

Caritas Curriculum

Key Learning Outcomes

Year 2





Year 2	Autumn			Spring			Summer		
Caritas Theme	Love of self			Love of others			Love		
	Our families & community			Happiness is ...			Common Good		
Caritas	We look after and care for each other & my community needs me			Happiness is ...? & Finding happiness			We learn together		
Topic	Life down under			Fire Fire			Food for Fitness		
Hook with a Book	Henry The Explorer.			The Baker's Boy and Great Fire of London			Charlie and the Chocolate Factory		
Science	Habitat simple food chains			Working Scientifically			Plant identification and basic structure Growth-need water and light Human nutrition and exercise		
History	Captain Cook- famous names			Great fire of London Samuel Pepys			Linking of prior learning*		
Geography	Australia			Geographic Skills and field work			Linking of prior learning*		
Art	Explore and draw (Drawing)			Expressive painting (Painting)			Mono printing (Printing) ARTIST FOCUS: Barbara Hepworth		
Design & Technology	Linking of prior learning*			Linking of prior learning*			Cooking healthily		
Computing	Online Safety Making Music			Fire Of London SCRATCH project IT All Around Us Multimedia			Beebots Using The Internet		
PE	Football	Throwing and catching skills	Boccia/New Age Kurling	Gymnastics	Dance	Racket Skills	3 Tees Cricket	Athletics/ Sports Day Races	Parachute games
Music	Hands, Feet, Heart		Nativity Performance	I 'wanna' Play in a Band		Zoo Time	Friendship Song		Dragon Song

Linking of prior learning* - No discrete learning is identified. In the teaching of key learning outcomes for other areas of learning, links will be made back to this subject where possible



Curriculum Narrative

Year 2	Autumn	Spring	Summer
	<p>Year 2 – Life Down Under</p> <p>Join Henry the Explorer as we explore the world and think about how we look after and care for one another in our different communities finding out about explorers of the past in history and whether they made the right choices. Through geography we discover the differences in our lands(both human and physical) between the UK and Australia using our computing skills to research safely. In music we discover some South African tunes and use our bodies to help create new pieces. During science we learn about the different animals and habitats of these places and begin to learn how food chains work. Finally, we create some remarkable drawings in art as we use the landscapes and environment to inspire us.</p>	<p>Fire, fire!</p> <p>Year 2 travel back in time to discover the remarkable events of the Great Fire of London in history and through considering such losses that occurred at that time start to understand how to find happiness. They uncover the properties of everyday materials in science and link it to its significance in life in 1666. Through mapping, in geography, some of the main landmarks in London of the past and comparing them to now they understand how disasters can strike. Year 2 also use Scratch in computing to trace our steps across London. Through expressive painting in art the children create their own views of the great fire. The children explore happiness through music, whilst learning to be in a rock band and learn the dimensions of music, like pulse, rhythm and pitch through a group song.</p>	

Subject	Sub theme	Key Learning Outcomes	When
Caritas	Love of self Our families & community	<ul style="list-style-type: none"> We look after and care for each other & my community needs me 	Autumn
Caritas	Love of others	<ul style="list-style-type: none"> Happiness is ...? & Finding happiness 	Spring
Caritas	Love Common Good	<ul style="list-style-type: none"> We learn together 	Summer



English	Reading	<ul style="list-style-type: none"> • Read accurately by blending the sounds in words that contain the graphemes taught so far especially recognising alternative sounds for graphemes • Read accurately most words of two or more syllables • Read most words containing common suffixes* • For age appropriate books:) Reads aloud books closely matched to their improved phonic knowledge, sounding out most unfamiliar words accurately, without undue hesitation • Re-reads these books to build up their fluency and confidence in word reading • Read most common exception words.* • For age appropriate books:) Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words • Books read fluently:) Check it makes sense to them, correcting any inaccurate reading • By the ends of Year a child should be able to read books written at an age –appropriate interest level accurately and at a speed that is sufficient for a child to focus on understanding what is read rather than on decoding individual words • Discuss meanings of new words and link these with words already known • Pleasure in Reading: Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • Pleasure in Reading: Become increasingly familiar with a wider range of stories, fairy stories and traditional tales (Recall and discuss themes, plot and characters) • .Pleasure in Reading: Retell a range of stories, fairy stories and traditional tales • .Pleasure in Reading: Discuss the sequence of events in books and how items of information are related • .Books read fluently: Explain what has happened so far in what they have read. • .Books read fluently: Answer questions and make some inferences • Pleasure in Reading: Be introduced to non-fiction books that are structured in different ways • Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say 	
English	Reading GDS	<ul style="list-style-type: none"> • The pupil can, in a book they are reading independently: Make inferences • The pupil can, in a book they are reading independently: Make a plausible prediction about what might happen on the basis of what has been read so far 	



		<ul style="list-style-type: none"> • The pupil can, in a book they are reading independently: Make links between the book they are reading and other books they have read. • The pupil can, in a book they are reading independently: Learn some simple classic poems by heart 	
English	Writing Working towards	<ul style="list-style-type: none"> • Segmenting spoken words into phonemes and representing these by graphemes, spelling some correctly and making phonically-plausible attempts at others • Pupil(s) can write sentences to form a short narrative about their own and others' experiences (real and fictional), after discussion with the teacher: • Forming lower-case letters in the correct direction, starting and finishing in the right place • Forming lower-case letters of the correct size relative to one another in some of the writing • Pupil(s) can write a simple, coherent narrative about their own and others' experiences (real and fictional), after discussion with the teacher: • Demarcating some sentences with capital letters and full stops 	
English	At expected	<ul style="list-style-type: none"> • .Segmenting spoken words into phonemes and representing these by graphemes, spelling many of these words correctly and making phonically- plausible attempts at others • .Writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • .Using spacing between words that reflects the size of the letters • .Demarcating most sentences with: capital letters and full stops • Writing about real events, recording these simply and clearly • Spelling some common exception words • Using co-ordination (or / and / but) • Spelling many KS common exception words • .Using present and past tense mostly correctly and consistently • .And with use of: question marks. • .Using some subordination (when / if / that / because) 	
English	Writing GDS	<ul style="list-style-type: none"> • Pupil(s) can write effectively and coherently for different purposes, drawing on their reading to inform the vocabulary and grammar of their writing, after discussion with the teacher: • making simple additions, revisions and proof-reading corrections to their own writing • using the full range of punctuation taught at key stage mostly correctly including: commas to separate items in a list • using the full range of punctuation taught at key stage mostly correctly including: apostrophes to mark singular possession in nouns and contractions 	



		<ul style="list-style-type: none">• spelling most common exception words• adding suffixes to spell most words correctly in their writing, e.g. -ment, -ness, -ful, -less, -ly• using the diagonal and horizontal strokes needed to join letters in most of their writing	
Mathematics	Wts	<ul style="list-style-type: none">• read and write numbers in numerals up to 00• .partition a two-digit number into tens and ones to demonstrate an understanding of place value, though they may use structured resources to support them• add and subtract two-digit numbers and ones, and two-digit numbers and tens, where no regrouping is required, explaining their method verbally, in pictures or using apparatus• recall at least four of the six number bonds for 0 and reason about associated facts• count in twos, fives and tens from 0 and use this to solve problems• know the value of different coins <p>name some common -D and -D shapes from a group of shapes or from pictures of the shapes and describe some of their properties.</p>	
Mathematics	AT	<ul style="list-style-type: none">• .read scales in divisions of ones, twos, fives and tens• partition any two-digit number into different combinations of tens and ones, explaining their thinking verbally, in pictures or using apparatus• .add and subtract any two-digit numbers using an efficient strategy, explaining their method verbally, in pictures or using apparatus• .recall all number bonds to and within 0 and use these to reason with and calculate bonds to and within 0, recognising other associated additive relationships• recall multiplication and division facts for , and 0 and use them to solve simple problems, demonstrating an understanding of commutativity as necessary• identify $\frac{1}{4}$, $\frac{1}{3}$, $\frac{1}{2}$, $\frac{2}{4}$, $\frac{3}{4}$ of a number or shape, and know that all parts must be equal parts of the whole• use different coins to make the same amount• read the time on a clock to the nearest minutes• name and describe properties of -2D and -3D shapes, including number of sides, vertices, edges, faces and lines of symmetry.	
Mathematics	GDS	<ul style="list-style-type: none">• read scales where not all numbers on the scale are given and estimate points in between• recall and use multiplication and division facts for , and 0 and make deductions outside known multiplication facts	



		<ul style="list-style-type: none">• use reasoning about numbers and relationships to solve more complex problems and explain their thinking• solve unfamiliar word problems that involve more than one step• read the time on a clock to the nearest minutes• describe similarities and differences of -D and -D shapes, using their properties.	
Science	Living Things and their habitats	<ul style="list-style-type: none">• explore and compare the differences between things that are living, dead, and things that have never 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, and how they depend on each other• identify and name a variety of plants and animals in their habitats, including microhabitats• describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food	Summer
Science	Plants	<ul style="list-style-type: none">• Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees• find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.• observe and describe how seeds and bulbs grow into mature plants• identify and describe the basic structure of a variety of common flowering plants, including trees.	Summer
Science	Animals Including Humans Sum	<ul style="list-style-type: none">• find out about and describe the basic needs of animals, including humans, for survival (water, food and air)• describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with the senses• identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat	Summer
Science	Everyday Materials	<ul style="list-style-type: none">• distinguish between an object and the material from which it is made• identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock• describe the simple physical properties of a variety of everyday materials	Autumn Spring



		<ul style="list-style-type: none"> compare and group together a variety of everyday materials on the basis of their simple physical properties. 	
Science	Working Scientifically	<ul style="list-style-type: none"> ask simple questions and recognise that they can be answered in different ways observe closely, using simple equipment perform simple tests identify and classify use their observations and ideas to suggest answers to questions gather and record data to help answer questions. 	On going
Science	GDS	<ul style="list-style-type: none"> Working at a greater depth across the majority of the curriculum, Can use Scientific knowledge in relation to the world around them. Can work scientifically through questioning and reasoning with fluency. Challenging themselves through higher order thinking. 	
History	Chronology	<ul style="list-style-type: none"> Recount changes in own life over time. Put people, events or objects in order using a given scale. Uses past and present when telling others about an event. Uses words and phrases such as recently, before, after, now and later. 	Au, Spr & Sum
History	Range and Depth of Historical Knowledge	<ul style="list-style-type: none"> Recount main events from a significant event in history Uses information to describe the past. Uses information to describe differences between then and now. 	Au, Spr & Sum
History	Interpretations of Historical Enquiry	<ul style="list-style-type: none"> Looks at books and pictures (and eye-witness accounts, photos, artefacts, buildings and visits, internet). Look carefully at pictures or objects to find information about the past. Understands why some people in the past did things. Asks and answers questions such as: 'what was it like for?', 'what happened in the past?', 'how long ago did happen?' Estimate the ages of people by studying and describing their features. 	Au & Spr
History	Organisation and Communication	<ul style="list-style-type: none"> Describes objectives, people and events. Draw labelled diagrams and writes about them to tell others about people, events and objects from the past Writes simple stories and recounts about the past. 	Au & Spr



History	GDS	<ul style="list-style-type: none"> ○ Use of time lines and be able to place key events in chronological order. 	Au & Sum
Geography	Locational Knowledge	<ul style="list-style-type: none"> • Name and locate the world's seven continents and five oceans. 	Autumn
Geography	Place Knowledge	<ul style="list-style-type: none"> • Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. 	Autumn
Geography	Human and Physical Geography	<ul style="list-style-type: none"> • Identify the location of hot and cold areas of the world in relation to the Equator and the North and South Poles. • Use basic geographical vocabulary to refer to key human features, including: village, factory, farm, house, office, harbour and shop • Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, sea, ocean, soil and vegetation. 	Au, & Sum
Geography	Geographical skills and fieldwork	<ul style="list-style-type: none"> • 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. • 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. • 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. • Use aerial photographs to recognise landmarks and basic human and physical features. • Use aerial photographs to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key. 	Au, Spr & Sum
Geography	GDS	<ul style="list-style-type: none"> • Use -digit grid references in map work. • Begin to identify, and draw their own, O/S map symbols. 	Autumn
Art	Explore and draw (Drawing)	<ul style="list-style-type: none"> • see how some artists explore the world around them to help them find inspiration. • explore composition by arranging materials I have chosen. • talk about why I have chosen the materials that I have chosen. • use careful looking to practice observational drawing. • hold an object and I can make a drawing thinking about the way the object <i>feels</i>. • combine different drawing media such as wax resist and watercolour, graphite and water, wax crayon and pencil in my observational drawings. . • work small in my sketchbook and on large sheets of paper. 	Autumn



		<ul style="list-style-type: none"> • explore how I can use line, shape and colour in my work. . . • cut out and collage to explore composition. 	
Art	Expressive painting (Painting)	<ul style="list-style-type: none"> • recognise primary colours and mix secondary colours. • experiment with hues by changing the amount of primary colours I add. / • make a loose drawing from a still life. • use my gestural mark making with paint, and incorporate the colours and shapes in the still life to make an expressive painting. 	Spring
Art	Mono printing (Printing) ARTIST FOCUS: Barbara Hepworth	<ul style="list-style-type: none"> • look closely at small objects close to me and make drawings with soft pencil or handwriting pen at the same scale or size. • listen to others talking about their work, and sometimes I can add my thoughts. • explore what a mono print is and have explored the work of an artist who uses mono print. • use carbon paper to make mono prints. • experiment with the kinds of marks I make, and think about how they help make my drawings interesting. • explore a theme and make mono prints using my imagination to make my drawings personal. • understand that through art, I can invent and discover. 	Summer
Design & Technology	Developing, planning and communicating ideas	<ul style="list-style-type: none"> • Develop their ideas through talk and drawings and label parts. Make templates and mock ups of their ideas in card and paper or using ICT. • Start to generate ideas by drawing on their own and other people's experiences. • Understand how to identify a target group for what they intend to design and make based on a design criteria. 	Summer
Design & Technology	Working with tools, equipment, materials and components to make quality products	<ul style="list-style-type: none"> • . Build structures, exploring how they can be made stronger, stiffer and more stable. • . With help measure, cut and score with some accuracy. • . Start to choose and use appropriate finishing techniques based on own ideas • . Learn to use hand tools safely and appropriately. 	Au, Spr & Sum



Design & Technology	Evaluating processes and products	<ul style="list-style-type: none"> • . With confidence talk about their ideas, saying what they like and dislike about them. 	Au, Spr & Sum
Design & Technology	Food and Nutrition	<ul style="list-style-type: none"> • . Understand that all food comes from plants or animals. • . Demonstrate how to use techniques such as cutting, peeling and grating. 	Summer
Computing		<ul style="list-style-type: none"> • use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies. • recognise common uses of information technology beyond school • use technology purposefully to create, organise, store, manipulate and retrieve digital content • understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions • create and debug simple programs • use logical reasoning to predict the behaviour of simple programs 	Au, Spr & Sum
PE	Acquiring and Developing Skills	<ul style="list-style-type: none"> • show good awareness of others in running, catching and avoiding games • improve the way they coordinate and control their bodies and a range of equipment • remember, repeat and link combinations of gymnastic actions, body shapes and balances with improving control and precision 	Au, Spr & Sum
PE	Selecting and applying skills, tactics and compositional ideas	<ul style="list-style-type: none"> • recognise others' tactics and react to situations in a way that helps partner and makes it difficult for opponents • choose, use and vary simple tactics to suit different situations • choose, use and vary simple compositional ideas in the sequences they create and perform 	Au, Spr & Sum
PE	Knowledge and understanding of fitness and health	<ul style="list-style-type: none"> • lift, move and place equipment safely • recognise and describe what their bodies feel like during different types of activities • know that they need to warm up and cool down 	Au, Spr & Sum



PE	Evaluating and improving performance	<ul style="list-style-type: none"> • copy actions and ideas and use to improve own performance • .recognise good quality in performance • .mprove their work using information they have gained by watching, listening and investigating 	Au, Spr & Sum
MFL		•	
Music		<ul style="list-style-type: none"> • sing a variety of songs with more accuracy of pitch • echo short sung melodic phrases • play instruments with control e.g. maintaining a steady beat, getting faster/louder • .compose repeated rhythmic patterns [ostinato] 	Autumn
Music		<ul style="list-style-type: none"> • .perform a sequence of sounds using a graphic score • work and perform in smaller groups • compose rhythm patterns from words 	Spring
Music		<ul style="list-style-type: none"> • demonstrate some confidence in performing as a group and as an individual • recognise and respond to the mood of a piece of music: begin to use music terminology when describing how the mood is created [i.e. the mood is sad because the music is played very slowly and quietly] 	Summer
PSHE	Being me in my learning world	<ul style="list-style-type: none"> • I can explain why my behaviour can impact on other people in my class. • I can compare my own and my friends' choices and can express why some choices are better than others. 	Autumn 1
PSHE	Celebrating Difference	<ul style="list-style-type: none"> • I can explain that sometimes people get bullied because they are seen to be different. This might include people who do not conform to gender stereotypes • I can explain how it feels to have a friend and be a friend. I can also explain why it is ok to be different from my friends. 	Autumn 2
PSHE	Dreams and Goals	<ul style="list-style-type: none"> • I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complimented each other. • I can explain how it felt to be part of a group and can identify a range of feelings about group work. 	Spring 1
PSHE	Healthy me	<ul style="list-style-type: none"> • I can explain why foods and medicines are good for my body comparing my ideas with less healthy/ unsafe choices 	Spring 2



		<ul style="list-style-type: none">• I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.	
PSHE	Relationships	<ul style="list-style-type: none">• I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.• I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.	Summer 1
PSHE	Changing Me	<ul style="list-style-type: none">• I can use the correct terms to describe penis, testicles, vagina, and explain why they are private. I can explain why some types of touches feel OK and others don't.• I can tell you what I like and don't like about being a boy/girl and getting older, and recognise that other people might feel differently to me.	Summer 2

