



Curriculum Area	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
R.E.	Explore the message of Laudato Si and the story of Moses and the Burning Bush in Exodus 3:1-15 Reflect on our unique gifts and celebrate them and the gifts of others. Recognise that God loves each one of us always and at all times. Contemplate our relationships we have in our communities: family, school, parish and the wider world. Study the Holy Trinity: God the Father, Son and Holy Spirit. Consider the signs and symbols used by the church	Explore the ways of the Jewish faith and how they live their lives Study significant people from the Old Testament Contemplate stories from the Old Testament Reflect on the choices of Mary and Joseph Understand and explore the Nativity story. Consider the symbols associated with Christmas.	Know the epiphany story and Jesus revealed Explore the ways of the Jesus gathered his disciples and who they were. Study gospel accounts of how Jesus gave individuals the chance to change. Reflect on how to help each other and make the right choices.	Learn about the Beatitudes Study stories of healing e.g. Blind Beggar Man, Lazararus Understand that Jesus used his power to help others and reflect on the importance of these events. Learn about Lent and that we say sorry to God and give alms and pray more. Know the events of Holy Week	God called Peter to build his church and he was first Pope learn about Pope Francis	Know that the apostles realised that God could work through them. Everybody's work is valuable and important for the community Working hard to be the best you can be for others.
English	Read Write Inc <i>Non-Fiction - Diary - The Great Fire of London</i>	Read Write Inc Narrative - Fable - The Crow's Tale	Read Write Inc <i>Non-Fiction - Instruction - How to Make a Bird Feeder</i>	Read Write Inc Narrative - Legend - George and The Dragon	Read Write Inc Non-Fiction - Persuasive Letter - The Day The Crayons Quit	Read Write Inc <i>Poetry - Free verse - If I Were in Charge of the World</i>
Maths	Number to 100 Addition and Subtraction	Addition and Subtraction Properties of Shape	Money Multiplication and Division	Multiplication and Division Length and Height Mass, Capacity and Gemperature	Fractions Time Problem Solving and Efficient Methods	Position and Direction Statistics
Science	Living things and their habitats. Explore and compare the differences between that are living, dead, and things that never have 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.	Animals including humans. 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. Describe the importance for humans of exercise, eating healthy and hygiene.	Revisit plants and animals including humans	Uses of everyday material. Identify and compare the suitability of a variety of everyday materials. Find out how the shapes of sold objects made from some materials can be changed by squashing, bending, twisting and stretching.	Plants Observe and describe how seeds and bulbs grow into mature plants. Find out and describe how plants need water, light and suitable temperature to grow and stay healthy.	Revisit living things and their habitats and everyday materials

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Geography		<p>Study human and physical geography in the local area</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>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</p> <p>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</p> <p>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</p>			<p>Study human and physical geography of a small area of United Kingdom and of a contrasting non-European country.</p> <p>Understand geographical similarities and differences through studying human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country.</p>	<p>Study fieldwork and map skills.</p> <p>use basic geographical vocabulary to refer to:</p> <p>key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</p> <p>key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage</p> <p>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</p> <p>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</p> <p>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.</p>

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History	<p>Study Events Beyond Living Memory – Great Fire of London</p> <p>This study looks at the cause and effect of the Great Fire of London.</p> <p>This event happened a long time ago – over 350 years. The chronology focuses on the events over a few terrible days rather than a depth study into the period of time.</p>			<p>Historical events, people and places in our locality.</p> <p>Study focuses on the local area, significant people and places.</p>		
Art	<p>Self Portrait</p> <p>Use a range of materials creatively to design and make products.</p> <p>Use drawing to develop and share their ideas, experiences and imagination.</p> <p>Use painting to develop and share their ideas, experiences and imagination.</p> <p>Use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Learn about the work of a range of artists, describing the differences and similarities.</p>		<p>Giuseppe Arcimboldo</p> <p>Use a range of materials creatively to design and make products.</p> <p>Use drawing to develop and share their ideas, experiences and imagination.</p> <p>Use painting to develop and share their ideas, experiences and imagination.</p> <p>Use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Learn about the work of a range of artists, describing the differences and similarities.</p>		<p>Super Sculptures</p> <p>Use a range of materials creatively to design and make products.</p> <p>Use drawing to develop and share their ideas, experiences and imagination.</p> <p>Use painting to develop and share their ideas, experiences and imagination.</p> <p>Use sculpture to develop and share their ideas, experiences and imagination.</p> <p>Learn about the work of a range of artists, describing the differences and similarities.</p>	
Design & Technology		<p>Salad</p> <p>Design purposeful and appealing products for themselves and others based on design criteria</p> <p>Generate, develop, model and communicate their ideas through talking, drawing, templates,</p> <p>Select from and use a range of tools and equipment to perform practical tasks</p> <p>Select from and use a wide range ingredients, according to their characteristics</p> <p>Explore and evaluate a range of existing products</p> <p>Evaluate their ideas and products against design criteria</p>		<p>Vehicles</p> <p>Investigate a variety of vehicles and their uses.</p> <p>Investigate wheels, axles and chassis.</p> <p>Design a vehicle.</p> <p>Make a vehicle based on a design.</p> <p>Evaluate a finished product.</p>		<p>Puppets</p>

St. Peter's School Year 2 Curriculum

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Music	Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music. Games - continue to internalise, understand, feel, know how the dimensions of music work together. Singing - continue to sing, learn about singing and vocal health. Playing - Continue to play a classroom instrument in a group/band/ensemble.	Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music. Games - continue to internalise, understand, feel, know how the dimensions of music work together. Singing - continue to sing, learn about singing and vocal health. Playing - Continue to play a classroom instrument in a group/band/ensemble.	Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music. Games - continue to internalise, understand, feel, know how the dimensions of music work together. Singing - continue to sing, learn about singing and vocal health. Playing - Continue to play a classroom instrument in a group/band/ensemble.	Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music. Games - continue to internalise, understand, feel, know how the dimensions of music work together. Singing - continue to sing, learn about singing and vocal health. Playing - Continue to play a classroom instrument in a group/band/ensemble.	Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music. Games - continue to internalise, understand, feel, know how the dimensions of music work together. Singing - continue to sing, learn about singing and vocal health. Playing - Continue to play a classroom instrument in a group/band/ensemble.	Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music. Games - continue to internalise, understand, feel, know how the dimensions of music work together. Singing - continue to sing, learn about singing and vocal health. Playing - Continue to play a classroom instrument in a group/band/ensemble.
Computing	Photography	Computer systems and networks - IT around us	Thinkuknow Internet Safety Day	Video	Getting Started with Coding BlueBot/LightBot/Alex	Sphero Challenge
P.E.	Gymnastics FMS	Games FMS	Dance Games - Striking and Fielding	FMS - Bounce Ball FMS - Overarm Throw	Athletics Dance	Gymnastics OAA
P.S.H.E / H.R.S.E	Created and Loved by God Religious Understanding Me, My Body, My Health Emotional Well-being Life cycles	Created and Loved by God Religious Understanding Me, My Body, My Health Emotional Well-being Life cycles	Created to Love Others Religious Understanding Personal Relationships Keeping Safe	Created to Love Others Religious Understanding Personal Relationships Keeping Safe	Created to Live in Community •Religious Understanding Living in the Wider World	Created to Live in Community •Religious Understanding Living in the Wider World
British Values	Democracy	Tolerance and Respect	Rule of Law	Individual Liberty	British Values Summery	British Values Summery