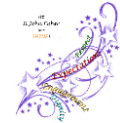
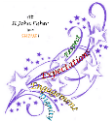




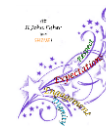
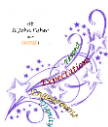
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<u>Year 2 Long Term Curriculum Overview</u>			
Subject	Autumn	Spring	Summer
Reading	<p>Speaking Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion. Recite/perform own compositions.</p> <p>Reading Retell stories with the key events in the correct sequence. Recognise key ideas in a text. Make predictions about possible events. Make predictions about how characters might behave. Find inferences about characters' feelings and thoughts. Give reasons for characters' actions or behaviour.</p>	<p>Speaking Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion. Recite/perform own compositions.</p> <p>Reading Use prior knowledge and reading experiences to understand text. Use the context to understand texts. Ask questions to clarify understanding. Find favourite words and phrases. Talk about favourite words and phrases. Talk about books or poems read. Give an opinion on books or poems read.</p>	<p>Speaking Give an opinion with a reason. Listen to others' opinions. Use Standard English to give an opinion. Recite/perform own compositions.</p> <p>Reading Use prior knowledge and reading experiences to understand text. Use the context to understand texts. Ask questions to clarify understanding. Find and discuss the setting or time in books or stories. Know that word choice affects meaning. Explain why a writer has chosen a word to affect meaning.</p>
Writing	<p>Writing Understand that there are different purposes for writing. Decide on the purpose of the writing. Talk about ideas for writing. Use a modelled or suggested planning format to map out ideas for writing.</p>	<p>Writing Talk about ideas for writing. Understand that different language is needed for different types of writing. Use a modelled or suggested planning format to map out ideas for writing.</p>	<p>Writing Understand that writing, particularly non-narrative, needs organising into sections of related ideas. Begin to group related ideas into sections. Evaluate effectiveness of writing.</p>



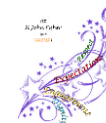
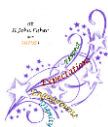
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	<p>Evaluate effectiveness of writing. Make changes following suggestions or with support.</p> <p>Grammar Know that a sentence (clause) needs a verb. Know that two sentences (clauses) can be joined together to add information. Know that sentences (clauses) can be joined in different ways. Find sentences (clauses) joined by and, but, or (yet,, so, for, nor) in reading. Know that these words are called conjunctions. Choose precise nouns to use in writing. Recognise that an adjective gives more information about a noun.</p>	<p>Understand that writing needs an effective ending which will differ according to the purpose of the writing. Understand that writing, particularly non-narrative, needs organising into sections of related ideas.</p> <p>Grammar Know that the past tense is used to talk about something that has already happened. Know that the present tense is used to talk about something that is happening now. Find past and present tense verbs in reading and own writing. Use the past and present progressive tenses in oral sentences. Use the past and present progressive tenses in own writing. Use commas to punctuate sentences where there are items in a list. Know that the job of an apostrophe of contraction is to take the place of letters in a word and find examples in text.</p>	<p>Make changes following suggestions or with support.</p> <p>Grammar Extend independent sentences (clauses) by adding a sentence (clause) starting with a subordinating conjunction. Use noun phrases in own writing to add detail. Evaluate the effectiveness of noun phrases used in own writing. Use commas to punctuate sentences where there are items in a list. Use apostrophes for singular possession correctly in own writing.</p>
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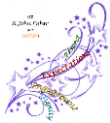
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Maths	Unit 1: Numbers to 100 Unit 2: Addition and Subtraction (1) Unit 3: Addition and Subtraction (2) Unit 4: Properties of shape	Unit 5: Money Unit 6: Multiplication and Division (1) Unit 7: Multiplication and Division (2) Unit 8: Length and height Unit 9: Mass, capacity and temperature	Unit 10: Fractions Unit 11: Time Unit 12: Problem solving and efficient methods Unit 13: Position and direction Unit 14: Statistics
RE	<i>Please see attached Come and See termly letters</i>		
Science	Living Things and Their Habitats This term we are starting with a fabulous topic: habitats! We will be learning the names of various habitats, and what organisms need from their habitats to support them. We will also be exploring simple food chains. After half term, we are focusing on humans; how they develop and change over their lives, and how they keep healthy!	Materials This term we will start by learning about materials in Science, identifying and comparing their suitability for different purposes. These will include wood, metal, plastic, glass, brick, rock, paper and cardboard. We will also be exploring squashing, bending, twisting and stretching! After half term, we will be completing an exploratory unit about forces!	Plants This term, we start by completing a topic on plants, with a particular focus on the conditions required for growing, and the way that different types of plants change as they grow. After half term, we will be revisiting and reinforcing some of our previous topics, emphasising Working Scientifically and enquiry skills.
Computing	Online Buddies – We will be giving examples of how technology is used to communicate beyond school and discussing online bullying behaviour. We will learn about the impact it may have and where to go for support.	We will use design and formatting to enhance our digital work and create and edit our own images using drawing apps. We will create an e-book, combining text and images on multi pages.	Code a story – We will plan out an algorithm with a sequence of commands to carry out specific tasks. We will predict the outcome of a sequence of blocks in Scratch. We will create a presentation with formatted text, images and



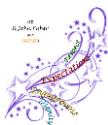
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	<p>Making Games – We will be planning an algorithm with a sequence of commands to carry out specific tasks and creating a simple repeat loop.</p>	<p>We will sort digital objects into a range of charts such as Venn diagrams, Carroll diagrams and bar charts using different apps and software. We will also be orally recording ourselves explaining what the data shows and creating a branching database.</p>	<p>animation/hyperlinks to suit a purpose.</p>
Geography	<p>Hot and Cold Places</p> <p>We will be identifying hot and cold places and locate them on a map. We will also recognise the features of a hot and a cold place. We will learn about the animals that live in hot and cold places and recognise how they adapt. Finally, we will describe an animal that lives in a hot or cold place.</p>	<p>Contrasting Locality: Mugurameno, a Zambian village</p> <p>The children will explore the geographical similarities and differences through studying the human and physical geography of a small area in a contrasting non-European country.</p>	<p>Continents and Oceans</p> <p>We will be naming and locating the world's seven continents and five oceans using world maps, atlases and globes. We will be using basic geographical vocabulary to refer to key physical features and key human features.</p>
History	<p>The Race for Space</p> <p>We will learn about how The Space Race was a competition of space exploration between the Russia and the United States, which lasted from 1957 to 1969. We will discuss the efforts to explore</p>	<p>Explorers and Expeditions</p> <p>What can we learn from the great explorers? We will explore events beyond living memory that are significant nationally or globally and the lives of significant individuals in the past</p>	<p>The Great Fire of London</p> <p>This London unit we will learn about the key events of the Great Fire of London and develop an understanding of the ways in which we can find out about the past. The</p>



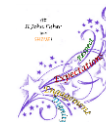
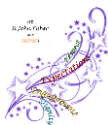
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	<p>outer space with artificial satellites, to send humans into space, and to land them on the Moon.</p>	<p>who have contributed to national and international achievements.</p>	<p>children will have the opportunity to increase their awareness of the past by learning about what London was like in the 17th century. They compare life in the 17th century to the present day and consider how some problems, such as the lack of an organised fire brigade and the type of buildings, caused the fire to spread. Children then focus on how and why some things changed as a result of the fire, in order to be safer. They begin to learn how historical sources can tell us about what happened in the past and how some sources are more useful than others.</p>
<p>Art</p>	<p>Explore and Draw</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products . to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. 	<p>Be an Architect</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products . to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using 	<p>Expressive painting</p> <ul style="list-style-type: none"> to use a range of materials creatively to design and make products . to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using



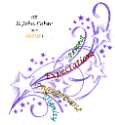
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	<ul style="list-style-type: none"> to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space. to know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>colour, pattern, texture, line, shape, form and space</p> <ul style="list-style-type: none"> to know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work. 	<p>colour, pattern, texture, line, shape, form and space</p> <ul style="list-style-type: none"> to know about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.
DT	<p>Mechanical Systems We will explore how the mechanisms on sliders work and name the components/parts on slider. We will be developing a design criteria, design and plan the product, select materials and explain why they are being used depending upon their characteristics.</p>	<p>Textiles This half term we will be measuring, cutting and joining material accurately e.g. sewing, rolling, folding, joining or by shape</p>	<p>Food As part of our work with food, we will be learning how to make a fruit kebab and applying the principles of nutrition and healthy eating. We will be using the basic principles of a healthy and varied diet to prepare dishes and developing an understanding of where food comes from.</p>
Music	<p>Our first unit is called 'Exploring Simple Patterns', during which we will experience how singing and playing together helps us to be friends! After half term we focusing on dynamics and</p>	<p>Our first unit is called 'Exploring Feelings through Music', where we will be exploring how music makes the world a better place! After half term we will be inventing musical stories, singing songs</p>	<p>Our first unit is called 'Music That Makes You Dance', where we will be exploring how music shapes our way of life! After half term we will be exploring</p>



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	tempo, and finding out what music teaches us about the past!	that help us to understand our neighbourhood.	improvisation, and how music connects us to the environment!
PE	<p>Gymnastics - In this unit children explore and develop basic gymnastic actions on the floor and using apparatus. They develop gymnastic skills of jumping, rolling, balancing and travelling individually and in combination to create short sequences and movement phrases.</p> <p>Fundamentals – Children develop their communication and problem-solving skills. They work individually, in pairs and in small groups. Throughout, there is an emphasis on teamwork. They learn to discuss, plan and reflect on ideas and strategies. They lead a partner whilst considering safety. Children will have the opportunity to show honesty and fair play.</p>	<p>Dance – We will explore space and how our body can move to express an idea, mood, character or feeling. We will expand our knowledge of travelling actions and use them in relation to a stimulus. We will build on our understanding of dynamics and expression. We will use counts of 8 consistently to keep in time with the music and a partner. We will also explore pathways, levels, shapes, directions, speeds and timing.</p> <p>Net and Wall - Net and wall games are games where either a net separates the players or a wall is used. The object of these games is to hit the ball over the net and into the court space or against a wall to make it difficult for a partner to return. In this unit, we develop our understanding of attacking and defending principles in net games such as using a ready position to defend our court and placement of a ball into</p>	<p>Athletics - In this unit we will develop skills required in athletic activities such as running at different speeds, jumping and throwing. In all athletic based activities, pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others.</p> <p>Fitness - In this unit we will take part in a range of activities to develop components of fitness. We will begin to explore and develop agility, balance, co-ordination, speed and stamina. We will be given the opportunity to work independently and with others. Pupils will develop perseverance and show determination to work for longer periods of time.</p>



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		space. We will use and develop skills such as throwing, catching, tracking and hitting a ball.	
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