



**St Joseph's Catholic Primary School**  
Curriculum Entitlement Overview Document: Year Two 2022-2023



Subject	Advent Term			Lenten term			Trinity Term		
RE	Domestic Church Beginning s	Baptism/ Confirmatio n Signs & Symbols	Advent/ Christmas Preparation s	Local Churc h Books	Eucharist Thanksgivin g	Lent/ Easter Opportunitie s	Pentecos t Spread The Word	Reconciliation / Anointing of the sick Rules	Universa l Church Treasure s
	Judaism Shabbat						Islam Prayer/home		
RSE	Story Sessions: Let the Children Come			I Am Unique Girls and Boys Clean and Healthy  Feelings- Likes and Dislikes Feeling Inside Out Super Susie Gets Angry			The Cycle of Life Three in One Who Is My Neighbour The Community We Live In		
PSHE	PSHE is integrated into all subjects across the whole curriculum. It covers: British values Anti bullying RSE Global links Healthy lives Emotional health and wellbeing Careers education Drugs, alcohol and tobacco Finance education Safety/Keeping children safe in education It links to Rights Respecting Schools, Come and See, Statements to Live By and Ten Ten. Many school visits and school-based assemblies/workshops with visitors supplement the curriculum.								
English	Text: The Day the Crayons Quit Exploring different texts by the same author Letters Persuasive Writing Diary Writing  Text: The Bear and the Piano Narrative - story writing Setting description Character analysis Poetry to perform  Text: The Santa Trap Non-Chronological reports Explanation texts Character analysis Thought bubbles Dialogue			Text: Grandad’s secret giant Texts by a familiar author Poetry Recounts Narrative - Story writing Instructions Explanation texts  Text: Toys in Space Letters writing Diary writing Poetry Persuasive adverts and posters Setting description dialogue Narrative - adapting adventure stories  Text: Beegu Dialogue A range of sentence types Shape poetry Poetry to perform First person recounts			Text: Jack and the Beanstalk/Jim and the Beanstalk Dialogue Thought bubbles Informal letters Narrative - retelling Traditional Tales Twisted Tales  Text: Rosie Revere Engineer Short explanations Writing in role Reports Adverts		
Mathematics	Number: Place value Number: Addition and subtraction Measurement: Money Number: Multiplication and division			Number: Multiplication and division Statistics Geometry: Properties of shape Number: Fractions Measurement: Length and height			Position and direction Problem solving and efficient methods Measurement: Time Measurement: Mass, Capacity and Temperature Investigations		
Science	Animals Including Humans Offspring into adults Explain basic needs for survival (water, food & air) Need for exercise / nutrition / hygiene			Living Things & Habitats Explain difference between living, dead & non-living (7 processes of life) Live in habitats (suited) Habitats provide basic needs. Depend on each other. Study habitats/microhabitats			Uses of Everyday Materials Identify/compare uses of everyday materials Find out how shapes of solids can be changed by squashing, bending, twisting & stretching  Plants Food chains (feeding only) Growth from seed/bulb		

			Requirements for growth (water, light & suitable temperature)
<b>Art &amp; Design</b>	<b>Drawing: Tell a Story</b> Using storybook illustration as a stimulus, children develop their mark making to explore tone to show form. Experimenting with creating patterned surfaces to add texture and detail to drawings, they create an illustration for a familiar story.	<b>Sculpture and 3D: Clay Houses</b> Developing their ability to work with clay, children learn how to create simple thumb pots then explore the work of sculptor Rachel Whiteread and apply her ideas in a final piece that uses techniques such as cutting, shaping, joining and impressing into clay.	<b>Painting and Mixed Media: Beside the Seaside</b> Taking seaside paintings and impressionist painters as a starting point, pupils investigate how mixing a wider range of colours contributes to different effects. They explore surface texture when selecting and combining materials to make a mixed-media final piece.
<b>Computing</b>	<b>Animal Top Trumps</b> <b>Programming</b> Program a robot to do particular tasks watch a program execute and spot where it goes wrong so that I can debug it. Look at a friend's program and tell what will happen. <b>Multimedia</b> Use technology to organise and present my ideas in different ways. Save and open files on the device I use. <b>Data Handling</b> Starting to understand a branching database. Talk about the different ways I collect information. Make and save a graph using the data I collect. Talk about the data that is shown in my chart or graph.	<b>Fix It and Find It</b> <b>Programming</b> Give instructions to my friend and physically follow their instructions. Order instructions to make something happen and talk about this as an algorithm. Program a robot to do a particular task. Watch a program execute and spot where it goes wrong so that to debug it. <b>Multimedia</b> Use technology to organise and present my ideas, including adding text and images. Use the keyboard on my device to add, delete and space text for others to read. Be able to tell about an online tool that will help to share ideas with other people. Be able to save and open files on the device they use. <b>Technology in our Lives</b> Explain why technology is used in the home and the community. Identify benefits of using technology including finding information and communicating with others.	<b>Shapes and Safety</b> <b>Programming</b> Tell the order I need to do things to make something happen and talk about this as an algorithm. Look at my friend's program and tell you what will happen. Watch a program execute and spot where it does wrong so that I can debug it. Program a robot or software to do a particular task. <b>Multimedia / Handling Data</b> Tell you what kind of information I could use to help me investigate a question. Start to understand a branching database Use technology to present my ideas in different ways <b>Technology in our Lives</b> Access information from the school public drive. Identify benefits of using technology including finding information on the Internet. Know who information belongs to explain why I use technology in my home and community talk about the data that is shown in my chart or graph

<b>Design &amp; Technology</b>	<b>Structures: Baby Bear's Chair</b> Using the tale of Goldilocks and the Three Bears as inspiration, children help Baby Bear by making him a brand-new chair. When designing the chair, they consider his needs and what he likes and explore ways of building it so that it is strong.	<b>Mechanisms: Fairground Wheel</b> Designing and creating their own Ferris wheels, considering how the different components fit together so that the wheels rotate and the structures stand freely. Pupils select appropriate materials and develop their cutting and joining skills	<b>Mechanisms: Making a Movie Monster</b> After learning the terms; pivot, lever and linkage, children design a monster which will move using a linkage mechanism. Children practise making linkages of different types and varying the materials they use to bring their monsters to life.
<b>Geography</b>	<b>What a Wonderful World (Comparison to a non-European country)</b> Name and locate the World 7 continents and 5 oceans. 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.	<b>Map Makers</b> Use basic Geographical vocabulary to refer to: key human features including city, town, village, island, farm, house, office, shop etc. Use aerial photographs and plan perspectives to recognize landmarks and basic physical features; devise a simple map and use and construct basic symbols in a key.	<b>Oh I do Like to be Beside the Seaside (Comparison to a non-European country)</b> Understand Geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a contrasting non-European country.
<b>History</b>	<b>Great Fire of London</b> Events beyond living memory that are significant nationally or globally. Wide vocabulary of everyday historical terms. Similarities and differences between ways and lives of different periods. Wide vocabulary of everyday historical terms. Understand some ways in which we find out about the past.	<b>Voyagers Neil Armstrong</b> . Significant historical events, people and places in their locality. They should know where people and events they study fit within a chronological framework. Wide vocabulary of everyday historical terms. Using stories and sources so that they know and understand key features of events.	<b>Fighting Fit Florence Nightingale and Edith Cavell</b> The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare different aspects of lives in different periods. Compare the life of Florence to our own lives. Consider the conditions in Scutari when Florence arrived and explore the changes she instigated.
<b>Music</b>	-Recap note values and introduce time signature and bar lines -Appraise a wide range of classical and popular music -Singing in rounds - splitting the class singing in canon with one another -Compose rhythms using common time signature and bar lines -Different styles of popular music drawing comparison to classical music -Understand what picture painting is and how a piece of music and create an image -Appraise classical music	-Appraise a variety of popular music genres -Identify tempo/pulse when appraising music -Recap music history - classical -Perform composed rhythms on percussion instruments using time signature and bar lines -Music history on percussion instruments	-Sing a wide range of repertoire -Accurately draw music notation e.g., crotchet, time signature -Appraise a range of classical and popular music commenting on picture painting - link to art -Assessment on yearly content against KS1 NC objectives -Recap and go back to weak points in knowledge -Appraise a wide range of music spanning periods covered -Group performance
<b>Physical Education</b>	<b>1<sup>st</sup> Half:</b> Invasion Games: Basketball <b>2<sup>nd</sup> Half</b> Invasion games: Tag Rugby	<b>1<sup>st</sup> Half:</b> Dance and movement: Gymnastics to music or Dance <b>2<sup>nd</sup> Half</b> I Movement: Gymnastics using apparatus	<b>1<sup>st</sup> Half:</b> Striking and fielding: Rounders <b>2<sup>nd</sup> Half</b> Striking and fielding/Athletics: Tennis
<b>British Values</b>			