



**St. Mary's Catholic Primary School, Chiswick**  
**Year 2 – Mr Lyons and Mrs Chiocca**  
**Autumn Term 2023**

**Key Dates:**

Week commencing Monday 18<sup>th</sup> September – Clubs begin and homework to be handed out.

Friday 22<sup>nd</sup> September – Jeans for Genes Day (Mufti Day)

W.c. Monday 2<sup>nd</sup> October – Celebrating the month of the Rosary

Wednesday 18<sup>th</sup> October – Year 2 class assembly

Wednesday 29<sup>th</sup> November – Parent Consultations (Online)

Wednesday 13<sup>th</sup> December – KS1 Nativity performance

*Living & Learning,  
Inspired by our faith*

**Topic Themes: How was the school different in the past?**  
**Would you prefer to live in a hot or cold country?**

**How you can help...**

R.E.

**The Chosen People:**

Knowledge:

We will help the children appreciate that they are chosen and gifted by God to do Him some definite service: to help others. We will also develop the children's knowledge of Abraham, Moses and Daniel and give some understanding of their faith and trust in God.

Skills Focus:

- Know that they are chosen by God and that we thank God by helping others.
- Explore why God chose Abraham and that Abraham trusted God to guide him.

**Reading**

- Please make sure your child reads every night for at least fifteen minutes and that the adult who listens to them signs their reading record. Each child will be given a reading day and will be expected to bring in their book on that day. They will also be given the opportunity to change their book once they have read.

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| <p>- Understand that God chose Moses to help his people and that they are chosen to help others.</p> <p>- Know that Daniel had to be brave and have faith because he was chosen.</p> <p><b>Mysteries:</b></p> <p><u>Knowledge:</u></p> <p>We will develop the children’s knowledge and understanding of the term ‘mystery’ and of the Christian understanding of God as ‘Trinity’. We will then go on to outline the story of Jesus’ birth and reflect on God’s choice of Mary and Joseph.</p> <p><u>Skills Focus:</u></p> <p>- Know what a mystery is and reflect on mysteries.</p> <p>- Explore that the Trinity is a great mystery and that we can think of the Trinity in different ways</p> <p>- Describe what the story of the Annunciation tells us about Jesus.</p> <p>- Know that in Advent we prepare to celebrate Jesus’ birth. Think of ways to prepare for his birth.</p> <p>- Describe what the stories of the Visit of the Shepherds and the Wise Men tell us about Jesus.</p> <p><b>Nativity Performance:</b> In the lead up to Christmas, we will be preparing our EYFS and KS1 Nativity performances. More information to follow soon.</p> | <ul style="list-style-type: none"><li>• Ask your child questions about what they have read, ensuring that they are referencing the text to provide evidence for their answers.</li><li>• After you have read a page, ask your child to point out any <b>proper nouns, verbs, adverbs, adjectives</b> or <b>conjunctions</b>.</li><li>• Use the ‘New words ...’ section of the reading record to help your child incorporate new vocabulary in their writing and spoken language.</li><li>• Continue to revise the different <b>phases</b> in preparation for the revised Phonics Screening Check in the second half of the autumn term.</li></ul> <p><b><u>Writing</u></b></p> <ul style="list-style-type: none"><li>• Complete the English homework each week. Ask your child to write spelling sentences if you feel that they need further practice.</li><li>• Ensure your child focuses on forming lower-case letters using cursive handwriting when completing their homework.</li><li>• Please encourage your child to read over their work after they have finished. A good way of doing this is to let them read over their English</li></ul> |
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| Reading | <p><u>Knowledge:</u> We will be reading various texts during the autumn term. We will also be using spoken language to develop an understanding of our class texts through imagining and exploring ideas in discussion, debate and role-play.</p> <p><u>Skills Focus:</u></p> <ul style="list-style-type: none"> <li>- Listen to, discuss and express views about books.</li> <li>- Discuss the significance of the title and events.</li> <li>- Link what they hear or read to their own experiences.</li> <li>- Explain their understanding of what is read.</li> <li>- Discuss the sequence of events in books and how items of information are related.</li> <li>- Discuss favourite words and phrases.</li> <li>- Ask and answer questions.</li> <li>- Predict what might happen on the basis of what has been read.</li> <li>- Draw inferences on the basis of what is being said and done.</li> <li>- Participate in discussion about what is read, taking turns and listening to others.</li> </ul> <p><u>Summary:</u> Our focus books for the autumn term are The Magic Finger by Roald Dahl and How to Find Gold by Viviane Schwarz</p> <p><b>The Magic Finger:</b> A story about hunting, anger, compassion, kindness and forgiveness. It is narrated by an 8-year-old girl (we never find out her name) who has a magic finger and the consequences of getting on the wrong side of her anger.</p> <p><b>How to Find Gold:</b> A story of imaginative play and of two friends, Anna and Crocodile, who are on the hunt for gold. But finding gold isn't easy. Oh no! It's dangerous and difficult and requires planning.</p> | <p>homework and see if anything has been left out or needs changing (e.g. missing full stop or using a capital letter). Then read through the work together and see how it could be improved (e.g. could they include some of the new vocabulary from their reading books or add an expanded noun phrase for description in their writing).</p> <ul style="list-style-type: none"> <li>• Ask your child to include connectives in their sentences to create more detailed pieces of writing, such as <b>and, because, if, but, so.</b></li> <li>• Remind children to check the spelling of key words, particularly words that have been set as homework.</li> <li>• Practice words which have been sent as spellings each week. Discuss ways in which your child can remember the spelling.</li> <li>• Other ways to help improve spelling and punctuation would be to write down some unpunctuated sentences for your child to punctuate correctly or dictate a sentence, either made up or read from a book, for your child to write down with the correct punctuation and spelling.</li> </ul> <p><u>Maths</u></p> <ul style="list-style-type: none"> <li>• Complete the Maths homework each week. Set your child more questions if you feel that they need more practice.</li> <li>• Encourage and praise your child for giving maths questions a go, even if they are not sure of the answer.</li> </ul> |
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| Writing                                | <p><u>Knowledge:</u> We will be reading and listening to whole books to help the children to increase their vocabulary and grammatical knowledge, including their knowledge of the vocabulary and grammar of Standard English. These activities also help them to understand how different types of writing, including narratives, are structured. All these can be drawn on for their writing.</p> <p><u>Skills focus:</u></p> <ul style="list-style-type: none"> <li>- Draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally.</li> <li>- Sequence sentences to form short narratives.</li> <li>- Write for different purposes including fictional personal experiences.</li> <li>- Reread and evaluate writing to check it makes sense and make simple revisions.</li> <li>- Use new and familiar punctuation correctly.</li> <li>- Use sentences in different forms.</li> <li>- Expand noun phrases to describe and specify.</li> <li>- Use past and present tense correctly and consistently.</li> <li>- Use simple conjunctions to link subordinate and co-ordinating clauses.</li> </ul> | <ul style="list-style-type: none"> <li>• Ask your child to revise all their number bonds to 20 as well as the related subtraction facts.</li> <li>• Give your child some missing number problems e.g. <math>? - 10 = 4</math>.</li> <li>• Recap counting in 2s, 5s and 10s.</li> <li>• Reinforce partitioning in three digit numbers, ensuring the children understand the value of hundreds, tens and ones.</li> <li>• Rehearse telling the time to the nearest 15 minutes. (Especially half past and o'clock times.)</li> <li>• Practice the weekly mental arithmetic task that has been set each week.</li> </ul> |
| Handwriting                            | <p><b><u>Kinetic Letters</u></b></p> <p>The children will continue to learn to control the direction and placement of each of the 6 letter moves, so that when they are combined into the sequences to form letters, these are correctly formed and orientated. As the children learn each move, they must learn to coordinate movement and speech as this is the basis of the Move it, Say it, Write it strategy. We will also start to get the children to join up their letters.</p>   |  |
| Spelling<br>Punctuation and<br>Grammar | <p><u>Knowledge:</u> The children will be encouraged to apply their knowledge of suffixes from their word reading to their spelling. They should also draw from and apply their growing knowledge of word and spelling structure, as well as their knowledge of root words. We will also move towards more word-specific knowledge of spelling, including homophones.</p>   |  |

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|             | <p><b><u>Skills focus:</u></b></p> <ul style="list-style-type: none"> <li>- Use capital letters and full stops correctly and consistently.</li> <li>- Recognise what question and exclamation marks are.</li> <li>- Use sentences with different forms: statement, question, exclamation and command.</li> <li>- Recognise and use adjectives for description.</li> <li>- Use expanded noun phrases to describe.</li> <li>- Use the present and past tenses correctly.</li> <li>- Begin to recognise subordination and co-ordination.</li> <li>- Learn to spell some homophones.</li> <li>- Learn to spell words with contracted forms.</li> <li>- Learn to spell words with different prefixes and suffixes.</li> </ul>  |  |
| Mathematics | <p><b><u>Place Value:</u></b></p> <p><b><u>Knowledge:</u></b> The children will use materials and a range of representations, practicing counting, reading, writing and comparing numbers to at least 100. They will also attempt to solve a variety of related problems to develop their fluency.</p> <p><b><u>Skills focus:</u></b></p> <ul style="list-style-type: none"> <li>- Count objects to 100 by making 10s</li> <li>- Recognise tens and ones</li> <li>- Partition numbers to 100</li> <li>- Write numbers to 100 in words</li> <li>- Write numbers to 100 in expanded form</li> <li>- Estimate numbers on a number line</li> <li>- Compare objects and numbers</li> <li>- Order objects and numbers</li> <li>- Count in 2s, 5s and 10s</li> <li>- Count in 3s</li> </ul> <p><b><u>Addition and Subtraction:</u></b></p> <p><b><u>Knowledge:</u></b> The children will solve problems with addition and subtraction by using concrete objects and pictorial representations, including those involving numbers, quantities and measures. They will extend their understanding of the language of addition and subtraction to include sum and difference.</p> |  |

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|         | <p><u>Skills focus:</u></p> <ul style="list-style-type: none"> <li>- Fact families - addition and subtraction bonds within 20</li> <li>- Add three 1-digit numbers</li> <li>- Add to the next 10</li> <li>- Subtract a 1-digit number from a 2-digit number (across a 10)</li> <li>- Add and subtract 10s</li> <li>- Find 10 more and 10 less</li> </ul> <p><b>Properties of Shapes</b></p> <p><u>Knowledge:</u> The children will handle and name a wide variety of common 2-D and 3-D shapes including: quadrilaterals and polygons, and cuboids, prisms and cones, and identify the properties of each shape (for example, number of sides, number of faces).</p> <p><u>Skills focus:</u></p> <ul style="list-style-type: none"> <li>- Recognise 2D and 3D shapes</li> <li>- Count sides and vertices on 2D shapes</li> <li>- Draw and sort 2D shapes</li> <li>- Lines of symmetry</li> <li>- Make patterns with 2D shapes</li> <li>- Count faces, edges and vertices on 3D shapes</li> <li>- Sort and make patterns with 3D shapes.</li> </ul> |  |
| Science | <p><b>Animals Including Humans:</b></p> <p><u>Knowledge:</u> The children will develop their understanding of life cycles, thinking about the different stages and how an animal or plant change over time. They will then look at the importance of food and water and discuss their importance to survival. To finish the topic, the children will explore healthy eating and explain how humans maintain good hygiene.</p> <p><u>Skills focus:</u></p> <ul style="list-style-type: none"> <li>- Recognise that all animals, including humans, have offspring that grow into adults and compare and contrast adults and their offspring.</li> </ul>  |  |

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|      | <ul style="list-style-type: none"> <li>- Identify the basic needs of animals, including humans, for survival (i.e. water, food and air).</li> <li>- Recognise and describe the importance for humans of exercise, a healthy diet and hygiene.</li> </ul> <p><b>Uses of Everyday Materials:</b></p> <p><u>Knowledge:</u> The children will develop an understanding of what materials are used for, what properties of materials make them suitable for a particular use and how the shape of materials can be changed. The children will complete a number of investigations and observations to explore during the term.</p> <p><u>Skills focus:</u></p> <ul style="list-style-type: none"> <li>- Compare the uses of everyday materials</li> <li>- Compare the suitability of different everyday materials</li> <li>- Explain the basic progress of recycling</li> <li>- Demonstrate and explain how shapes of objects made from some materials can be changed.</li> </ul> |  |
| P.E. | <p><b>Brentford Fc FUNS – Travelling and Moving/Throwing and Catching:</b></p> <p><u>Knowledge:</u><br/>The children will be taught about the importance of being active and describe how their bodies feel during different activities.</p> <p><u>Skills Focus:</u></p> <ul style="list-style-type: none"> <li>- Move into a given space within a game.</li> <li>- Pass a ball to a partner using hands and feet.</li> <li>- Throw a ball underarm, overarm and use a bounce pass.</li> <li>- Use over arm and underarm throws to throw items in a straight line.</li> </ul> <p><b>Object Control and Balance:</b></p> <p><u>Knowledge:</u><br/>The children will continue to 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.</p>   |  |

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|           | <p><u>Skills Focus:</u></p> <ul style="list-style-type: none"> <li>- Copy stretching movements for different parts of the body.</li> <li>- Balance using hands, feet or seat.</li> <li>- Create different shapes when balancing.</li> <li>- Travel in different ways.</li> </ul>   |  |
| Music     | <p><u>Knowledge:</u><br/>The children will be exploring pulse as they are listening to music. They will be able to clap a variety of rhythms in small groups and then perform these to the rest of the class.</p> <p><u>Skills Focus:</u></p> <ul style="list-style-type: none"> <li>- Sing and follow the melody (tune).</li> <li>- Sing accurately at a given pitch.</li> <li>- Perform with others.</li> <li>- Play simple rhythmic patterns on an instrument.</li> <li>- Sing/ clap a pulse increasing or decreasing in tempo.</li> <li>- Tell the difference between long and short sounds.</li> <li>- Tell the difference between high and low sounds.</li> </ul>  |  |
| Computing | <p><b>Computing systems and networks – what is a computer?</b></p> <p><u>Knowledge:</u> The children will understand the difference between a desktop and laptop computer. They will explore how people control technology and discuss how instructions are inputted into computers.</p> <p><u>Skills Focus:</u></p> <ul style="list-style-type: none"> <li>- Understand what a computer is and that it's made up of different components.</li> <li>- Use greater control when taking photos with cameras, tablets or computers.</li> <li>- Create and label images.</li> <li>- Learn how computers are used in the wider world.</li> </ul> <p><b>Data Handling – International Space Station:</b></p> <p><u>Knowledge:</u> The children will begin to understand that you can enter simple data into a spreadsheet. They will understand what steps you need to take to</p> |  |



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|                   |                          | <p>create an algorithm and explain what data needs to be used to answer certain questions.</p> <p><u>Skills Focus:</u></p> <ul style="list-style-type: none"> <li>- Develop confidence with the keyboard and the basics of touch typing.</li> <li>- Collect and inputting data into a spreadsheet.</li> <li>- Learn how computers are used in the wider world.</li> </ul>  |  |
| Creative Subjects | Geography                | <p><b>Geography: Would you prefer to live in a hot or cold country?</b></p> <p><u>Knowledge:</u></p> <p>This topic will introduce children to the basic concept of climate zones and mapping out hot and cold places globally. Children compare features in the North and South Poles and Kenya as well as in the local area. They learn the four compass points and the names and location of the seven continents.</p> <p><u>Skills Focus:</u></p> <ul style="list-style-type: none"> <li>- Locate all the world's seven continents on a world map.</li> <li>- Describe and begin to explain some key differences between our local area and a small area of a contrasting non-European country.</li> <li>- Locate some hot and cold areas of the world on a world map.</li> <li>- Locate the Equator and North and South Poles on a world map.</li> <li>- Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.</li> <li>- Recognise human and physical features on aerial photographs and plan perspectives.</li> </ul> <p><b>History: How was school different in the past?</b></p> <p><u>Knowledge:</u></p> <p>This topic will give the children the opportunity to find out that schools have been in the locality for a long time but they have not always been the same. The children will look for similarities and differences and use a range of sources enabling them to recognise some continuity between their lives and the past.</p> <p><u>Skills Focus:</u></p> |  |
|                   | History                  |  |  |
|                   | Art & Design             |  |  |
|                   | PSHCE                    |  |  |
|                   | Modern Foreign Languages |  |  |

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|  | <ul style="list-style-type: none"><li>- Recognise some things which have changed/stayed the same as the past.</li><li>- Identify simple reasons for changes.</li><li>- Make simple observations about a source or artefact.</li><li>- Compare pictures or photographs of people or events in the past.</li><li>- Understand how we use books and sources to find out about the past.</li><li>- Describe past events and people by drawing or writing.</li></ul> <p><b>Art and Design:</b></p> <p><u>Knowledge:</u></p> <p>In Art and Design, the children will respond to a design brief and will create a piece of art that represents the local area using a map as their stimulus. They will learn three techniques for working creatively with materials (felt making, recreating stained glass effects and adapting simple tile prints) and at the end of the project, they will evaluate their design ideas, choosing the best to meet the brief.</p> <p><u>Skills Focus:</u></p> <ul style="list-style-type: none"><li>- Use drawing, painting and sculpture to develop and share ideas, experiences and imagination.</li><li>- Use a range of materials creatively to design and make products.</li><li>- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li></ul> <p><b>Design and Technology:</b></p> <p><u>Knowledge:</u></p> <p>We will link our Design and Technology topic to our Animals Including Humans topic in Science. The children will learn about the food groups (carbohydrates, proteins, fruits and vegetables, dairy, oils and spreads) to understand a balanced diet to develop a healthy wrap. We will discuss the importance of eating healthily and think of ways we can do this.</p> <p><u>Skills Focus:</u></p> |  |
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|  | <ul style="list-style-type: none"><li>- Design a healthy wrap based on a food combination which works well together.</li><li>- Slice food safely using the bridge or claw grip.</li><li>- Describe the taste, texture and smell of fruit and vegetables.</li><li>- Describe the information that should be included on a label.</li></ul> <p><b>PSHCE:</b></p> <p><u>Knowledge:</u></p> <p>The children will look at the importance of being themselves, having the confidence to recognise positive qualities and emotions in their everyday lives. They will also talk about the importance of sharing feelings. They will understand that families can be made up of different people.</p> <p><u>Skills Focus:</u></p> <ul style="list-style-type: none"><li>- Understand ways to show respect for different families.</li><li>- Understand that families offer love, care and support.</li><li>- Learn how other people show their feelings and how to respond to them.</li><li>- Explore the conventions of manners in different situations.</li></ul> <p><b>Modern Foreign Languages: Italian</b></p> <p><u>Knowledge:</u></p> <p>The children will be introduced to basic Italian words and phrases by our Italian teacher. They will engage in a variety of songs and games. These lessons will take place once a week on a Friday morning.</p> <p><u>Skills Focus:</u></p> <ul style="list-style-type: none"><li>- Listen to model role-plays and infer meaning.</li><li>- Role play on saying how they are and what their name is.</li></ul> |  |
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