

Ursuline Catholic Primary School

Year 2 Curriculum Map 2018-19

	Term 1		Term 2		Term 3	
	1 st Half	2 nd Half	1 st Half	2 nd Half	1 st Half	2 nd Half
RE	Domestic Church: Family Beginnings Other faiths: Judaism		Baptism/Confirmation: Belonging Signs and symbols Advent/Christmas: Loving Preparing	Local Church/Community Books Other faiths: Islam	Eucharist/Relating Thanksgiving Lent/Easter Giving: Opportunities Islam	Pentecost/Serving Spread the Word Reconciliation/Inter relating Rules

**Come and
See
Archdiocese
of Liverpool
Aims**

Most children will be able to talk about their experience and feelings about new beginnings and say what they wonder about the excitement and surprise that a new start can bring. They will be able to recognise that people are kind and loving because God made them.

Many will be able to recognise the story of Creation as a religious story and say what they wonder about the beauty around them and God creating the world. A child will be able to recognise and use some religious words and phrases about types of prayer.

Some children will be able to ask and respond to questions about their own and others' experiences about new beginnings and ask questions about what they and others wonder about the reasons why some beginnings are easy and others difficult and realise that some questions are difficult to answer.

They will be able to retell the story of Creation or some phrases from the psalms.

Some children will be able to make links between the story of creation and what Catholics believe about God and be able to give reasons there are times of prayer and symbols in the classroom.

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They will be able to retell the story of Creation or some phrases from the psalms.

Some children will be able to make links between the story of creation and what Catholics believe about God and be able to give reasons why there are times of prayer and symbols in the classroom.

Most children will be able to talk about their own experience and feelings of preparing for special occasions and be able to say what they wonder about the amount of time and care involved in preparing for Christmas.

They will be able to recognise the events around the birth of Jesus as religious stories, recognise some religious signs and symbols and use religious words and phrases to describe some religious action and symbols connected with the liturgical season of Advent.

Many children will be able to ask and respond to their own and

Most children will be able to talk about their experience and feelings about the different books that are used at home and school and say what they wonder about the importance of books in their lives. They will be able to recognise that the Bible is a special book and name some of the stories in the Bible and recognise and name some of the special books used in church and the people who use them.

Many children will be able to ask and respond to questions about their own and others' experience and feeling of the different books that are used at home and school. They will be able to ask questions about what they and others wonder about the need for books and their importance in our lives and realise that some questions are difficult to answer.

A child will be able to describe how the Gospels are used by the parish family and be able to use religious words and phrases to describe the actions and symbols related to proclaiming the Gospel. They will be able to retell the story of the Baptism of Jesus.

Some children will be able to make links between the Gospels and Christian belief and be able to give reasons for the religious actions and symbols connected with the reading of the Gospel

Most children will be able to talk about their experience of receiving and giving thanks and what they wonder about how others feel when they are thanked. They will be able to recognise the story of the Last Supper and that Catholics go to Mass to give thanks to God and remember what Jesus did. They will be able to recognise some signs and symbols, different words and phrases used in the Eucharist (at Mass).

Many children will be able to ask and respond to questions about how they and others feel when receiving and giving thanks and be able to retell the story of the Last Supper. They will be able to use words and phrases from the Eucharist (Mass) that show how Catholics give thanks to God and describe how Catholics try to live what they have experienced at Mass in their daily lives.

Most children will be able to show how feelings and beliefs affect their behaviour with regard giving thanks and be able to make links between the Last Supper and an understanding the Eucharist.

They will be able to use a developing religious vocabulary to give reasons for the religious action and symbols used in the Eucharist and give reasons why some people are extraordinary ministers of the Eucharist

Most children will be able to talk about their own experience and feelings of using opportunities for good and say what they wonder about the good things that they see others doing.

A child will be able to recognise some religious stories connected with Lent, Holy Week and Easter and some religious signs and symbols associated with Lent, Holy Week and Easter use appropriate religious vocabulary connected with them. They will be able to recognise that some Christians use the time of Lent as an opportunity to choose to do

Most children will be able to talk about their own experience and feelings of both passing and receiving messages and say what they wonder about the importance and responsibility of passing on messages in daily life.

They will be able to recognise the religious story of Jesus' Resurrection and the coming of the Holy Spirit at Pentecost and recognise how the disciples changed through the power of the Holy Spirit and how the Holy Spirit helps Christians in their lives.

They will be able to say about what they wonder about new life and the Holy Spirit.

Many children will be able to ask and respond to questions about their own and others' experiences and feelings of both passing and receiving messages and be able to retell the story of the Resurrection of Jesus and the coming of the Holy Spirit and be able to describe ways in which Christians spread the word of the good news of Jesus in their lives.

Most children will be able to talk about their own experience and feelings about rules in their life and be able to say what they wonder about the importance of keeping rules for themselves and for others.

They will be able to recognise the story of Peter asking Jesus about forgiveness as a religious story and some religious words and signs that Christians use to express sorrow and forgiveness. A child will be able to recognise that people say sorry and ask forgiveness because they are followers of Jesus.

<p style="text-align: center;">Science</p>	<p>Scientists and inventors Study of a range of famous scientists and inventors (historical and contemporary) such as Tim Smit, Charles Macintosh, Pilkington brothers. Practical investigations to model/simulate aspects of their work. Enrichment visit to World of Glass.</p>		<p>Uses of everyday materials Identify, classify and explore the uses of different materials. Practical investigations into choices of material.</p>	<p>Animals including humans An introduction to the basic needs of humans and other animals, including exploring life cycles.</p>	<p>Living things and their environment Include a revisit of plants and their needs.</p>	<p>Sound (short unit) Linked to music. Pupils explore instruments and other items that produce sounds and investigate how we experience sounds.</p>
<p style="text-align: center;">NC Aims</p>	<p>I can match living things to their habitat. I can describe how seeds and bulbs grow into plants. • I can describe what plants need in order to grow and stay healthy (water, light & suitable temperature). I can describe why exercise, a balanced diet and good hygiene are important for humans. I can suggest why a material might or might not be used for a specific job.</p>		<p>I can identify and name a range of materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard. • I can suggest why a material might or might not be used for a specific job. • I can explore how shapes can be changed by squashing, bending, twisting and stretching.</p>	<p>I can explain the basic stages in a life cycle for animals, including humans. • I can describe what animals and humans need to survive. • I can describe why exercise, a balanced diet and good hygiene are important for humans.</p>	<p>I can identify things that are living, dead and never lived. • I can describe how a specific habitat provides for the basic needs of things living there (plants and animals). • I can identify and name plants and animals in a range of habitats. • I can match living things to their habitat. • I can describe how animals find their food. • I can name some different sources of food for animals. • I can explain a simple food chain.</p>	<p>I can observe and name a variety of sources of sound, noticing that I hear with my ears. I can recognise that sounds get fainter as the distance from the sound source increases.</p>
<p style="color: red;">Working scientifically taught through each topic: I can ask simple scientific questions. I can use simple equipment to make observations. I can carry out simple tests. I can identify and classify things. I can suggest what I have found out. I can use simple data to answer questions</p>						
<p style="text-align: center;">History</p>	<p>The Great Fire of London Key events from the Great fire with background to daily lives at this time. Contrasting with daily lives today</p>			<p>Health Heroes Learning about Kitty Wilkinson and others who have improved public health.</p>		<p>Kings and Queens Significant British monarchs in history, drawing some comparisons.</p>
<p style="text-align: center;">NC Aims</p>	<p>I can talk about events beyond living memory that are significant nationally. I can use words and phrases like: before, after, past, present, then and now.</p>			<p>I can research the life of a famous person from the past, who is significant in our locality, using different sources of evidence.</p>		<p>I can research the life of a famous people from the past, who are significant nationally and globally, using different sources of evidence.</p>

		<p>I can recount the life of someone famous from Britain who lived in the past.</p> <p>I can explain what they did earlier and what they did later.</p> <p>I can answer questions using books, pictures and photographs.</p> <p>I can research the life of a famous person from the past using different sources of evidence.</p>		<p>I can recount the life of someone famous from Britain who lived in the past.</p> <p>I can use words and phrases like: before, after, past, present, then and now.</p> <p>I can explain what they did earlier and what they did later.</p> <p>I can answer questions using books, pictures and photographs.</p>		<p>I can recount the life of someone famous from Britain who lived in the past.</p> <p>I can use words and phrases like: before, after, past, present, then and now.</p> <p>I can explain what they did earlier and what they did later.</p> <p>I can answer questions using books, pictures and photographs.</p>
Geography	<p>Around the world Locational knowledge of 7 continents and some human and physical features of them. Also a brief study of regions of the world related to global development (Harvest Festival).</p>	<p>Magical mapping Developing key map skills by exploring a range of maps at a local, national and global level, developing understanding of how to navigate around an atlas to find key countries, continents, oceans and seas along with devising maps and routes</p>		<p>Investigating Our Street (Local fieldwork unit - Geographical Association) Exploring physical and human features that make up our local streets, the role of different features of streets, needs of their users, and changes in the local area. Using fieldwork to explore the school's local area and learning how to record, analyse and present findings.</p>		
NC Aims	<p>I can name the continents of the world and locate them on a map.</p> <ul style="list-style-type: none"> • I can name the world oceans and locate them on a map. <p>I can find where I live on a map of the United Kingdom.</p> <p>I can say what I know about a different place.</p> <ul style="list-style-type: none"> • I can describe a place outside Europe using geographical words. • I can describe the key features of a place from a picture using words like beach, coast, forest, hill, 	<p>I can name the capital cities of England, Wales, Scotland and Ireland.</p> <ul style="list-style-type: none"> • I can find where I live on a map of the United Kingdom. 		<p>I can say what I like know about the place I live in.</p> <p>I can explain how daily lives may be different in other locations.</p> <ul style="list-style-type: none"> • I can say what I know about a different place. • I can describe the key features of a place. 		

	mountain, ocean, valley.			• I can explain how daily lives may be different in other locations.	
Relationship & Sex Education	<ul style="list-style-type: none"> • 'A journey in love' by Sister Jude Groden - We meet God's love in the community • 'No outsiders in our school: Teaching the Equality Act in Primary Schools' by Andrew Moffat <ul style="list-style-type: none"> ○ The Great Big Book of Families: Mary Hoffman & Ros Asquith - To understand what diversity is ○ The First Slodge: Jeanne Willis - To understand how we share the world ○ The Odd Egg: Emily Gravett - To understand what makes someone feel proud ○ Just Because: Rebecca Elliot - To feel proud of being different ○ Blown Away: Rob Biddulph - To be able to work with everyone in my class ○ My world, your world: Melanie Walsh - To understand that we share the world with lots of people. 				
Aims	<p>That humans move, feed, grow, use their senses and reproduce</p> <p>To name the main external parts of the body</p> <p>That humans grow from babies into children and then into adults, and that adults can produce babies</p> <p>To recognise similarities and differences between themselves and other pupils</p>				
PE	Gymnastics: Landscapes and Cityscapes Outdoor games: Throwing and Catching	Gymnastics (specialist teacher from Chesterfield High School) Outdoor games: Invasion games	Dance Striking/Kicking	Top games 2U Introduction to swimming (short unit)	Athletics 2R Introduction to swimming (short unit)
NC Aims	Plan and perform a sequence of movements. Improve a sequence based on feedback. Think of more than one way to create a sequence. Work alone and with a partner. Copy and remember actions. Talk about differences.	Plan and perform a sequence of movements. Improve a sequence based on feedback. Think of more than one way to create a sequence. Work alone and with a partner. Copy and remember actions. Talk about differences. Use hitting, kicking and/or rolling in a game. Decide the best space to be in during a game. Follow rules and use tactics	Change rhythm, speed, level and direction in my dance. Dance with control and coordination. Make a sequence by linking sections together. Use dance to show a mood or feeling. Use hitting, kicking and/or rolling in a game. Decide the best space to be in during a game. Use one tactic in a game. Follow rules in a game/activity.	Decide the best space to be in during a game. Use one tactic in a game. Follow rules in a game/activity.	Copy and remember actions. Talk about what is different from what I did and what someone else did.

Art	<p>Portraits Learning about portraits, use of different materials and techniques when making them. Exploring the work of Pablo Picasso, Paul Klee, Henri Matisse and Andy Warhol, and creating artwork inspired by them</p>			<p>Colour chaos Using and mixing colours to create a range of artwork. Exploring the life and work of abstract artists and creating pieces of work in response to these styles.</p>	<p>Landscapes and cityscapes Learning about the bright colours and bold brushstrokes used by the Impressionists, and other artists, when painting landscapes and cityscapes. An introduction to the work of Claude Monet, Vincent van Gogh, and Jean Metzinger. Exploring the similarities and differences between the work of the different artists, looking at the colours, painting styles, settings, and times of day. Producing paintings, drawings, and mosaic art, inspired by the three artists</p>	
NC Aims	<p>I can use a range of media to create art. I can create brown with paint. I can create a piece of art in response to the work of another artist. I can suggest how artists have used</p>			<p>I can mix paint to create all the secondary colours. I can create tints with paint by adding white. I can create tones with paint by adding black. I can suggest how artists have used colour, pattern and</p>	<p>I can use a viewfinder to focus on a specific part of an artefact before drawing it. I can create a piece of art in response to the work of another artist. I can use a range of media to create art.</p>	

	colour, pattern and shape.			shape. I can create a piece of art in response to the work of another artist.		
DT		Moving pictures Develop understanding of mechanisms by sketching a design based on own ideas and then create a moving picture. Evaluate finished products.	Great British Button Challenge Sew a journey around our local area.			Dips and Dippers Hygiene rules and using kitchen equipment to prepare food safely, making and evaluating healthy dip and dippers, referring to the 'eatwell' plate and exploring the importance of eating a healthy and varied diet.
NC Aims		I can think of an idea and plan what to do next. • I can choose tools and materials and explain why I have chosen them. • I can join materials and components in different ways. • I can explain what went well with my work. • I can measure materials to use in a model or structure.	I can think of an idea and plan what to do next. • I can choose tools and materials and explain why I have chosen them. • I can join materials and components in different ways. • I can explain what went well with my work.			I can think of an idea and plan what to do next. I can choose tools and materials and explain why I have chosen them. I can explain what went well with my work. • I can describe the ingredients I am using.

<p style="text-align: center;">Music</p>	<p>Hands, Feet, Heart (Charanga) As well as learning to sing, play, improvise and compose with this song, children will listen and appraise different styles of South African music.</p>	<p>'Listening & thinking' Recognising song melodies 'Performing, singing and playing' Rhythmic speech and tapping, actions felt as pulse and rhythm on percussion 'Concept phrase' (music) Start and end of phrases</p>	<p>I wanna play in a band As well as learning to sing, play, improvise and compose with this song, children will listen and appraise classic rock songs.</p>	<p>'Concepts, dynamics, pitch and tempo' Louder to quieter, higher to lower, faster to slower. 'Listening and thinking' Internalising rhythmic and melodic phrases.</p>	<p>'Concept rhythm' Simple time rhythm. Speaking names <i>ta eh-teh</i> 'Listening and thinking. Concept pitch' Demonstrating pitch changes, melodic shape, rise and fall.</p>	<p>Reflect, rewind and replay This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>
<p style="text-align: center;">NC Aims</p>	<p>I can sing and follow a melody. I can perform simple patterns and accompaniments keeping a steady pulse. I can sing or clap increasing and decreasing tempo. I can use symbols to represent sounds.</p>	<p>I can sing and follow a melody. I can play simple rhythmic patterns on an instrument. I can sing or clap increasing and decreasing tempo. I can listen out for particular things when listening to music. I can choose sounds which create an effect.</p>	<p>I can sing and follow a melody. I can perform simple patterns and accompaniments keeping a steady pulse. I can choose sounds which create an effect. I can improve my own work.</p>	<p>I can sing and follow a melody. I can play simple rhythmic patterns on an instrument. I can listen out for particular things when listening to music.</p>	<p>I can sing and follow a melody. I can improve my own work. I can use symbols to represent sounds. I can make connections between notations and musical sounds. I can improve my own work.</p>	<p>I can sing and follow a melody. I can listen out for particular things when listening to music.</p>
<p style="text-align: center;">Computing</p>	<p>Introduction to algorithms E-safety</p>	<p>2Code</p>	<p>Journeys with pro-bot</p>	<p>Digital media</p>	<p>2Code/Codebug</p>	
<p style="text-align: center;">NC Aims</p>	<p>I use technology respectfully. I know where to go for help if I am concerned. I know how technology is used in school and outside of school.</p>	<p>I can use a range of instructions. I can test and amend a set of instructions. I can find errors and amend. (debug) I can write a simple program and test it. I can predict what the outcome of a simple program will be (logical reasoning). I understand that algorithms</p>	<p>I can use a range of instructions (e.g. direction, angles, turns). I can test and amend a set of instructions. I can find errors and amend. (debug) I can write a simple program and test it. I can predict what the outcome of a simple program will be (logical reasoning).</p>	<p>I can organise digital content. I can retrieve and manipulate digital content. I can navigate the web to complete simple searches.</p>	<p>I can write a simple program and test it. I can predict what the outcome of a simple program will be (logical reasoning). I understand that programs require precise instructions.</p>	

		are used on digital devices. I understand that programs require precise instructions.			
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Year 2 English

	Term 1		Term 2		Term 3	
	1 st Half	2 nd Half	1 st Half	2 nd Half	1 st Half	2 nd Half
Main Text	Wanted: The Perfect Pet (Fiona Robertson)	Simon Sock (Sue Hendra)	The Dragon Machine (Helen Ward)	Voices in the Park (Anthony Browne)	The Tin Forest (Helen Ward)	TBC
Sub Text	Various non-fiction including: <ul style="list-style-type: none"> • Hedgehog skills • Non-chronological reports related to geography 	Various fiction & non-fiction texts including: <ul style="list-style-type: none"> • Great Fire of London fiction and non-chronological reports • Samuel Pepys diary (extracts) • Non-chronological reports related to geography 	Ananse and the golden box of stories (Jane Grell)	Something Fishy (Multimedia)	The Holy Man (Xanthe Gresham)	TBC The Gingerbread Man (Taffy Thomas)
Genres to cover	Advert, narrative, explanation	Narrative, missing person poster, book review (based upon pupil experiences), travel brochure	Narrative, instructions (narrative style)	Narrative, character study	Narrative, advert,	Narrative,