



## Religious Education

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

## Creation and Covenant:

In this branch, children will learn about the story of Noah, mainly focusing on God's promise, or covenant, with Noah and with all creatures that 'nothing of flesh shall be swept away again by the waters of the flood' (Gen 9:15), a promise symbolised by the rainbow. The story of Noah shows that though the people turned away from living good lives, a path back to God was restored through the small hope of Noah and his family. We will help the children to understand that the Bible is split into two parts – Old and New Testament. We will use religious words and phrases to talk about the Sacrament of Baptism, as a sign of Jesus' love for all people and a welcome into the Christian family. In Catholic Social Teaching we will explore stewardship and care for creation.

## Understand:

- Retell in any form the Noah story (Genesis 6:9-9:17), focusing on Noah and God's promise to all living creatures in the sign of the rainbow (Gen 9:8-17).
- Know that psalms are prayed/sung to praise God and recognise that they are a different literary form in scripture.
- Understand the term 'stewardship' and what it means for caring for God's world.
- Correctly use religious words and phrases to talk about the Sacrament of Baptism, as a sign of Jesus' love for all people and a welcome into the Christian family.
- Know that the Christian Bible is split into two parts, the Old Testament, and the New Testament.

## Discern:

- Respond to the way God's gift of Creation is expressed in a variety of creative and artistic ways, e.g., art, music, or poetry and talk about the reason for their response.
- Express a point of view, with a relevant reason, about why we care for God's world, making simple connections with God's promise to all living creatures in the story of Noah.
- Explore the meaning of symbols used in an infant's baptism in the Catholic Church.

## 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**.
- Use the 'New words ...' section of the reading record to help your child incorporate new vocabulary in their writing and spoken language.
- Continue to revise the different **phases** in preparation for the revised Phonics Screening Check in the second half of the autumn term.

**Respond:**

- Consider what they could do to care for God's world in their own lives and in the life of their local community. (RVE)
- Reflect on the gift of Creation (awe and wonder). (RVE)
- Reflect on how actions can help or harm themselves and others and what this could mean for their friendship with God

**Prophecy and Promise:**

In this branch the learning topics include retelling religious accounts from the Annunciation and the birth of Jesus. The accounts will be taken from the Gospel of Luke. This branch includes identifying Zechariah's message about John the Baptist's future (Luke 1:76) and recognising that the church teaches that Mary is the mother of God who prays for them. Children will also describe some ways in which Christians prepare for Jesus' coming at Christmas during the season of Advent. During this branch, the children will learn the Our Father prayer. They will make connections to their learning on Mary as the Mother of God, and the Catholic Social Teaching Principle of Preferential Option for the Poor during the season of Advent. As a class, we will think about ways in which we can help others. The children will act out the story of the birth of Jesus in the Nativity performance.

**Understand:**

- Retell, with increasing detail, one of the religious accounts from the Annunciation and the birth of John the Baptist and of the Annunciation and the birth of Jesus from the Gospel of Luke.
- Know that a prophet or prophetess communicates God's message, inspired by the Holy Spirit, and that Isaiah and John the Baptist are prophets.
- Identify Zechariah's special message about John's future (Lk 1:76).
- Recognise that the Church teaches that the person Isaiah spoke of was Jesus long before he was born.
- Recognise that the Church teaches that Mary is the mother of God who prays for them and with them.
- Describe some ways that Christians prepare for Jesus' coming at Christmas during the season of Advent for example, correctly using religious words and phrases to recognise the meaning given to the Advent wreath and how these might help Christians prepare for Christmas. (RVE)

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|                 | <p><b>Discern:</b></p> <ul style="list-style-type: none"> <li>• Talk about Isaiah's picture language about light and darkness (Is 9:1-2) and making simple links with Jesus.</li> <li>• Say what they wonder about the Holy Spirit and how baby John the Baptist, Mary, Elizabeth, and Zechariah felt.</li> <li>• Talk about how other cultures and communities prepare in Advent, for example, through art, dance, music, or celebrations such as Las Posadas. (RVE)</li> <li>• Listen to different traditions and interpretations of the meaning of the Advent wreath. (RVE)</li> </ul> <p><b>Respond:</b></p> <ul style="list-style-type: none"> <li>• Talk about Mary's prayer, the Magnificat (Lk 1:46-50, 53) and how they can make the world fairer. For example, how they could fill the hungry with good things in Advent or what choices they could make in Advent to support local and global communities in need and to care for Creation (CST).</li> <li>• Use artistic expressions to create a personal response to Isaiah's picture language about light and darkness (Is 9:1-2).</li> </ul> <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> |                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>PSHE/RSE</b> | <p><b>PSHE and RSE:</b></p> <p>We will follow our lessons from TenTen: Living Life to the Full Plus. We will begin with our first module, Created and Loved by God. Within this module, children will explore the individual. They will understand that we are made in the image and likeness of God and develop an understanding of the importance of valuing themselves as the basis for personal relationships.</p> <p>Unit 1 Religious Understanding<br/> Unit 2 Me, My Body, My Health<br/> Unit 3 Emotional Well-Being<br/> Unit 4 Life Cycles</p> <p>Individual lessons and content can be viewed on the parent portal. Details of how you can do this can be found on our website in the curriculum section under Relationships Education.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <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 Kinetic Letters handwriting when completing their homework.</li> <li>• Please encourage your child to read over their work after they have finished.</li> </ul> |

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| <p><b>Reading</b></p> | <p><b><u>Our core texts for the Autumn term are:</u></b></p> <p><b>The Magic Finger by Roald Dahl:</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>Claude in the City by Alex T. Smith:</b> When Mr and Mrs Shinyshoes set off for work, Claude decides what adventure he wants to have that day. Today he and Sir Bobblysock go to the city for the very first time. They have tea in a café, go shopping and visit a museum. It is all very normal until ... Claude accidentally foils a robbery and becomes the local hero!</p> <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:</u></p> <ul style="list-style-type: none"> <li>- Listen to, discuss and express views about books.</li> <li>- Link what they hear or read to their own experiences.</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>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 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 spelling 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> |
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| <b>Writing</b>                                  | <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>- 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> | <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 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> <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 two and 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. 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> |
| <b>Handwriting</b>                              | <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 six 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 teach the children to join up their letters.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <p><b><u>Dates for the Diary:</u></b><br/>*****</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <b>Spelling<br/>Punctuation<br/>and Grammar</b> | <p><u>Knowledge:</u> The children will be encouraged to apply their knowledge of capital letters and full stops from Year One into their writing more consistently. They should also draw from and apply their growing knowledge of capital letters to different purposes – e.g. understanding that</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <p>Season of Creation – 1<sup>st</sup> September – 4<sup>th</sup> October</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

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|                    | <p>names of people, places and days of the week need a capital letter. This will lead on to understanding what common and proper nouns are in writing. We will also explore other forms of punctuation including question and exclamation marks. Finally, the children will explore conjunctions and understand how they are used to join sentences.</p> <p><u>Skills focus:</u></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 both common and proper nouns.</li> <li>- Begin to recognise subordination and co-ordination.</li> <li>- Join sentences with and.</li> <li>- Use a variety of basic conjunctions to join sentences.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>Week beginning Monday 14<sup>th</sup> September – Clubs begin (Breakfast Club and After School Care begins Thursday 3<sup>rd</sup> September)</p> <p>Jeans for Genes Mufti Day – Friday 18<sup>th</sup> September</p> <p>PTA Community Cultural Celebration – Sunday 20<sup>th</sup> September – Parish Centre</p> <p>Fairtrade Fortnight – Monday 21<sup>st</sup> September</p>                                                                                                                                                                                                          |
| <b>Mathematics</b> | <p><b>Place Value:</b></p> <p><u>Knowledge:</u> 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><u>Skills:</u></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 and in the expanded form</li> <li>- Estimate numbers on a number line</li> <li>- Compare and order objects and numbers</li> <li>- Count in 2s, 3s, 5s and 10s</li> </ul> <p><b>Addition and Subtraction:</b></p> <p><u>Knowledge:</u> 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> <p><u>Skills:</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> </ul> | <p>RSE Consultation for parents – Thursday 24<sup>th</sup> September – 2.30pm</p> <p>KS1 Meet the Teacher Meeting and Online Safety Talk – Thursday 17<sup>th</sup> September – 2.45pm</p> <p>Black History Month – October – Thursday 1<sup>st</sup> October</p> <p>National Poetry Day – Thursday 1<sup>st</sup> October</p> <p>October Rosary – Tuesdays throughout October</p> <p>Flu Vaccinations – Friday 9<sup>th</sup> October</p> <p>KS1 Reading Workshop – Thursday 8<sup>th</sup> October – 2.45pm</p> <p>KS1 Performance Poetry – Wednesday 14<sup>th</sup> October – 2.45pm</p> |

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|                | <ul style="list-style-type: none"> <li>- Add to the next 10 and count in tens</li> <li>- Subtract a 1-digit number from a 2-digit number (across a 10)</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:</u></p> <ul style="list-style-type: none"> <li>- Recognise and count sides and vertices on 2D and 3D 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>Year 2 Trip to Kew Gardens – Friday 16<sup>th</sup> October</p> <p>Online Parents' Evening – Tuesday 20<sup>th</sup> October – 1.30pm onwards</p> <p>RISE Theatre Treasures Within Day – Thursday 22<sup>nd</sup> October</p> <p><b>Half Term – week beginning Monday 26<sup>th</sup> October – Friday 30<sup>th</sup> October</b></p> <p>PTA Autumn Festival – Saturday 31<sup>st</sup> October – 12.00-3.00pm</p> <p>Children In Need MUFTI Day Friday 13<sup>th</sup> November</p> |
| <b>Science</b> | <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:</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> <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>Anti-Bullying Week – week beginning Monday 16<sup>th</sup> November</p> <p>EYFS and KS1 Nativities – Wednesday 9<sup>th</sup> and Thursday 10<sup>th</sup> December – 9.15am</p> <p>Class Christmas Parties – Thursday 17<sup>th</sup> December</p> <p>End of term – Friday 18<sup>th</sup> December – 1.15pm</p>                                                                                                                                                                     |

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|             | <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:</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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |
| <b>P.E.</b> | <p><b>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:</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> <p><u>Skills:</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> |  |

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| <b>Music</b>     | <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:</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>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |  |
| <b>Computing</b> | <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:</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 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> |  |

## Foundation Subjects

### **History: How was school different in the past?**

#### Knowledge:

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.

#### Skills:

- Recognise some things which have changed/stayed the same as the past.
- Identify simple reasons for changes.
- Make simple observations about a source or artefact.
- Compare pictures or photographs of people or events in the past.
- Understand how we use books and sources to find out about the past.
- Describe past events and people by drawing or writing.

### **Geography: Would you prefer to live in a hot or cold country?**

#### Knowledge:

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.

#### Skills:

- Locate all the world's seven continents on a world map.
- Describe and begin to explain some key differences between our local area and a small area of a contrasting non-European country.
- Locate some hot and cold areas of the world on a world map.
- Locate the Equator and North and South Poles on a world map.
- Using locational language and the compass points (N, S, E, W) to describe the location of features on a map.
- Recognise human and physical features on aerial photographs.

**Art and Design:**Knowledge:

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.

Skills:

- Use drawing, painting and sculpture to develop ideas, experiences and imagination.
- Use a range of materials creatively to design and make products.
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

**Design and Technology:**Knowledge:

We will link our Design and Technology topic to our Animals Including Humans topic in Science. The children will learn about the different food groups 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.

Skills:

- Design a healthy wrap based on a food combination which works well together.
- Describe the taste, texture and smell of fruit and vegetables.
- Describe the information that should be included on a label.