



St John the Baptist Catholic Primary School

Curriculum Information: Autumn Term 2025

Year 2

Religious Education	English	Maths	Science	RHSE
<p><u>Mission</u></p> <p>Why do we have a mission statement?</p> <p><u>Creation</u></p> <p>How do people and stories in the Old Testament inspire us to look after God's creation?</p> <p><u>CST</u></p> <p>How can we share the light of the World?</p> <p><u>Advent</u></p> <p>How can we help prepare a way for the Lord?</p>	<p><u>Texts:</u></p> <p>Big Bear, Little Brother Little Red Riding Hood Zim Zam Zoom</p> <p>Correct letter formation. Alternative phonemes for spelling.</p> <p>Apply common exception words from Year 1.</p> <p>Spell words with taught suffixes (eg -ing, -er, -est).</p> <p>Start and end punctuation.</p> <p>Secure use of and / but to link two main clauses.</p> <p>Simple subordination using because.</p> <p>Past tense Expanded noun phrases (adj + adj + noun).</p> <p>Plan ideas and collect key vocabulary Write a series of linked / cohesive sentences Proof reading for spelling errors.</p>	<p><u>Number and Place Value</u></p> <p>Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward. Recognise the place value of each digit in a two-digit number (tens and ones). Identify, represent, and estimate numbers using different representations, including the number line.</p> <p>Compare and order numbers from 0 to 100 using <, >, and = signs. Read and write numbers to at least 100 in numerals and words. Use place value and number facts to solve problems.</p> <p><u>Measurement</u></p> <p>Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm).</p> <p>Use tools such as rulers, metre sticks, tape measures to measure accurately. Compare and order lengths and heights using vocabulary such as: longer than, shorter than, taller than, shortest, longest, tallest. Record results using <, >, and = symbols. Solve one- and two-step problems involving length and height.</p> <p><u>Addition and Subtraction</u></p> <p>Recall and use addition and subtraction facts for 20 fluently, and derive related facts up to 100.</p> <p>Understand and use fact families (e.g., $4 + 6 = 10$, $6 + 4 = 10$, $10 - 4 = 6$, $10 - 6 = 4$). Use related facts to solve problems (e.g., if $3 + 7 = 10$, then $30 + 70 = 100$).</p> <p><u>Multiplication and Division</u></p> <p>Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers.</p> <p>Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs. Show that multiplication of two numbers can be done in any order (commutative), but division cannot.</p> <p>Solve problems involving multiplication and division.</p> <p><u>Fractions and Geometry</u></p> <p>Recognise, find, name and write fractions $1/3$, $1/4$, $2/4$, and $3/4$ of a length, shape, set of objects or quantity. Understand that $2/4$ and $1/2$ are equivalent.</p> <p>Begin to use fraction notation and understand that fractions are part of a whole. Use concrete resources (e.g. fraction bars, shapes, counters) to explore fractions. Solve simple problems involving fractions in practical contexts.</p>	<p><u>Animal life cycles</u></p> <p>What is the life cycle of an animal?</p> <p><u>Changing materials</u></p> <p>Why do we choose materials to do certain jobs?</p>	<p><u>Handmade with Love</u></p> <p>Understanding that each person is unique and loved. Recognising that our bodies belong to us. Learning the difference between appropriate and inappropriate contact.</p> <p>Exploring the idea that we are created with purpose and dignity. Encouraging children to respect themselves and others.</p> <p><u>Me, My Body, My Health</u></p> <p>Naming body parts appropriately. Understanding personal hygiene and how to stay healthy. Learning about healthy eating, exercise, and sleep. Recognising the importance of self-care and asking for help. Exploring safe and unsafe secrets and how to seek support from trusted adults.</p> <p><u>Emotional Wellbeing</u></p> <p>Identifying and naming a range of emotions Understanding that emotions can change and are influenced by experiences. Learning strategies to manage feelings, such as breathing, talking, or drawing. Building resilience and self-confidence. Encouraging kindness, empathy, and positive relationships.</p> <p><u>Safeguarding Curriculum:</u></p> <p>Clever Never Goes - https://clevernevergoes.org/parents-2/ Pantosaur - https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/</p>



History/Geography	D.T./Art	Music	P.E.	Computing
<p><u>Great Fire of London</u> A significant event in British history that took place in 1666. Through this topic, children will explore: What happened during the fire and how it started. Why the fire spread so quickly, including the materials used to build houses at the time. The role of key individuals such as Samuel Pepys and King Charles II. How the fire led to changes in building design and fire safety.</p> <p><u>Continents and Oceans</u> Exploring the seven continents and five oceans of the world. Through this topic, children will: Learn to name and locate the continents and oceans on a world map. Understand the differences between continents in terms of size, climate, and location. Discover interesting facts about each continent and ocean. Develop map skills by using atlases, globes, and digital maps. Begin to understand how geography connects people and places around the world.</p>	<p><u>Great Fire of London Collage</u> Use and extend the variety of drawings tools. Discuss use of shadows, use of light and dark. Darken colours without using black. Begin to describe colours by objects 'raspberry pink, sunshine yellow'. Use overlapping and overlaying to create effects.</p> <p><u>Fire Engineers</u> Designing and making model fire engines. This exciting project links closely with our history topic on the Great Fire of London and helps children apply their learning in a creative and practical way, whilst learning about axles and chassis.</p>	<p><u>Exploring Simple Patterns</u> Learn to recognise and create simple rhythmic patterns. Use instruments and body percussion to perform repeated patterns. Begin to understand musical structure through repetition and contrast. Work collaboratively to compose and perform short rhythmic pieces.</p> <p><u>Focus on Dynamics and Tempo</u> Explore how volume (dynamics) and speed (tempo) affect the mood and style of music. Listen to a variety of musical pieces and describe how they make them feel. Experiment with changing dynamics and tempo in their own performances. Develop confidence in expressing themselves musically.</p>	<p><u>Gymnastics</u> Explore basic shapes, balances, and movements. Learn to travel in different ways (e.g. rolling, jumping, sliding). Practise linking movements into simple sequences. Develop control, strength, and flexibility.</p> <p><u>Dance</u> Respond to music through expressive movement. Learn to copy and create simple dance patterns. Work individually and in pairs to perform short routines. Build confidence in rhythm, timing, and storytelling through dance.</p> <p><u>Fundamental Movement Skills:</u> Practise key skills such as running, jumping, throwing, and catching. Improve coordination, balance, and agility. Take part in fun games that promote teamwork and spatial awareness. Begin to understand the importance of warming up and staying active.</p>	<p><u>What should I share online?</u> The focus is on helping children understand how to use the internet safely and responsibly. What the internet is and how we use it. How to stay safe online, including recognising unsafe content and stranger danger. The importance of keeping personal information private. What to do if something online makes them feel uncomfortable. How to be kind and respectful when communicating online.</p> <p><u>Information technology around us</u> What information technology is and where it can be found (e.g. shops, schools, homes). How IT is used to help people work, communicate, and stay safe. The difference between IT and computers. How to use IT responsibly and respectfully. Ways they can stay safe when using technology.</p>

Homework: Set every Friday. Hand in by Wednesday.

Important Dates/Events:

How to help at home:

RHSE Parent Portal: <https://www.tentenresources.co.uk/parent-portal/> Username: st-johnb-spl0 Password: floral-10