

St. John the Evangelist Catholic Academy
Curriculum Overview Year 2

Religious Education						
	Autumn i	Autumn ii	Spring i	Spring ii	Summer i	Summer ii
Year 2	Old Testament: Stories and Prayers Sharing in the life of Jesus: Mary, the Disciples, Saints and Us. P.S.H.E.: Relationships	Advent Christmas P.S.H.E.: Living in the Wider World	Parables/Miracles Special Celebrations P.S.H.E.: Relationships Living in the Wider World	Lent Holy Week P.S.H.E.: Relationships	Easter Pentecost	Our Church The Mass P.S.H.E.: Relationships Living in the Wider World
Objectives	<p>Old Testament: Know: that there are two parts to the Bible; Know stories about different people in the Old Testament who were called into friendship with God;</p> <p>Recognise that psalms are special songs to praise and thank God;</p> <p>Understand that in the Old Testament we can discover some important images of God for Christians today.</p>	<p>Advent: Know that Advent is a season of preparation for Christmas;</p> <p>Can describe the Advent wreath and explain why it is a symbol of preparation for Christmas;</p> <p>Know the story of John the Baptist about preparing the way for Jesus;</p> <p>Describe some ways the parish prepares for Christmas.</p>	<p>Parables/Miracles: Know a range of parables and miracles;</p> <p>Understand Jesus' qualities as a healer and teacher;</p> <p>Know that the Church carries on Jesus' work of healing through the Sacrament of the Sick.</p>	<p>Lent: Know the importance of Jesus' teaching about forgiveness;</p> <p>Be able to express the difficulties associated with being a forgiving person;</p> <p>Have some understanding of how we experience forgiveness through the Sacrament of Reconciliation.</p>	<p>Easter: Know a range of stories about the Resurrection and the Risen Jesus, the other characters involved and their reactions;</p> <p>Be able to identify the symbols used during the Easter Season and explain their significance.</p>	<p>Church: Know that the Church is the Family of God and that the church building symbolises the beliefs of the people; Recognise the different roles and responsibilities of people in the parish community.</p>

	<p>Sharing in the life of Jesus: Know important stories from the New Testament about the life of Jesus and Mary and the call of the disciples;</p> <p>Know that the Rosary is a special form of Christian prayer;</p> <p>Know about the examples of saints and important events in their lives;</p> <p>Understand and take part in a moment of stillness and prayer.</p>	<p>Christmas: Know and be able to sequence the story of Christmas from the annunciation to the flight into Egypt;</p> <p>Be able to trace the journey of Mary and Joseph on a map;</p> <p>Understand some of the difficulties faced by Mary and Joseph and why their journeys into Bethlehem and Egypt were necessary.</p>	<p>Special Celebrations: Know the Seasons of the Liturgical Year and be able to describe some of the customs and symbols associated with them;</p> <p>Know that the Sacraments are special celebrations and identify some of the rituals that take place in Baptism and Marriage.</p>	<p>Holy Week: Know the sequence of events of Holy week;</p> <p>Think of reasons why Christians praise and thank Jesus today;</p> <p>Understand something of the words and actions of Jesus at the Last Supper;</p> <p>Be able to reflect on Jesus' suffering and death.</p>	<p>Pentecost: Know the story of Pentecost;</p> <p>Understand that the Holy Spirit was the promised gift of Jesus;</p> <p>Recognise the role of the Holy Spirit in the lives of Christians today;</p> <p>Recognise that Confirmation is a celebration of the gift of the Holy Spirit.</p>	<p>The Mass: Understand the sequence of the Mass and the meaning of some of the words and actions;</p> <p>Understand some reasons why the Mass is an important celebration for the Church;</p> <p>Be able to join in important responses during Mass.</p>
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Working scientifically to be planned for throughout the year. Create an observation station to cover objectives linked to "Seasonal Changes" and provide opportunities for consolidation of objectives covered in focus areas.

- 1) asking simple questions and recognising that they can be answered in different ways
- 2) observing closely, using simple equipment
- 3) performing simple tests
- 4) identifying and classifying
- 5) using their observations and ideas to suggest answers to questions
- 6) gathering and recording data to help in answering questions.

Seasonal Changes

- 1) observe changes across the four seasons
- 2) observe and describe weather associated with the seasons and how day length varies.

	Autumn i	Autumn ii	Spring i	Spring ii	Summer i	Summer ii
Year 2	Everyday Materials (Materials Monster/ Electrical circuits)	Animals, including humans (Healthy Me/ Investigate all senses P.S.H.E.: Health & Well- Being	Plants/ All living things and their habitats (Young Gardeners)		Nutrition (Little Masterchefs) (Chocolate?) P.S.H.E.: Health & Well- Being	Whole school topic (Famous scientist)
Objectives	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 understand where food comes from notice that animals, including humans, have offspring which grow into adults; To find out about and describe the basic needs of animals, including humans, for survival (water, food	To explore and compare the differences between things that are living, dead, and things that have never been alive; To 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; To identify that most living things live in habitats to which they are suited and describe		Cooking: To use the basic principles of a healthy and varied diet to prepare dishes . □	

		<p>and air);</p> <p>To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p>how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other;</p> <p>To 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.</p> <p>To observe and describe how seeds and bulbs grow into mature plants find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.</p> <p>Light (to be linked with the fieldwork topic for geography):</p> <p>Can observe and name a variety of sources of sound, noticing that we hear with our ears.</p> <p>Can recognise that sounds get fainter as the distance from the sound source increases.</p>		
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	Autumn i	Autumn ii	Spring i	Spring ii	Summer i	Summer ii
Year 2	Great Fire of London	Significant Individual (Samuel Pepys)			Historical events, people and places) The Seaside/Holidays (Link with Science Holiday unit in Year 1) P.S.H.E.: Living in the Wider World	
Objectives	To know about events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.	To learn about the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods significant historical events, people and places in their own locality.			To be able to discuss changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.	

Geography

Location Knowledge: Use display in hall to encourage children to locate places within the U.K. (First News)

Create Weather Station in Key Stage 1 playground.

Location Knowledge:

- 1) name and locate the world's seven continents and five oceans
- 2) name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Human and physical geography

- 1) 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
- 2) 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
 key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

	Autumn i	Autumn ii	Spring i	Spring ii	Summer i	Summer ii
Year 2		P.S.H.E.: Health & Well- Being Living in the Wider World	Place Knowledge (Fieldwork - aerial photos/ create simple maps to show locations of different plants/features.)			
Objectives		Place knowledge (Link to Nutrition/ Chocolate topic) To 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-	Human and physical geography To 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; To 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; key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.			

		European country	<p>Geographical skills and fieldwork</p> <p>To 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;</p> <p>To 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 ;</p> <p>To 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;</p> <p>To 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.</p> <p>Light (to be linked with the fieldwork topic for geography): Can observe and name a variety of sources of sound, noticing that we hear with our ears.</p>		
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			Can recognise that sounds get fainter as the distance from the sound source increases.		
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Computing						
<p>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</p> <p>P.S.H.E.: Health & Well- Being (There will be a particular focus on cyber-bullying, accessing safe sites, use of social networks and ensuring children are able to employ appropriate strategies to keep themselves safe.)</p>						
	Autumn i	Autumn ii	Spring i	Spring ii	Summer i	Summer ii
Year 2	Computational Thinking (We are Games Testers)	Computational Thinking (We are TV Chefs)	Computer Networks (We are Researchers)	Productivity (We are Zoologists)	Creativity ((We are Photographers)	Communication/ Collaboration (We are detectives)
Objectives	To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ;	To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions ;		To use technology purposefully to create, organise, store, manipulate and retrieve digital content	To use technology purposefully to create, organise, store, manipulate and retrieve digital content	To use technology purposefully to create, organise, store, manipulate and retrieve digital content

	To create and debug simple programs; To use logical reasoning to predict the behaviour of simple programs	To create and debug simple programs; To use logical reasoning to predict the behaviour of simple programs				
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Art and Design						
Throughout the year children will have the opportunity to produce a painting, a sculpture/3D model/ drawing (pencil/charcoal)/Printing/explore the work of an artist(s)						
	Autumn i	Autumn ii	Spring i	Spring ii	Summer i	Summer ii
Year 2						
Objectives						

Design and Technology						
	Autumn i	Autumn ii	Spring i	Spring ii	Summer i	Summer ii
Year 2						
Objectives						

Physical Education						
	Autumn i	Autumn ii	Spring i	Spring ii	Summer i	Summer ii
Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of						

increasingly challenging situations.						
Year 2	Dance Multi-skills P.S.H.E.: Helath & Well- Being Relationships	Gymnastics Multi-skills P.S.H.E.: Helath & Well- Being Relationships	Fitness Games P.S.H.E.: Helath & Well- Being Relationships	Gymnastics Dance P.S.H.E.: Helath & Well- Being Relationships	Multi-sports P.S.H.E.: Helath & Well- Being Relationships	Athletics Multi-sports P.S.H.E.: Helath & Well- Being Relationships
Objectives	Participate in team games, developing simple tactics for attacking and defending. Perform dances using simple movement patterns.	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities. Participate in team games, developing simple tactics for attacking and defending.	Participate in team games, developing simple tactics for attacking and defending. Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Perform dances using simple movement patterns.	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending.	Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities Participate in team games, developing simple tactics for attacking and defending.

Music						
	Autumn i	Autumn ii	Spring i	Spring ii	Summer i	Summer ii

Year 2						
Objectives	Pupils should be taught to: <ul style="list-style-type: none">□ use their voices expressively and creatively by singing songs and speaking chants and rhymes□ play tuned and untuned instruments musically□ listen with concentration and understanding to a range of high-quality live and recorded music□ experiment with, create, select and combine sounds using the inter-related dimensions of music.					