



## Religious Education

# St. Mary's Catholic Primary School, Chiswick Year 2 – Mr Lyons, Mrs Brindle and Mrs Laljee Spring Term 2026

## Galilee to Jerusalem:

### Knowledge:

In this branch, the children will experience the ministry of Jesus, the Word of God. They will learn about the life of Jesus and his revelation of the Kingdom of God through parables, encounters, miracles, and teachings. They will learn about the call of the disciples and the nature of being a follower of Jesus. The focus is for pupils to develop an early understanding of the Christian belief that through the ministry of Jesus, some of those who encountered him recognised he was the Son of God. Pupils will deepen their knowledge of who Jesus is and understand how he teaches about the nature of God through parables and miracles.

### Skills:

- Begin to recognise 'parables' as a literary form in Scripture
- Recognise that everyone is tempted to make bad choices (sin), but that God loves and forgives all people
- Begin to recognise that the miracles of Jesus are signs that he is the Son of God.
- Retell, in any form, the story of John the Baptist and the baptism of Jesus
- Correctly use religious words and phrases to recognise how we say sorry to God in prayer and talk about why saying sorry to God and to others is important.

## Desert to Garden:

### Knowledge:

The focus of study is on the season of Lent, culminating in the events of Holy Week. Again, the title of the branch suggests a journey to be undertaken and points to both the liturgical journey of Lent (from the desert to the Garden of the resurrection) and also indicates the journey from darkness to light, death to life through the Paschal mystery. This branch supports pupils to learn about the Paschal mystery as the heart of the Catholic church's life and liturgy.

## Living & Learning, Inspired by our faith

How you can help...

### 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.
- Please use the bookband guide which is in your child's Reading Record to support your child with reading at home.
- Ask your child questions about what they have read, ensuring that they are referencing the text to provide evidence for their answers.
- After you have read a page, ask your child to point out any **proper nouns, verbs, adverbs, adjectives** or **conjunctions**. (it is imperative that your child understands the meanings of these word classes).
- Please discuss any unknown words with your child. Begin to discuss how a dictionary is used to help explain the meaning of any unknown vocabulary.
- Learn about cause and effect in both narrative and non-fiction (for example,

	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-Recognise what Jesus said on the cross about forgiveness and make simple connections with the belief that God always forgives us</li> <li>- Recognise that Lent is a time for reconciliation and forgiveness</li> <li>- Correctly use religious words and phrases to talk about the symbols of light and water in the Easter Vigil Mass</li> <li>- Recognise what Jesus said on the cross about forgiveness and make simple connections with the belief that God always forgives us</li> <li>- Recognise that Lent is a time for reconciliation and forgiveness.</li> </ul>	<p>what has prompted a character's behaviour in a story; why certain dates are commemorated annually). 'Thinking aloud' when reading to help them to understand what skilled readers do.</p> <ul style="list-style-type: none"> <li>• Encourage your child to use expression in their reading, understanding how to change their voice when different characters interact in a story.</li> </ul>
<b>PSHE/RSE</b>	<p><b>PSHE and RSE:</b></p> <p><u>Knowledge:</u></p> <p>IN PSHE the children will explore the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals, developing a growth mindset and understanding dental hygiene.</p> <p>In RSE the children will meet presenters Zoe and Joey and fictional character Super Susie. They will help children to understand and articulate their own changing feelings and how other people's feelings might differ from theirs. The children will learn how they can manage their feelings and about the consequences of their actions. They will be shown that God created us to follow the cycle of life and He loves us at every stage. The children will learn about the specifics of the human life cycle, including the end of life.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- Know that we often feel more than one emotion at a time</li> <li>- Describe how their body feels during/after exercise</li> <li>- Understand how relaxation affects the body</li> <li>- Know that failing isn't the end of a process</li> <li>- Realise that we all have different feelings at different times, and different likes and dislikes too</li> <li>- Understand and articulate their own feelings and how other people's feelings might differ from theirs.</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 the required number of spelling sentences.</li> <li>• Ensure your child focuses on forming lower-case letters using Kinetic Letters handwriting when completing their homework. The children should be using the style of handwriting which we have been teaching in school. I will provide examples of the style we use on our class page on the website.</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 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</li> </ul>

	<ul style="list-style-type: none"> <li>- Learn about consequences of choices and what to do when it all goes wrong</li> <li>- Look at the specifics of the human life cycle, and children will be encouraged to celebrate how they have already changed and grown</li> <li>- Introduce the beginning and end points of the human life cycle: birth and death.</li> </ul>	<p>reading books or add an expanded noun phrase for description in their writing). We will continue to encourage the children to read through their work and edit in class.</p> <ul style="list-style-type: none"> <li>• Ask your child to include conjunctions in their sentences to create more detailed pieces of writing, such as <b>and, because, if, but, so, that, or, when.</b></li> <li>• Remind your child to check the spelling of key words, particularly words that have been set as homework and the Common Exception Words from the Year 2 list.</li> <li>• Practice words which have been sent as spellings each week. Discuss ways in which your child can remember the spelling. Ensure the children continue to practice these spellings throughout the year and not just for the weekly spelling test.</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>
<b>Reading</b>	<p><b><u>Our core texts for the Spring Term are:</u></b></p> <p><b>The Adventures of Egg Box Dragon by Richard Adams:</b> Emma is delighted when her home-made dragon magically comes to life. He's good at roaring. He's great at breathing fire. And best of all, he's excellent at finding lost treasure!</p> <p><b>The Fox and the Star by Coralie Bickford-Smith:</b> Once there was a Fox who lived in a deep, dense forest. For as long as Fox could remember, his only friend had been Star, who lit the forest paths each night. But then one night Star was not there, and Fox had to face the forest all alone.</p> <p><u>Knowledge:</u> We will be reading various texts during the Spring 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:</u></p> <ul style="list-style-type: none"> <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> <li>- Develop empathy and explore wider themes through a narrative text</li> <li>- Deepen knowledge of the world through enquiry and cross-curricular research stimulated by a narrative text</li> <li>- Enrich vocabulary and understanding of the impact of language on readers and audience</li> <li>- Link what the children have read or heard read to their own experiences.</li> </ul>	<p><b><u>Maths</u></b></p> <ul style="list-style-type: none"> <li>• Complete the Maths homework each week. Set your child more questions if</li> </ul>

<p><b>Writing</b></p>	<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:</u></p> <ul style="list-style-type: none"> <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>- Continue to use sentence punctuation accurately and correctly</li> <li>- Begin to use new punctuation like speech marks and apostrophes</li> <li>- Use sentences in different forms</li> <li>- Use the past and present tense correctly and consistently</li> <li>- Use coordination (and/or/but) and subordination (when/if/that/because)</li> <li>- Use expanded noun phrases to describe and specify [for example, the small, blue butterfly]</li> <li>- Understand how commas are used in lists.</li> </ul> <p><b><u>Kinetic Letters</u></b></p>	<p>you feel that they need more practice.</p> <ul style="list-style-type: none"> <li>• Encourage and praise your child for giving maths questions a go, even if they are not sure of the answer.</li> <li>• Ask your child to revise all their number bonds to 20 and 30 as well as the related subtraction facts.</li> <li>• Continue to give your child some missing number problems e.g. <math>? - 10 = 4</math>.</li> <li>• Your child should partition numbers in different ways (for example, <math>23 = 20 + 3</math> and <math>23 = 10 + 13</math>) to support subtraction.</li> <li>• Recap counting in 2s, 3s, 5s and 10s. Encourage your child to practice quick recall when doing this. If they need more support, please use visual objects to help with counting.</li> <li>• Rehearse telling the time to the nearest 5 and 10 minutes on an analogue clock and then link these times to the digital form. We will begin to look at time in the Summer Term.</li> <li>• Practice the weekly mental arithmetic task that has been set each week. Please refer to the half termly KIRF's (Key Instant Recall Facts) which will be found on the Year 2 page of the website.</li> </ul>
<p><b>Handwriting</b></p>	<p>The children will begin to join their writing using Kinetic Letters techniques. They will be taught that all letters are not joined and understand that by joining, the speed and legibility of their writing may change in the first instance. The children will have this demonstrated to them by the class teacher and will practice in school and at home for homework.</p>	
<p><b>Spelling Punctuation and Grammar</b></p>	<p><u>Knowledge:</u> The children will be encouraged to apply their knowledge of suffixes from their word reading to their spellings e.g. using -er and -ment. 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 begin to learn the difference between past and present tense and explore different sentence types – exclamations and statements.</p>	

	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-Revising and spelling all of the Year 2 Common Exception Words</li> <li>- Continue to write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far</li> <li>- Different types of verbs</li> <li>- Using adverbs with -ly</li> <li>- Recognising adverbs in sentences</li> <li>- Recognising simple contractions</li> <li>- Introducing plural and passive</li> <li>- Recognising statements and exclamations</li> <li>- Adding -er, -ment, -ness, -less and -ful to a root word</li> <li>- Learning how to recognise the simple past</li> <li>- Learning how to recognise the simple present</li> <li>- Using both the past and present tenses</li> <li>- Understanding what a suffix is.</li> </ul>	<p><b>Dates for the Diary:</b> *****</p> <p>Term begins – Tuesday 6<sup>th</sup> January – 8.45am</p> <p>Children's Mental Health Awareness Week – week beginning Monday 9<sup>th</sup> February</p> <p>Perform Drama Workshop in school – Friday 13<sup>th</sup> February - pm</p> <p>Half Term – Monday 16<sup>th</sup> -Friday 20<sup>th</sup> February</p> <p>Safer Internet Day – Tuesday 10<sup>th</sup> February</p> <p>Year 2 Class Assembly – Wednesday 4<sup>th</sup> March – 9.05am</p>
<b>Mathematics</b>	<p><b>Multiplication and Division:</b></p> <p><u>Knowledge:</u> The children will work with a range of materials and contexts in which multiplication and division relate to grouping and sharing discrete and continuous quantities, to arrays and to repeated addition. They begin to relate these to fractions and measures (for example, <math>40 \div 2 = 20</math>, 20 is a half of 40).</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- Recognise and make equal groups</li> <li>- Add equal groups</li> <li>- Multiplication using the x symbol</li> <li>- Multiplication sentences from pictures</li> <li>- Using arrays</li> <li>- Making doubles</li> <li>- Revising the 2, 5 and 10 times tables</li> <li>- Make equal groups by sharing and grouping</li> <li>- Odd and even numbers</li> <li>- Divide by 2, 5 and 10.</li> </ul>	<p>Other Faiths' Week – Hinduism – week beginning Monday 23<sup>rd</sup> February</p> <p>School Photos – Friday 27<sup>th</sup> February</p> <p>Book Week – week beginning Monday 2<sup>nd</sup> March</p> <p>Whole School Mass (Y2-Y6) Feast of the Annunciation – Wednesday 25<sup>th</sup> March - 10:00 am - Church</p> <p>Parents' Evening - Thursday 26<sup>th</sup> March from 1:30pm (appointments in school)</p> <p>End of term – Friday 27<sup>th</sup> March - 1:15pm finish</p>

<p><b>Properties of Shapes:</b> <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:</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> <p><b>Reasoning:</b> <u>Knowledge:</u> The children will begin to select and use appropriate measuring tools to solve word problems. Following on from this, the children solve real-life measuring problems linked to our measuring topic earlier in the term. We will conclude this topic by solving one and two step word problems using the four operations – addition, subtraction, multiplication and division.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"><li>- Think through problems and apply strategies for solving them</li><li>- Use all of their mathematical skills to enable them to solve different word problems</li><li>- Discuss solutions and show working out when completing one and two step word problems.</li></ul> <p><b>Measurement – Length and Height:</b> <u>Knowledge:</u></p>	<p>Summer Term begins – Monday 13<sup>th</sup> April – 8.45am. Children return to school wearing Summer uniform.</p>
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	<p>The children will focus on measuring lengths and heights using a ruler, with a specific focus on measuring in centimetres. It is essential that children understand the importance of starting from zero when measuring, and that not lining their ruler up correctly will lead to incorrect answers.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers.</li> <li>- Compare and order lengths, mass, volume/capacity and record the results using &gt;, &lt; and =</li> </ul>	
<b>Science</b>	<p><b>Uses of Everyday Materials:</b></p> <p><u>Knowledge:</u></p> <p>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:</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><b>Living Things and Their Habitats:</b></p> <p><u>Knowledge:</u></p> <p>The children will develop their understanding of habitats, thinking about and describing a range of different examples like an ocean, desert and river. They will also explore what a microhabitat is and start to think about where they would find these. The final part of this topic will look at how animals and plants</p>	

	<p>depend on each other. The children will explore food chains and discuss how living things would not survive without these.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"><li>-Explore and compare the differences between things that are living, dead and things that have never been alive</li><li>- 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 as well as how they depend on each other</li><li>- Identify and name a variety of animals in their habitats, including microhabitats</li><li>- 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.</li></ul> <p><b>Plants:</b></p> <p><u>Knowledge:</u></p> <p>The children will use the local environment throughout the year to observe how different plants grow. They will be introduced to the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"><li>-Observe and describe how seeds and bulbs grow into mature plants</li><li>- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</li><li>- Work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.</li></ul>	
<b>P.E.</b>	<p><b>PE</b> will take place on <b>Tuesdays and Wednesdays</b>. Please ensure that your child wears a fully labelled PE kit on these days.</p> <p><b>Gymnastics:</b></p> <p><u>Knowledge:</u></p>	



	<p>The children will be taught about the importance of being active and describe how their bodies feel during different activities. They will have the opportunity to become increasingly competent and confident in their agility, balance and coordination.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- Explore basic skills, actions and ideas with increasing understanding</li> <li>- Remember and repeat simple skills and actions with increasing control and coordination</li> <li>- Explore how to choose and apply skills and actions in sequence.</li> </ul> <p><b>Dance:</b></p> <p><u>Knowledge:</u></p> <p>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> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- Perform basic dance actions</li> <li>- Copy short motifs</li> <li>- Link two or more actions together.</li> </ul>	
<b>Music</b>	<p><b>Music Theory:</b></p> <p><u>Knowledge:</u></p> <p>The Children will learn features of musical notation to prepare them for reading and performing music. They will become familiar with pitch and tuned instrumentation through the use of keyboard through the course. The children will be encouraged to develop the musical ear through practicing aural skills and thinking critically about the music they hear.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- Know what 'pitch' means</li> <li>- Know the note lengths of a crotchet, quaver and minim</li> </ul>	

	<ul style="list-style-type: none"> <li>- Clap a rhythm following rhythmic notation</li> <li>- Play a simple melody on the keyboards.</li> </ul> <p><b>Keyboards:</b></p> <p><u>Knowledge:</u></p> <p>This is an introduction to playing keyboards. Pupils will improve their keyboard skills gaining confidence in reading music, performing and composing. By working through several exercises looking with notation, timing and rhythm pupils will learn how to read music in the treble and bass clef and perform a variety of pieces throughout the course.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- Find a C note on the keyboard</li> <li>- Know the definition of musician and duet</li> <li>- Know the purpose of a musical rest</li> <li>- Explain what an octave is.</li> </ul>	
<b>Computing</b>	<p><b>Online Safety:</b></p> <p><u>Knowledge:</u></p> <p>The children will 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.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- Identify whether information is safe or unsafe to be shared online</li> <li>- Learn how to create a strong password</li> <li>- Learn to be respectful of others when sharing online and ask for their permission before sharing content.</li> </ul> <p><b>Computing systems and networks 2 – Word Processing:</b></p> <p><u>Knowledge:</u></p> <p>The children will know that touch typing is the fastest way to type. They will also understand how to change the style of text, whether that's through changing the colour, size or style of writing.</p>	

	<p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>-Develop confidence with the keyboard and the basics of touch typing</li> <li>- Use word processing software to type and reformat text</li> <li>- Search for appropriate images to use in a document.</li> </ul>	
<p><b>Foundation Subjects</b></p>	<p><b>History: How did we learn to fly?</b></p> <p><u>Knowledge:</u></p> <p>The children will know that beyond living memory is more than 100 years ago and explore how flying has changed over time. They will discuss the changes that may come about because of improvements in technology. The children will know that 'historically significant' people are those who changed many people's lives. They will begin to identify achievements and inventions that still influence their own lives today.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- Know where people/events studied fit into a chronological framework</li> <li>- Identify simple reasons for changes</li> <li>- Recognise different ways in which the past is represented (including eye-witness accounts)</li> <li>- Use artefacts and photographs to ask and answer questions about the past</li> <li>- Know some things that have changed/stayed the same as the past</li> </ul> <p><b>Geography: Why is Our World Wonderful?</b></p> <p><u>Knowledge:</u></p> <p>The children will explore the geography of the United Kingdom through focusing on the characteristics of the four capital cities of the UK. They will learn about the key geographical features of the world including naming the five oceans of the world. They will know that a capital city is the city where a country's government is located. The children will also begin to recognise world maps as a flattened globe.</p> <p><u>Skills:</u></p> <ul style="list-style-type: none"> <li>- Locate the world's five oceans on a world map</li> </ul>	

- Identify characteristics (both human and physical) of the four capital cities of the UK
- Recognise landmarks of a city studied on aerial photographs and plan perspectives
- Use locational language and the compass points (N, S, E, W) to describe the location of features on a map
- Present data in simple tally charts or pictograms and commenting on what the data shows.

### **Art and Design:**

#### Knowledge:

The children will know that 'composition' means how things are arranged on the page. They will then understand that lines can be used to fill shapes, to make outlines and to add detail or pattern. The children will also know that patterns can be used to add detail to an artwork.

#### Skills:

- The children will begin to generate ideas from a wider range of stimuli, exploring different media and techniques
- They will further develop mark-making within a greater range of media, demonstrating increased control
- They will understand the importance of talking about how they could improve their own work.

### **Design and Technology:**

#### Knowledge:

The children will understand that mechanisms are a collection of moving parts that work together as a machine to produce movement. Through making and designing their moving monster, the children will know that a lever is something that turns on a pivot and that a linkage mechanism is made up of a series of levers.

	<p><u>Skills:</u></p> <p>The children will understand that mechanisms are a collection of moving parts that work together as a machine to produce movement. Through making and designing their moving monster, the children will know that a lever is something that turns on a pivot and that a linkage mechanism is made up of a series of levers.</p>	
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