

Year 2 – Summer Term Curriculum

RE

Branch 5 -To the ends of the Earth (New RE syllabus roll out)

By the end of this unit of study, pupils will have revisited and encountered the following key texts:

Hear:

- Jesus appears to the apostles and the Ascension (Lk 24:36-53)
- Pentecost and Peter talks to the crowd (Acts 2:1-9, 12-13)
- Conversion of Saul (Acts 9:1-19)
- Fruits of the Holy Spirit (Gal 5:22-23)

Believe:

By the end of this unit of study, pupils will know that the Church teaches:

- God is love. Love is God's first gift poured into our hearts by the Holy Spirit.
- The fruits of the Spirit are the visible signs that a person is led by the Holy Spirit.
- The fruits of the Spirit are love, joy, peace, patience, kindness, generosity, faithfulness, gentleness, and self-control.

Celebrate:

- In all prayers, Christians welcome the Holy Spirit and open their hearts to God.
- Christians pray to the Holy Spirit for help ('Come Holy Spirit').

Live:

- That there are different symbols of the Holy Spirit in art: wind, fire, and dove, e.g., Taizé, Marlene Scholz's 'Blessed Trinity'.
- The example of a saint who showed examples of peacebuilding in their lives, e.g., St Catherine of Siena, St Bernadine of Siena (IHS), St Rita of Cascia, St John Henry Newman, Pope St Pius X, St Francis of Assisi. Some examples of saints and holy people who lived the fruits of the Holy Spirit in their lives, e.g., St Oscar Romero, St Teresa of Avila.

Summer 2 New unit will be uploaded after the May Half Term

RSHE Journey in Love

Spiritual

To celebrate ways of meeting God in our communities

English

The King Who Banned the Dark	Rosie Revere
Non-Fiction: Persuasive Letter Purpose: To persuade	Narrative: Invention Narrative Purpose: To narrate
Narrative: Banning Narrative Purpose: To narrate	Explanation: How a machine works Purpose: To explain
Build on previous units & focus on: Formation of nouns using suffixes e.g. –ness, –er Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs	Build on previous units & focus on: Formation of nouns by compounding Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs
Build on previous units & focus on: Expanded noun phrases for description and specification Subordination (using when, if, that, because) Co-ordination (or, and, but) How the grammatical patterns in a sentence indicates its function as question and a statement.	Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as an exclamation. Expanded Noun Phrases for description and specification
Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing	Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing
Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spellings Commas to separate items in a list	Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list

Maths

Summer 1

Fractions

- find, name and write fractions of a length, shape, set of objects or amount, including $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$
- write simple fractions facts such as $\frac{1}{2}$ of 6 = 3 and $\frac{2}{4} = \frac{1}{2}$
- recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$
- count in fractions up to a whole

Time

- Compare and sequence intervals of time
- Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.
- Know the number of minutes in an hour and the number of hours in a day

Number

to continue to

- Use place value and number facts to solve problems
- Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers.
- Secure fluency in addition and subtraction facts within 10, through continued practice.
- Add and subtract across 10. Recognise the subtraction structure of 'difference' and answer questions of the form, "How many more...?".
- Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract only ones or only tens to/from a two-digit number.
- Add and subtract within 100 by applying related one-digit addition and subtraction facts: add and subtract any 2 two-digit numbers.

Science

Plants

- Make close observations of seeds and bulbs.
- Classify seeds and bulbs
- Gather and record data relating to their broad bean plant
- Describe how plants need water, light and a suitable temperature to grow and stay healthy
- observe and describe how seeds and bulbs grow into mature plants

History

Louis Braille

Children will be able to answer the following questions:

Why do you think we remember Louis Braille today?

What were the most important moments and people in Louis's life?

Why did Louis decide to invent a system of reading for the blind?

What changes to people's lives did Louis make?

What shall we put in our Louis Braille Museum?

Geography

Summer 2 Upload in May 2024

Art

Van Gogh

Summer 2 upload

DT

Hand puppets

- Assess ideas and products against a design brief to make a mascot for the Paris Olympics or Paralympics 2024
- Select from and use a range of equipment to perform practical tasks
- Explore and assess a range of existing products
- Select from and use a wide range of materials and components
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Computing

- Use different software programs and discuss the benefits of their usage
- Create and debug simple programs
- Find and fix simple bugs in programs
- Predict the behaviour of programmed toy, clearly relating each action to a part of an algorithm

PE

Athletics

To develop the sprinting action

To develop jumping for distance

To develop technique when jumping for height

To develop throwing for distance

To develop throwing for accuracy

To select and apply knowledge and technique in an athletics carousel

PSHE

Social Responsibility

To understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

To recognise the ways they are the same as, and different to, other people.

To learn about things they can do to help look after their environment.

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Consent

- Ask why they should ask other people for permission for different situations , including when touching someone

Use simple phrase to ask for, give or not give permission

Music

Summer 1 Oceans

Be aware of the expectations when listening to others perform and when performing to an audience.

Accompany singing with actions and body sounds in time with a steady pulse.

Communicate how the qualities of sound can effect mood and emotion.

Perform rhythms to the pulse with increasing success.

Select a sound to demonstrate a mood or message.

Sing with developing control of pitch and demonstrate an ability to follow pitch direction with hands.

Share ideas to create a piece with simple structure.

Spanish

- Spanish language, knowledge and skills are taught by Senora Guzman