



# St Bede's Catholic Primary School and Nursery

## Curriculum Information

### Year 2

### Autumn Term – 2021

#### R.E.

##### Beginnings

Children will be able to :

- Know the story of Creation as a religious story, and retell the story
- Know that people are kind and loving because God made them.
- Know what a psalm is

##### Treasures

Children will be able to:

- Retell some special stories about creation and the treasures of God's world and be able to describe some ways in which religion is lived out by believers in the way they treasure God's world.
- Make links between religious stories about creation/ treasuring our world and beliefs and be able to give reasons for certain actions by believers in relation to treasuring God's world.
- Make links between how they feel about their treasure and how that might affect their behaviour and that of others

##### Journey in Love- We meet God's love in the community

Children will be able to :

- Understand we are part of a community
- Understand how to be safe in our community
- Know what we could do in our community to enrich it

Children will be able to :

- Recognise and use some religious words and phrases about types of prayer.
- Say and ask questions about what they wonder about the beauty around them and God creating the world.
- Describe that people are kind and loving because God made them.

Children will be able to :

- Talk about their own experience and feelings about the treasures they see or have and be able to say what they wonder about the treasures they see or have.
- Ask and respond to questions about their own and others' experiences of and feelings about what we treasure.
- Ask questions about what they and others wonder about the treasures of our world and realise that some of these questions are difficult to answer.

Children will be able to:

- Talk about being safe on the internet
- Talk about the joys of being in a community
- Talk about how we should be treated each other equally

## Preparations

Children will be able to :

- Recognise some religious signs and symbols and use religious words and phrases connected with the liturgical season of Advent.
- Recognise that Christians, through their actions follow Jesus as the Light of the World.
- Retell the stories of the Annunciation, the Visitation and the Nativity and be familiar with the characters in those events.

Children will be able to:

- Ask and respond to questions about they and others wonder about the amount of time and care involved in preparing for Christmas and realise that some of these are difficult to answer.
- Ask and respond to their own and others, experience and feelings, about how important it is to prepare well and what happens if there is no preparation
- Use religious words and phrases to describe some religious actions and symbols connected with the liturgical season of Advent.

## Science – Healthy Me

### Knowledge

Children will be able to:

- To know properties of materials e.g. waterproof, windproof, transparent, flexible, smooth.
- To know that we can Change materials by squashing, squeezing, stretching.

### Skills

Children will be able to:

- Independently carry out and collect simple data to show how far sneezes travel.
- Make decisions about how to communicate what they have learned about keeping healthy.

## Science – Materials Monster

### Knowledge

Children will be able to:

- To identify how to keep fit.
- To know that exercise, hygiene and being happy are important to be a healthy person.
- To know that we must wash our hands in order to keep one another safe from germs.

### Skills

Children will be able to:

- To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

## Geography – Weather

### Knowledge

Children will be able to:

- Can name the capitals of the UK.
- Can demonstrate locational awareness, name their local area, and that they live in the UK.
- Know the four seasons and the correct order and identify

### Skills

Children will be able to:

- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- Understand geographical similarities and differences through studying the human and physical geography of a small area of

<p>seasonal and daily weather patterns in the UK.</p> <ul style="list-style-type: none"> <li>• Can identify multiple weather types.</li> <li>• Can locate the UK and name the countries of the UK.</li> <li>• Can use and understand basic weather symbols.</li> <li>• Can use geographical skills (sketching) and creative means (role play, questioning) to show their understanding of different weather and seasons.</li> </ul>	<p>the United Kingdom, and of a small area in a contrasting non-European country. Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the equator and the north and south poles</p> <ul style="list-style-type: none"> <li>• Use basic geographical vocabulary to refer to key physical features, including; beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>
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**History**  
**Bonfire Night & The Great Fire of London**

<p><b>Knowledge</b></p> <p><u>Children will be able to:</u></p> <ul style="list-style-type: none"> <li>• Explore two very different events within the Stuart period.</li> <li>• Investigate the events of the Gunpowder Plot which led Bonfire Night being introduced into the UK calendar.</li> <li>• Study the Great Fire of London, and decide whether or not it improved London for those living there.</li> <li>• Interpret evidence from the time and afterwards, examining whether the sources are reliable.</li> </ul>	<p><b>Skills</b></p> <p><u>Children will be able to:</u></p> <ul style="list-style-type: none"> <li>• Develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>• Choose and use parts of stories and other sources that they know and understand of key features of events.</li> <li>• Understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> <li>• Use a wide vocabulary of everyday historical terms.</li> <li>• Know where events they study fit within a chronological framework.</li> </ul>
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**P.S.H.E.**

<p><b>Knowledge</b></p> <p>Children will be able to:</p> <p><b>Autumn 1 – Being me in my World:</b></p> <ul style="list-style-type: none"> <li>• Identifying hopes and fears for the coming year.</li> <li>• Understand the rights and responsibilities for being a member of the class.</li> <li>• Listen to other people and contribute their own ideas about rewards and consequences.</li> </ul> <p><b>Autumn 2 – Celebrating Differences:</b></p> <ul style="list-style-type: none"> <li>• Understanding that sometimes people make</li> </ul>	<p><b>Skills</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Discussing what they feel worried about how who to ask for help from.</li> <li>• Helping to make their class a safe and fair place</li> <li>• Working cooperatively with their classmates.</li> <li>• Discussing ways that boy and girls are similar and different and feeling positive about this and accepting this is ok.</li> </ul>
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<p>assumptions about boys and girls (stereotypes).</p> <ul style="list-style-type: none"> <li>• Understanding that bullying is sometimes about difference and it is okay to be different.</li> <li>• Recognising what is right and wrong and how to look after ourselves.</li> </ul>	<ul style="list-style-type: none"> <li>• Seeing a variety of ways that someone might feel if being bullied.</li> <li>• Knowing how it feels to be a friend and have a friend.</li> </ul>
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## P.E.

<p><b>Knowledge</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Develop knowledge of The Great Fire of London to use as a stimuli</li> <li>• Understand a motif is a movement that is repeated and developed throughout a dance</li> <li>• Develop further knowledge of the Great Fire of London and develop the actions of the start of the fire into a combined motifs.</li> </ul>	<p><b>Skills</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Perform imaginative linked fire motifs that clearly express the start, spread and end of the Great Fire, showing some dance techniques.</li> <li>• Explore travelling and pathways.</li> <li>• Use change of levels, speed/direction, control and cannon within linked fire motifs.</li> </ul>
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## Art – Aboriginal Art

<p><b>Knowledge</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Explain what a symbol is</li> <li>• Understand how Aboriginal Art was created to pass stories on to the next generation</li> <li>• Understand how to sequence a piece of art to help tell a story</li> </ul>	<p><b>Skills</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Use line and colour to convey ideas</li> <li>• Control markings for different purposes Cross-hatching Dots to create images</li> <li>• Show an understanding of how to make choices in their artwork</li> </ul>
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## Design and Technology – Delightful Decorations

<p><b>Knowledge</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Know how to safely and sensibly cut with scissors and use needles.</li> <li>• Know how to join pieces of fabric together using a running and overstitch.</li> <li>• Explain the steps they will follow to create their design.</li> </ul>	<p><b>Skills</b></p> <p>Children will be able to:</p> <ul style="list-style-type: none"> <li>• Cut safely and accurately in straight, zigzag and curvy lines.</li> <li>• Use a running stitch and overstitch to join and attach buttons to fabric.</li> <li>• Create and make a design which meets a design criteria and evaluate their final product, identifying areas for improvement.</li> </ul>
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## Computing

### Knowledge

#### Unit 1: Programming on-screen

- To be secure in what algorithms are
- To know how algorithms are implemented on a digital device.
- To be secure in creating and debugging simple programs

### Skills

#### Unit 1: Programming on-screen

- To convert simple algorithms to programs
- To make predictions and fix mistakes with programs
- To be able to describe what happens in computer games

### Knowledge

Children will be able to:

#### Unit 2: Exploring how computer games work

- To know that computer games are executed by following precise and unambiguous instructions
- To recognise how computers can be used beyond school
- To gain an understanding of how technology can be used safely and respectfully

### Skills

Children will be able to:

#### Unit 2: Exploring how computer games work

- To look at the different ways computer games are made
- To set instructions correctly in order for a game to work
- To make suggestions in ways in which simple computer games could be improved

## Music

### Knowledge

Children will be able to:

#### Autumn 1 – Beat and rhythm

- Understand the difference between beat and rhythm.
- Recognise and describe changes in tempo.

#### Autumn 2 – Festivals (Duration)

- Recognise and describe long and short sounds and sequences of sounds.
- Understand that sequences of long and short sounds can be represented by written symbols.

### Skills

Children will be able to:

- Keep in time with the beat
- Play and create rhythms.
- Perform controlled changes in tempo.
- Describe and play sequences of long and short sounds.
- Read and create symbols (graphic scores) showing sequences different length sounds.