. Know the story of the conversion of St Paul. Understand that Paul was totally changed by this event. Know that St Paul taught people about how to follow Jesus. Understand that it is important for Christians to follow this teaching. Think of ways in which they can respond to the teaching of St Paul as they try to follow Jesus. Know the story of St Peter in prison. Understand that God protected him at this difficult time.</p> <p><b>Special Celebrations</b> - 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><b>Lent</b> - Know the stories and events that surround the major feasts of the Church year. Of the significance and variety of signs and symbols in their own lives and in the life of the Church. Know that Lent is a period of 40 days when Christians prepare to celebrate Easter. Know that it is a season when Christians think about forgiveness. Understand some of the reasons we might need to receive God's forgiveness. Write a forgiveness prayer. Know some of the teachings of Jesus about forgiveness (e.g. The lost sheep). Understand that the parable teaches us about God forgiving his people. Be able to write and retell this parable, and explain its meaning. Know that it is difficult sometimes to forgive. Know that Jesus taught his disciples to forgive other people who hurt them (e.g. The parable of the unforgiving servant). Take part in a Reconciliation liturgy. Of some traditional prayers of the Church; of how to pray together. Know that people pray in a variety of ways in church.</p> <p><b>Holy Week</b> - Know the stories and events that surround the major feasts of the Church year. Know that Holy Week is the time we remember the death and resurrection of Jesus. Know the story of Palm Sunday. Understand that Christians today continue to praise and thank Jesus Christ. Find out what happens in Church on Palm Sunday. That in the celebration of the Eucharist the Church is doing what Jesus did at the Last Supper. That Jesus gives an example of love and respect for others. That God is faithful and loves everyone without distinction. That Jesus asked his followers to love every neighbour. Know the story of the Last Supper and Washing of Feet. Know that Jesus was preparing his disciples for his death. Understand that Jesus was showing his love and care for his disciples. Understand that we are called to serve other people and are following Jesus by what we do for them. Role-play this story and imagine the thoughts and feelings of the disciples. Think of ways they can serve others as followers of Jesus. Recognise the words of Jesus at the Last Supper in the celebration of Mass. Know the story of Good Friday and focus on how Mary and one of the soldiers reacted to the death of Jesus.</p>

<p><b>English</b></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.  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><b>Maths</b></p>	<p><b><u>Multiplication and Division.</u></b>  <b><u>Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers.</u></b>  Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (<math>\times</math>), division (<math>\div</math>) and equals (=) signs.  Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.  <b><u>Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.</u></b></p> <p><b>VOCABULARY:</b> pattern, puzzle, what could we try next? Number sequence, sign, symbol, operation, lots of, groups of, times, multiply, multiplied by, multiple of, once, twice, three times.... Ten times, repeated addition, array, row, column, double, halve, share, share equally, one each, two each, three each, group in pairs, equal, groups of, divide, divided by, divided into, left, multiplication table, multiplication fact, division fact.</p> <p><b><u>Time</u></b>  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.  Compare and sequence intervals of time.</p> <p><b>VOCABULARY:</b> 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, seconds.</p> <p><b><u>Mass, Temperature, Money.</u></b>  <b><u>Choose and use appropriate standard units to estimate and measure capacity temperature (<math>^{\circ}</math>C) to the nearest appropriate unit, using scales and measuring vessels.</u></b>  Compare and order volume/capacity and record the results using <math>&gt;</math>, <math>&lt;</math> and =  <b><u>Find different combinations of coins that equal the same amounts of money.</u></b>  Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.</p> <p><b>VOCABULARY:</b> Measure, size, compare, guess, estimate, nearly, roughly, close to, about, about the same as, , enough, not enough, too much, too little, too many, too few, nearly, roughly, litre, millilitre, capacity, volume, full, empty, more than, less than, half full, quarter full, holds, contains, container.</p>		
<p><b>Science</b></p>	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Animals including humans  Children will be taught to:  Notice that animals, including Humans, have offspring which grow into adults. Find out about and describe the basic needs of</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Animals including humans  Children will 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</p> </td> </tr> </table>	<p>Animals including humans  Children will be taught to:  Notice that animals, including Humans, have offspring which grow into adults. Find out about and describe the basic needs of</p>	<p>Animals including humans  Children will 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</p>
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	animals, including humans, for survival (water, food and air). Describe the importance for Humans of exercise, eating the right amount of different types of food and hygiene.	air). Describe the importance for Humans of exercise, eating the right amount of different types of food and hygiene.
<b>Computing/ PSHE</b>	<p>Children will:</p> <p>Know what digital footprint means.</p> <p>Know that people can use the information they put online.</p> <p>Know that a digital footprint contains information about a person.</p> <p>Identify words that give good search results.</p> <p>Use a website to search for information.</p> <p>Begin to identify possible dangers online.</p> <p>Identify websites suitable for their age.</p> <p>Know when to ask an adult for advice on accessing a website.</p> <p>Know what to do if a website makes them uncomfortable.</p> <p>Talk about what people might want to know about a website.</p> <p>Give their opinion about a website.</p> <p>Say what they like and dislike about a website.</p> <p>Begin to consider who a website could be aimed at.</p> <p>Identify unkind behaviour online.</p> <p>Know how to search safely for information online.</p> <p>Choose appropriate websites for their age.</p>	
<b>Topic The Great Fire of London</b>	<p>Talk about some of the key events of the Great Fire of London.</p> <p>Say why the Great Fire of London spread and eventually stopped.</p> <p>Explain that we know about the Great Fire because of Samuel Pepys' diary.</p> <p>Explain their reasons why some sources are more useful than others in their historical enquiry.</p> <p>Start questioning the reliability of some historical evidence.</p> <p>Imagine and write about the experiences of people in different historical periods based on factual evidence.</p> <p>Explain how we know about the Great Fire of London from a variety of primary sources.</p> <p>Show awareness of how London has changed, including its buildings, people and transport.</p> <p>Write a report about the Great Fire of London.</p>	
<b>D / T and Art</b>	<p><u>Collage</u></p> <p>Children will create a collage of The Great Fire of London.</p> <p>They will learn vocabulary linked with materials, drawing and design.</p>	<p><u>Painting</u></p> <p>Children will create a painting based on The Great Fire of London.</p> <p>They will learn vocabulary linked with painting, drawing and design.</p>
<b>PE</b>	<p>Roll a ball and pick it up as it slows down; use a simple underarm throw; throw a ball into a space; catch a ball with two hands; know that we need to warm our bodies up before exercising and cool down after exercising; run or walk forwards and backwards; balance.</p> <p>Stop a rolling ball with two hands; bounce a ball whilst moving; use an opposition overarm throw; pitch a quoit sideways; jump to catch a ball; get into position to catch a ball; say how their bodies feel different after exercising; walk along a line; keep their balance when pushed; dodge.</p>	
<b>Music</b>	<p>Children will use their voices expressively and creatively by singing songs and speaking chants and rhymes, play tuned and untuned instruments musically, listen with concentration and understanding to a range of high-quality live and recorded music, experiment with, create, select and combine sounds using the inter-related dimensions of music. This will all be done through The Great Fire of London Topic.</p>	
<b>Rights Respecting School.</b>	<p>Year 2 have chosen to focus on:</p> <p>Article 8 – Every child has the right to an identity.</p> <p>Article 28 – Every child has the right to an education.</p> <p>Article 31 – Every child has the right to play.</p>	