





<p>Year 2 Autumn 1</p>	<h1 style="text-align: center;">Journeys</h1>			<p>Year B</p>
<p style="text-align: center;">Intent</p>	<p>Scripture Passage</p> <p><i>Your Word is a lamp for my feet, a light on my path</i></p> <p><i>Psalms 119:105</i></p>		<p>Inspirational Quote</p> <p><i>Sometimes it's the Journey that teaches you a lot about your destination</i></p> <p><i>Drake</i></p>	<p style="text-align: center;">Impact</p>
<p><i>At Our Lady of Fatima, we strive to instil in our children a sense of wonder and awe in their journey through life. The importance of God's creation, being inspired by those before and around us and being inspirational to others.</i></p> <p><i>We inspire our children to be stewards of God, know that all have a right in this world and the importance of family and community and their role in them.</i></p>				<p><i>At the end of the half term children will:</i></p> <p><i>Have a deeper understanding ...</i></p> <ul style="list-style-type: none"> • <i>Of how we are fit for our journey of faith by how God created our bodies (Science).</i> • <i>Judaism: Sukkot: Journey of Israelites.</i>
<p>Mental Wellbeing Impact</p>	<p>Mass and Prayers / Scripture Passages</p>	<p>Catholic Social Teaching</p>	<p>Our Questions to explore</p>	

<p>Exploring this theme will have an impact on our Mental Wellbeing by thinking about our journey through life and meditating on how we can positively influence ourselves; drawing strength from the teachings and love of Christ.</p> <p>Meet you Brain – get to know ourselves, our emotions and our impact on others</p>	<p>Prayers which link to Topic / Focus</p> <p>Scripture Passages support overview</p> <p>CW:</p> <p>Footprints Prayer (Poem)</p> <p>Road to Emmaus</p>	<p>Solidarity</p> <p>Parents/ Parish Collective worship on being one family on a journey.</p> <p>Black History Month- Solidarity- All Together / Respect</p>	<p>What is a journey?</p> <p>What journeys have you been on?</p> <p>How have you travelled?</p> <p>What journeys have you enjoyed?</p> <p>What journey have you not enjoyed?</p>
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<p align="center">Journeys</p> <p align="center">Links within our Curriculum</p>	
<p align="center">English</p>	<p align="center">Diary entry: Linked to Sukkot. Journey of the Israelites to Canaan. Think about feelings and emotions on that journey.</p>
<p align="center">Geography</p>	<p align="center">Challenge Q: How has the world changed around us? Which gifts and talents has God given so we can travel on different journeys?</p>
<p align="center">Science</p>	<p align="center">Physical journey from childhood to adulthood. Link to God's creation.</p>
<p align="center">Religious Education</p>	<p align="center">Exodus from Egypt: Journey of followers of God / link to Judaism.</p> <p align="center">Belonging to a community and the importance of being involved and setting the example / helping others</p>

<p>Year 2 Autumn 2</p>	<h1 style="text-align: center;">Memories</h1>			<p>Year B</p>
<p style="text-align: center;">Intent</p>	<p>Scripture Passage</p> <p style="text-align: center;">'Do this in memory of me'</p> <p style="text-align: center;">Luke 22:19</p>		<p>Inspirational Quote</p> <p style="text-align: center;"><i>"A million feelings. A thousand thoughts. A hundred memories. One person."</i></p>	<p style="text-align: center;">Impact</p>
<p><i>At Our Lady of Fatima, we strive to expose the children to the life and example of Jesus Christ – focussing on the lasting memory and love that our faith provides to us.</i></p> <p><i>Children will use the memories, stories and examples of others to help shape their lives as disciples of God – continuing his good work and having a positive impact on those around them</i></p>				<p><i>At the end of the half term children will:</i></p> <p><i>Have a deeper understanding of how memories and memorials allow us to recall personal and religious experiences that have helped shape and sculpt our lives, perceptions and love of Christ.</i></p> <p><i>Understand the importance of memories on our lives and those around us. How powerful memories shape our lives.</i></p>

Mental Wellbeing Impact	Mass and Prayers / Scripture Passages	Catholic Social Teaching	Our Questions to explore
<p>Exploring this theme will have an impact on our Mental Wellbeing by reflecting and meditating on past events to see how we can grow from these with the help and love of Christ's message.</p> <p>Celebrate our minds, ourselves and also use this positivity with those around us</p>	<p>Prayers which link to Topic / Focus Scripture Passages support overview</p> <p>CW:</p> <p>What did Jesus ask us to remember?</p> <p>Memories of our Faith journey</p>	<p>Preferential option for the poor.</p> <p>What did Jesus teach us to do?</p> <p>Memories of how we can help those who need it the most.</p>	<p>How do we represent memories?</p> <p>Why are memories important?</p> <p>How do memories impact our lives today?</p>

Subject	Content
Religious Education	<p>Old Testament Stories and Prayers</p> <ul style="list-style-type: none"> • know the two parts of the Bible – The Old and New Testament • know a number of stories about different people in the Old Testament who were called into friendship with God • recognise that psalms are special songs to praise God • highlight some of the messages of the Old Testament <p>Sharing in the Life of Jesus</p> <ul style="list-style-type: none"> • know important stories from the New Testament • know that the Rosary is a special form of Christian prayer • understand how the saints examples guide our lives • reflect on important features of prayer and stillness <p>Advent</p> <ul style="list-style-type: none"> • know Advent is the season of preparation for Christmas • explain the symbolism of the Advent wreath • know the story of John the Baptist preparing the way for Jesus
RSE	<p>Created and Loved by God</p> <ul style="list-style-type: none"> • In these sessions we explore that we are uniquely made by a loving God, that we have differences and similarities (including physical differences between boys and girls), key information about staying physically healthy, understanding feelings and emotions, including strong feelings such as anger, and the cycle of life from birth to old age.
English	<p>Phonics:</p> <ul style="list-style-type: none"> • RWI <p>Reading:</p> <ul style="list-style-type: none"> • use a range of strategies including accurate decoding of text, to read for meaning • understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text

	<ul style="list-style-type: none"> Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level <p>Writing:</p> <ul style="list-style-type: none"> Following the pandemic Year 2 will be initially starting the year by re visiting RWI and Phonics skills. There will be a Phonics Screening test for the children during December and we will share the results from these as soon as we are able. There will be plenty of opportunities for the children to develop their writing skills across all subjects and the overview shows you the progression we aim to continue with during the Spring term. In the overview above, you can see that writing builds on previous years targets and develops this as your child becomes a more mature writer. <p>Grammar, Punctuation and Spelling:</p> <p>This term we are aiming to:</p> <ul style="list-style-type: none"> use capital letters, full stops and question marks form letters correctly spell high frequency words correctly – because, said, were, where, what, there, said use past and present tense accurately all Standard 2 punctuation correctly used
<p>Mathematics</p>	<p>Place Value</p> <ul style="list-style-type: none"> read and write numbers to at least 100 in numerals and in words recognise the place value of each digit in a two-digit number (tens, ones) identify, represent and estimate numbers using different representations including the number line compare and order numbers from 0 up to 100; use <, > and = signs use place value and number facts to solve problems count in steps of 2, 3 and 5 from 0, and in tens from any number, forward and backward <p>Addition and Subtraction</p> <ul style="list-style-type: none"> recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100 add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two-digit number and ones; a two-digit number and tens; two two-digit numbers; adding three one-digit numbers

	<ul style="list-style-type: none"> • show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot • solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods • recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems <p>Money</p> <ul style="list-style-type: none"> • recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value • find different combinations of coins that equal the same amounts of money • solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change <p>Multiplication and Division</p> <ul style="list-style-type: none"> • recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognising odd and even numbers • calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) sign • solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts • show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
Biology	<p>Animals including humans</p> <ul style="list-style-type: none"> • notice that animals, including humans, have offspring which grow into adults • describe the basic needs of humans and animals for survival • know how they are affected by exercise • understand the importance of eating the right amounts of different types of food • plan and carry out investigations and know the importance of taking repeat findings • present results in bar charts
Computing	Unit One: Online Safety

Searching and Sharing

- Children can use the search facility to refine searches on Purple Mash by year group and subject.
- Children can share the work they have created to a display board.
- Children understand that the teacher approves work before it is displayed.
- Children are beginning to understand how things can be shared electronically for others to see both on Purple Mash and the Internet.

Email Using 2Respond

- Children know that Email is a form of digital communication.
- Children understand how 2Respond can teach them how to use email.
- Children can open and send an email to a 2Respond character.
- Children have discussed their own experiences and understanding of what email is used for.
- Children have discussed what makes us feel happy and what makes us feel sad.

Digital Footprint

- Children can explain what a digital footprint is.
- Children can give examples of things that they would not want to be in their digital footprint.

Unit Two: Spreadsheets

Reviewing prior use of spreadsheets

- Children can explain what rows and columns are in a spreadsheet.
- Children can open, save and edit a spreadsheet.
- Children can add images from the image toolbox and allocate them a value.
 - Children can add the count tool to count items.

Copying and Pasting Totalling tools

- Children can use copying, cutting and pasting to help make spreadsheets.
- Children can use tools in a spreadsheet to automatically total rows and columns.
- Children can use a spreadsheet to solve a mathematical puzzle.

Using a spreadsheet to add amounts

- Children can use images in a spreadsheet.
- Children can work out how much they need to pay using coins by using a spreadsheet to help calculate.

Creating a table and block graph

- Children can create a table of data on a spreadsheet.

- Children can use the data to create a block graph manually.

Unit Three: Coding

Algorithms

- Children can explain that an algorithm is a set of instructions.
- Children can describe the algorithms they created.
- Children can explain that for the computer to make something happen, it needs to follow clear instructions.

Collision Detection

- Children can plan an algorithm that includes collision detection.
- Children can create a program using collision detection.
- Children read blocks of code and predict what will happen when it is run.

Using a Timer

- Children can create a program that uses a timer after command.
- Children can explain what the timer-after command does in their program.
- Children can predict what will happen in a program that includes a timer-after command.

Different Object Types

- Children can create a computer program that includes different objects types.
- Children can modify the properties of an object.
- Children can use different events in their program to make objects move.

Buttons

- Children can create a computer program that includes a button object.
- Children can explain what a button does in their program.
- Children can modify the properties of a button to fit their program design.

Creative Curriculum:

We deliver the following subjects through whole school topics and they are collectively referred to as the Creative Curriculum: Art and Design, Design Technology, Geography, History and Music.

Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects.

(See Creative Curriculum Two Year Cycle).

YEAR A

Autumn 1 : Community

Main Focus: Geography- The roads around our school

The children will develop a greater understanding of their community by exploring the roads around our school.

- use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map
- 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
- 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.

Secondary Focus-History- explore the life of a famous local person and their effects on the local community e.g. George Cadbury

YEAR B

Autumn 1: Journeys

Main Focus: Geography- The roads around our school

We will be exploring journeys in the local area. The children will develop a greater understanding of their locality.

- use simple compass directions (North, South, East and West) and locational and directional language e.g. near and far; left and right, to describe the location of features and routes on a map
- 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
- 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.

Secondary Focus – History- understand how transport has changed over time.

	<ul style="list-style-type: none"> • show an awareness of the past, using common words and phrases • find out about a local significant individual in the past e.g. George Cadbury • know the chronological framework for the above person and identify similarities and differences between ways of life now and then • ask and answer questions, choosing and using parts of stories and other sources 	<ul style="list-style-type: none"> • show an awareness of the past, using common words and phrases • find out about a significant individual in the past e.g. George Stephenson • know the chronological framework for the above person and identify similarities and differences between ways of life now and then • ask and answer questions, choosing and using parts of stories and other sources 	
	<p>YEAR A</p> <p>Autumn 2 : Celebrations</p> <p>Main Focus: Art</p> <p>We will be exploring Nature Art and the work of Andy Goldsworthy within the theme of Celebrations at this time of year.</p> <ul style="list-style-type: none"> • use natural materials to create pictures and 3 d Art • use different size pencils, pens to sketch parts of natural objects and explore shape and pattern • explore ways of joining natural materials • experiment with line, shape, pattern and colour • give reasons for his/her preferences when looking at art/craft or design work • know that different artistic works are made by craftspeople from different cultures and times 	<p>YEAR B</p> <p>Autumn 2 : Memories</p> <p>Main Focus: Art</p> <p>We will be exploring buildings and how they have changed over time. The children will investigate pattern and shapes in building designs.</p> <ul style="list-style-type: none"> • use different size pencils, pens to draw and explore shape and pattern • draw shapes and pictures of landmarks • experiment with line, shape, pattern and colour • manipulate clay • build a textured tile • give reasons for his/her preferences when looking at art/craft or design work • know that different artistic works are made by craftspeople from different cultures and times 	
<p>Physical Education</p>	<p>Gymnastics</p> <p>Learning Outcomes</p> <ul style="list-style-type: none"> • To be able to perform some basic jumps. • To demonstrate shapes whilst in the air. 		

- To develop knowledge of 'take off'.
- To develop knowledge of 'landing'.
- To change direction whilst jumping.

Dance

Learning Outcomes:

- Able to demonstrate force and tension dynamics.
- Able to demonstrate connecting body part actions.
- Able to develop relationships – away / towards.
- Able to develop relationships – contact work.
- Able to show acceleration in speed.

Swimming

Learning Outcomes:

- To perform correct front crawl arm action.
- To perform correct front crawl leg action.
- To breath correctly with face in and out of water.
- To demonstrate 'Push & Glide'.
- Discuss safe self-rescue.

PSHE

MyHappyMind

Topic: Meet your brain & Celebrate

Children will learn:

- More about what their brain looks like and that it is fully grown by age 6.
- That our brain helps us to make good decisions and remember what we have learnt.
- That the Amygdala causes them to flight, fight or freeze. Children will be asked to reflect and think of examples of how they use each of Team H-A-P.
- That when we learn something new, our brain remembers it and grows. They'll learn about Neuroplasticity and think of examples of how they can use it to help them.
- How they can use Happy Breathing to help Team H-A-P work as a team, but also how Happy Breathing can help with Neuroplasticity.

	<p>Children will learn:</p> <ul style="list-style-type: none"> • About the same 5 character strengths as Year 1, but they will be asked to think about what each strength means and some examples of the strengths in action • That when we use our character strengths, we can be our very best selves and that we all have our own unique set of strengths and we are all different. • What Neuroplasticity is and how we can grow our strengths if we practise using them. • About how to recognise the strengths in themselves. • How to think about which strengths they would like to grow or use more of.
<p>Music</p>	<p>Autumn 1</p> <p>Unit: Hands, Feet, Heart</p> <p>Style: South African styles</p> <p>Topic and cross-curricular links: South African music and Freedom Songs. Nelson Mandela as a famous and influential person in our lifetimes. Historical context of musical styles.</p> <p>Links to other units: Fishing Song - Britten - KS2/ages 7-11 (see Freestyle)</p> <p>Autumn 2</p> <p>Unit: Ho Ho Ho</p> <p>Style: Christmas, Big Band, Motown, Elvis, Freedom Songs</p> <p>Topic and cross-curricular links: Christmas. Literacy - Christmas vocabulary. Historical context of musical styles.</p>