



St. Laurence Catholic Primary -Year 2—Curriculum Letter- Autumn Term

Class Teachers – Mrs Groves

Teaching Assistants – Ms Ligotti

Through God's grace, a community growing
in knowledge and understanding

RE

In Religion children will be exploring the following topics:

Creation and Covenant– the Old Testament and the story of Noah

Prophecy and Promise– Advent and John the Baptist

The children will also participate in class and whole school prayers, meditation and school masses.

English– writing

Children will complete the following units. At the end of these units, pupils will be able to:

Formal Invitations

- Formal and informal tone
- Writing statements and commands
- Organising writing

Simple retelling of a narrative

- Describe characters and settings using adjectives, adverbs and expanded noun phrases
- Use ideas and language from the story read
- Use the past tense throughout their retelling

Poems developing vocabulary

- Make connections between poems
- Explain key language used in a poem

Character descriptions

- Select precise adjectives to use in expanded noun phrases
- Use adverbs to add detail

Stories from Other Cultures

- Component parts of a story
- Setting a story in another culture
- Story planning and writing

Reading: Grandad's Island, Mrs Noah's Pockets, Aesop's Fables-The Goose that Laid the Golden Egg, Paddington, The Christmas Pine

Maths

In Year 2 children will develop their oral, mental and written skills in:

Numbers to 100
Addition and Subtraction
Properties of Shape

Children will focus on each area of maths for an extended number of lessons allowing them to deepen their understanding.

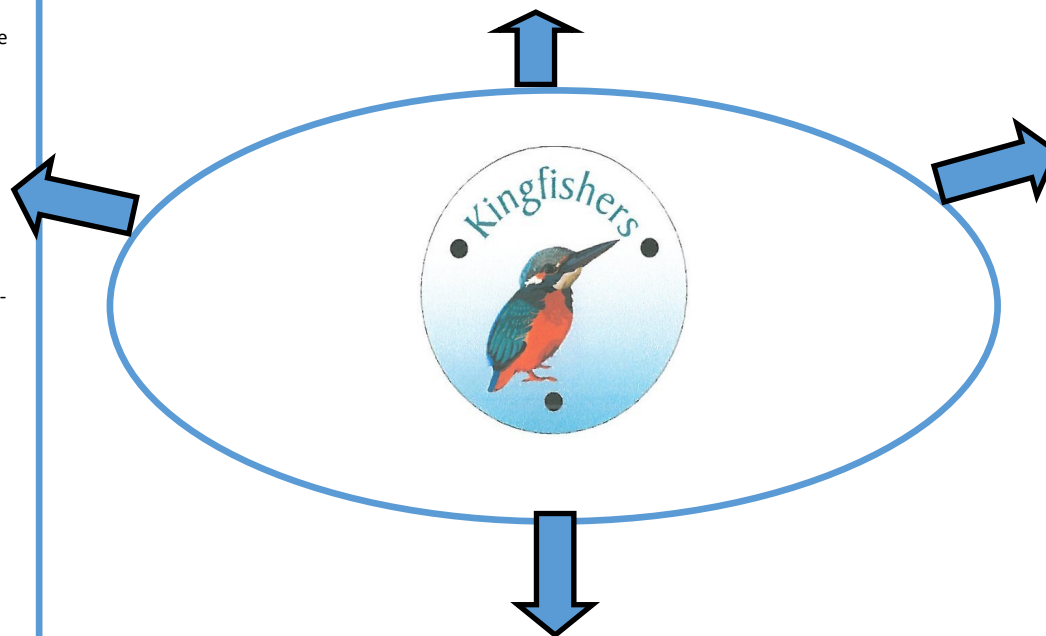
Children also participate in a short daily mastering number session aiming to secure firm foundations in the development of good number sense for all children improving fluency in calculation and a confidence and flexibility with number.

Our School calculation policy provides further details of the maths vocabulary, resources and strategies that are accessed and taught within the Year 2 curriculum.

PE—Children will participate in a weekly multi skills lesson with their class teacher up until half term and then athletics lessons after half term. Children will develop their dance in PE with the peripatetic sports coaches. They will also participate in Forest School activities each week.

Music— Children will work on a range of musical skills including improvisation, composition and performance through exploring a broad range of musical instruments and singing techniques developed within a range of activities.

PSHE— The children will explore the individual's relationship with others. Building on the understanding that we have been created out of love and for love, this module explores how we take this calling into our family, friendships and relationships, and teaches strategies for developing healthy relationships and keeping safe.



Autumn 1

KEY VOCABULARY

skeleton

the bones that **make up the human body**

joint

the place where **two bones come together**

muscles

muscles **move the different parts of our body** by contracting and relaxing

digest

the process where **the food we eat gets broken down**

red blood cell

vehicles that **carry oxygen** around the body

arteries

a **tube that blood cells travel through** around the body from the heart

veins

a **tube that carries blood cells back** to the heart

germs

tiny living things that **cause illness**

Edward Jenner

a scientist who **invented a vaccination against smallpox**

Louis Pasteur

a scientist who discovered that **heating liquids killed the germs** within

ways to keep healthy

reason

exercise

exercise keeps our muscles and bones strong, it also makes us feel happy

eating healthy foods

our bodies take nutrients from our food that help us to grow and stay well

resting

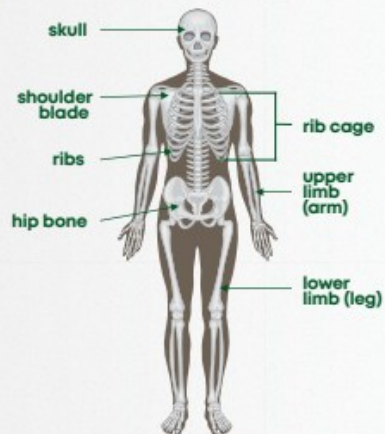
rest helps our bodies to recover and rebuild

keeping clean

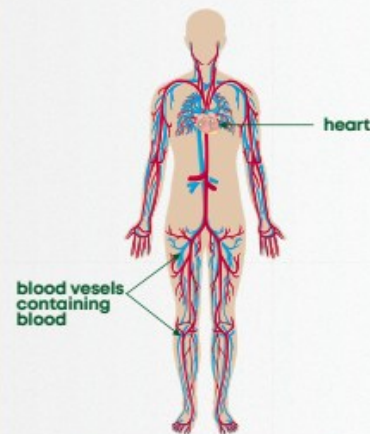
good hygiene prevents germs from spreading

medicines

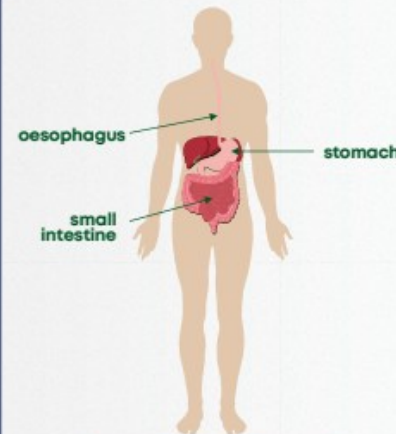
if we are ill, sometimes medicines can make us better



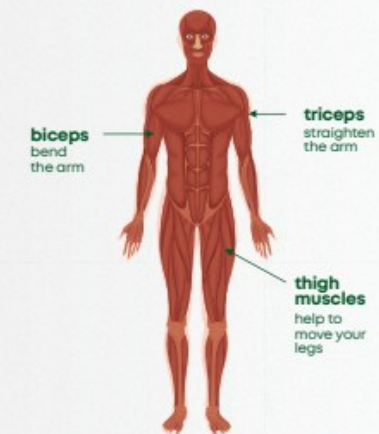
skeletal system



circulatory system



digestive system



muscular system

Autumn 1



Geography

PKC



Spatial
Sense

PKC
Primary Knowledge
Connectives



KEY
VOCABULARY

map

a 2-D picture that shows **where places are located**

globe

a 3-D representation of the world

navigate

to **travel along a route**, finding a way through

location

the place **where something is**

direction

the **way something is moving or facing**

ordnance survey

an **organisation that produces maps** in the UK

symbols

small pictures that are used on maps to **represent features of a place**

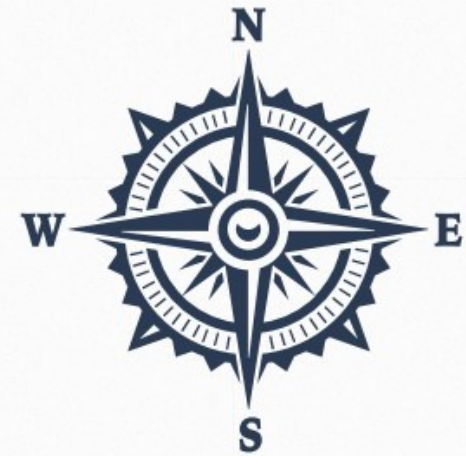
scale

the **size of a map compared to the actual size of the area** it is showing: maps are much smaller than the real places they show

equator

an imaginary line around the Earth that **divides the Northern Hemisphere from the Southern Hemisphere**

a compass shows which direction you are facing:
a compass can help you navigate



the world



Northern
Hemisphere

equator

Southern
Hemisphere

maps are 2-D, they can show a
small or large area



globes
are 3D
models
of the
Earth

Autumn 1



primary colours

secondary colours

warm/cool colours

tint

shade

geometric shape

organic shape

yellow, red and blue: these colours cannot be mixed from other colours

green, orange and purple: these colours are mixed by combining two primary colours

yellow, orange and red are **warm colours:** these colours create a warm mood
blue, green and grey are **cool colours.** these colours create a cold mood

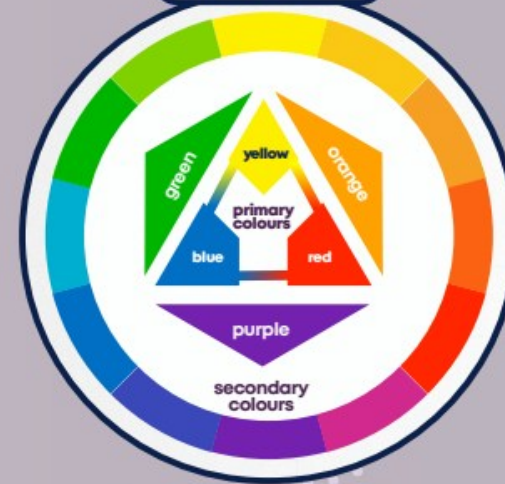
when a colour is **made lighter** by adding white, e.g. a tint of blue (light blue)

when a colour is **made darker** by adding black, e.g. a shade of blue (dark blue)

shapes we can name, e.g. square, rectangle, triangle, circle

a **shape we cannot give a name to** (unlike a geometric shape) often found in the natural world

colour wheel



Alexander Calder



The Star (1960)

Vassily Kandinsky



Squares with Concentric Circles (1913)



KEY VOCABULARY

alive

a plant or animal that is alive **moves, grows and reproduces**

dead

something that was a living thing but is **no longer alive**

habitat

a **place** where plants or animals live

microhabitat

s **very small part of a bigger habitat**, e.g., woodlice living under stones in a garden

adaptation

many plants and animals have adapted so they can **survive in a particular habitat**

food chain

a food chain is a diagram which shows us **how animals are linked by what they eat, and what eats them**: energy and nutrients are transferred around the food chain

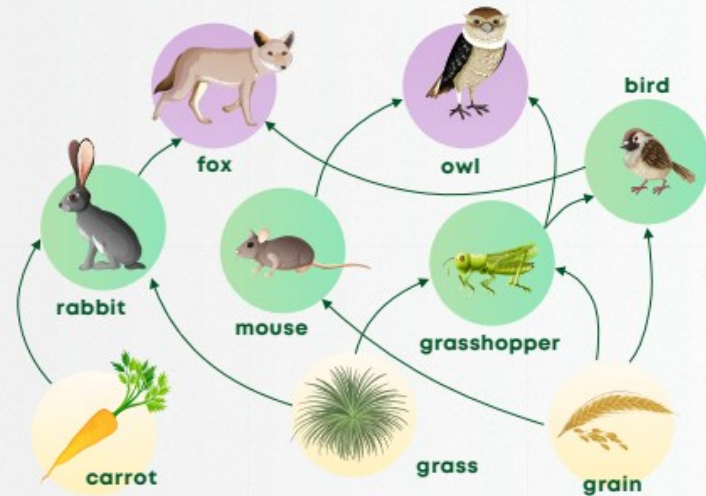
producer

plants are called producers because they **produce their own food**: food chains start with a producer (plant), nutrients and energy are transferred to the consumer

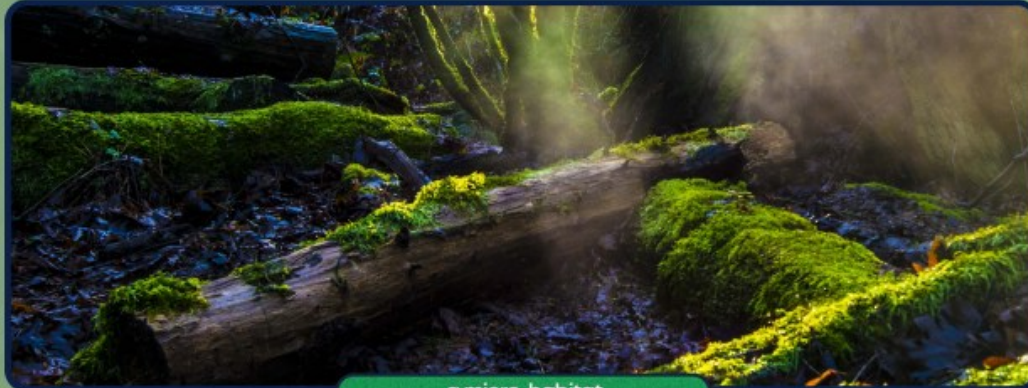
consumer

a consumer is a plant/animal that **eats another plant or animal**

food chain:



energy is transferred around the food chain



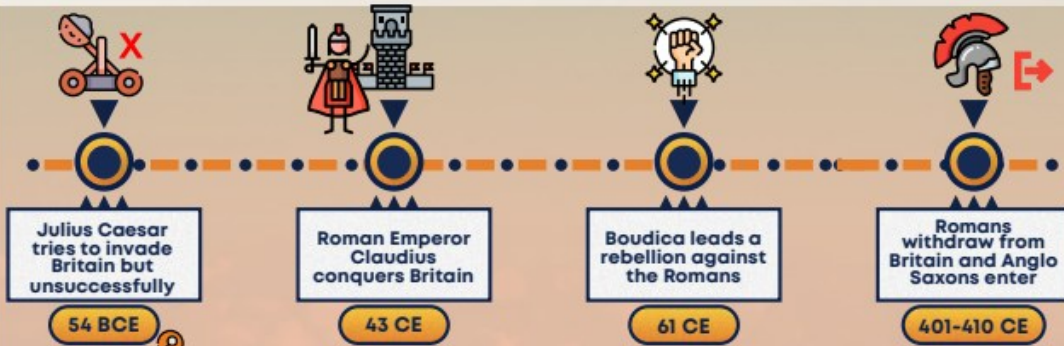
a micro-habitat



earthworms help to break down dead matter and provide nutrients for the soil

earth worms

Autumn 2



KEY VOCABULARY	
empire	a group of states or countries ruled over by a single person or ruling power
legion	a large group of soldiers who form one section of an army
cavalry	soldiers who fought on horseback
invasion	the entering or taking over of a place , by force
rebellion	when a group of people are angry about something, usually something done by the people in power, and rise up and fight them
emperor	a person who rules an empire
defeat	to lose against someone in a fight, war, or competition
aqueduct	bridge-like system built to move water from one location to another
centurion	soldier in the Roman army responsible for the command of one hundred men

Julius Caesar



tried to invade Britain but was unsuccessful

Emperor Claudius



successfully invaded Britain and made it part of the Roman Empire

Boudica

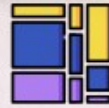


led a rebellion against the Romans

Autumn 2



Art
PKC



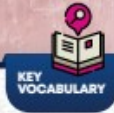
Colour, Shape
and Texture

PKC
Primary Knowledge
Curriculum

Matisse



Panel with Mask (1947)



KEY
VOCABULARY

primary colours

yellow, red and blue: these colours cannot be mixed from other colours

secondary colours

green, orange and purple: these colours are mixed by combining two primary colours

complementary colours

any **two colours which are opposite each other** on the colour wheel, e.g., yellow and purple are complementary to each other

geometric shape

shapes we can name: square, rectangle, triangle, circle

organic shape

a **shape we cannot give a name to** (unlike a geometric shape) often found in the natural world

composition

how **different ingredients** in art (e.g. colour, shape, texture) are **put together** to make up a whole work of art

cut-out

the words Matisse used to describe his **method of creating pictures with scissors and coloured paper**

texture

how an object **feels**

visual texture

when an artist uses different shapes, marks, colours, light or shade to **show how something feels** (texture)

Albrecht Dürer



Young Hare (1502)

Jan van Eyck

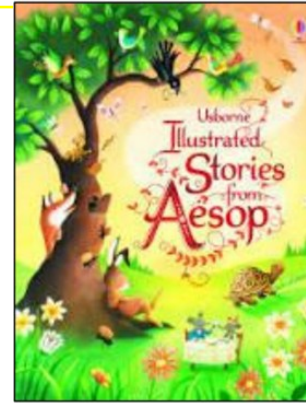


The Arnolfini Portrait (1434)

Autumn Reading



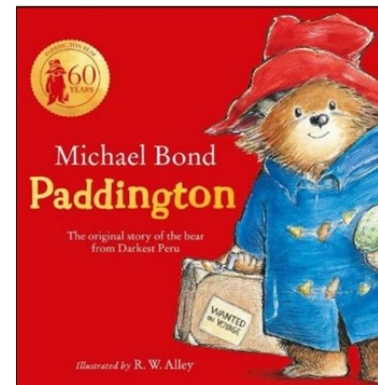
This book focuses on the close relationship between Syd and his grandfather. On one of his regular visits to his Grandad's house, Syd is taken, by his Grandad, through a door in the attic to a wild exotic island. Following some lovely adventures, Grandad tells Syd that he will remain on the island. The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



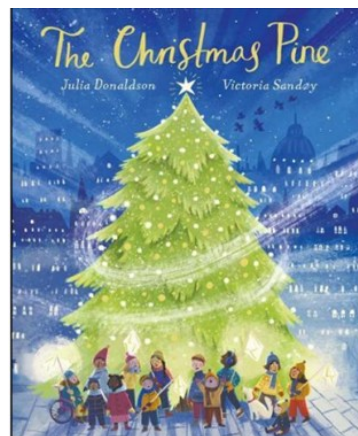
This is an anthology of the retelling of thirty of Aesop's fables. The stories are all accompanied by illustrations. The fables are organised around the themes of pride, greed, friendship, retorts, comeuppance, cunning, trickery and quarrels. Each of the fables conveys a moral with a message about how 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.



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.



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.



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.