

Year 2 Summer Term Curriculum Provision
We aim to begin teaching in this term...

Values and Virtues (Golden Thread):	Grateful and Generous Attentive and Discerning
Catholic Social Teaching	Dignity of Work and the Rights of Workers – St Joseph the Worker 1 st May, Vocations Week, Jobs and Careers Rights and Responsibilities – St Vincent De Paul
Book options:	<ul style="list-style-type: none"> • Poetry • Grandad’s Island • Nim’s Island

R.E.	<p>Easter</p> <ul style="list-style-type: none"> • know a range of stories about the Resurrection and the risen Jesus • be able to identify the symbols used during the Easter Season and explain their significance <p>Pentecost</p> <ul style="list-style-type: none"> • understand that the Holy Spirit was the promised gift of Jesus • recognise the role of the Holy Spirit in their lives today <p>The Church</p> <ul style="list-style-type: none"> • know that the Church is the Family of God • recognise the different roles and responsibilities of people in the parish community <p>The Mass</p> <ul style="list-style-type: none"> • have an understanding of the sequence of the Mass • know why Mass is a special celebration for the Church • join in with responses at Mass
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Word Reading

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.
- Read words containing common suffixes.
- Read accurately words of two or more syllables that contain the same graphemes as above.
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

Comprehension

- Understand both the books that they can already read accurately and fluently and those that they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading.
- Understand both the books that they can already read accurately and fluently and those that they listen to by making inferences on the basis of what is being said and done.
- Understand both the books that they can already read accurately and fluently and those that they listen to by answering and asking questions.

Composition

- Develop positive attitudes towards and stamina for writing by writing for different purposes.
- Develop positive attitudes towards and stamina for writing by writing narratives about personal experiences and those of others (real and fictional).
- Make simple additions, revisions and corrections to their own writing by proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].

Handwriting

- Form lower-case letters of the correct size relative to one another.
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.

Grammar, Punctuation and Spelling

- Spell by learning to spell common exception words.
- Spell by learning to spell some words with contracted forms.
- Spell by distinguishing between homophones and near-homophones.
- Spell by segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly.
- Use grammatical terminology for Year 2 learning how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks.
- Learn how to use sentences with different forms: statement, question, exclamation, command.
- Learn how to use the present and past tenses correctly and consistently including the progressive form.
- Use grammatical terminology for Year 2 understanding the use of the suffixes -er, -est in adjectives and the use of the -ly in Standard English to turn adjectives into adverbs.
- Learn how to use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)

<p style="text-align: center;">Maths</p>	<p>Position and Direction</p> <ul style="list-style-type: none"> • Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). • Order and arrange combinations of mathematical objects in patterns and sequences <p>Measurement: Time</p> <ul style="list-style-type: none"> • 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. • Compare and sequence intervals of time. <p>Measurement: Mass, Capacity and Temperature</p> <ul style="list-style-type: none"> • 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, scales, thermometers and measuring vessels <p>Compare and order lengths, mass, volume/capacity and record the results using >, < and =</p>
<p style="text-align: center;">P.E.</p>	<p>Athletics: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities</p> <p>Sports Day: To engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p>
<p style="text-align: center;">Computing</p>	<ul style="list-style-type: none"> • Use technology purposefully to create, organise, store, manipulate and retrieve digital content • Recognise common uses of information technology beyond school

- how to keep safe in the sun and protect skin from sun damage
- about rules and age restrictions that keep us safe
- to recognise risk in simple everyday situations and what action to take to minimise harm
- ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely
- basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them
- that bodies and feelings can be hurt by words and actions; that people can say hurtful things online
- that sometimes people may behave differently online, including by pretending to be someone they are not
- about knowing there are situations when they should ask for permission and also when their permission should be sought
- what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard
- about how the internet and digital devices can be used safely to find things out and to communicate with others
- about the role of the internet in everyday life
- that not all information seen online is true
- about ways of sharing feelings; a range of words to describe feelings
- to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it
- to identify the people who love and care for them and what they do to help them feel cared for
- to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private
- about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually)
- basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
- about what rules are, why they are needed, and why different rules are needed for different situations
- about the people who help us to stay physically healthy
- to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private
- about how to respond if physical contact makes them feel uncomfortable or unsafe
- about knowing there are situations when they should ask for permission and also when their permission should be sought
- basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe
- what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard
- about what rules are, why they are needed, and why different rules are needed for different situations
- about what keeping healthy means; different ways to keep healthy
- that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy
- about how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters)

- that household products (including medicines) can be harmful if not used correctly
- about things that people can put into their body or on their skin; how these can affect how people feel
- about the people who help us to stay physically healthy
- about the people whose job it is to help keep us safe
- about what to do if there is an accident and someone is hurt
- how to get help in an emergency (how to dial 999 and what to say)
- how people and other living things have different needs; about the responsibilities of caring for them
- about the different roles and responsibilities people have in their community
- about what is kind and unkind behaviour, and how this can affect others
- about the different groups they belong to
- about what is kind and unkind behaviour, and how this can affect others
- about how to treat themselves and others with respect; how to be polite and courteous
- to recognise the ways in which they are the same and different to others
- how people and other living things have different needs; about the responsibilities of caring for them
- about the different groups they belong to
- about the different roles and responsibilities people have in their community
- to recognise the ways they are the same as, and different to, other people
- about the roles different people (e.g. acquaintances, friends and relatives) play in our lives
- about how to recognise when they or someone else feels lonely and what to do
- about what is kind and unkind behaviour, and how this can affect others
- about how to treat themselves and others with respect; how to be polite and courteous
- how to listen to other people and play and work cooperatively
- about things they can do to help look after their environment
- about the different roles and responsibilities people have in their community
- to recognise the ways they are the same as, and different to, other people
- about some of the strengths and interests someone might need to do different jobs

Science	<ul style="list-style-type: none"> • observing closely, using simple equipment • identifying and classifying • using their observations and ideas to suggest answers to questions • explore and compare the differences between things that are living, dead, and things that have never been alive • 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 and plants, and how they depend on each other • identify and name a variety of plants and animals in their habitats, including microhabitats • 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. 			
Summer Term Back to Nature				
Local links:	<ul style="list-style-type: none"> • Safari Park • Dudley Zoo • Wildlife Centre (Sedgley) • Nature reserves (Saltwells Wood) 			
Planning Resources	<ul style="list-style-type: none"> • Weather Patterns (Geography) • Animals and Living in Habitats (Science) • Why is nature special? (ESR) 			
Subj	Learning Aims			
History	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	"WOW" Experience Ideas

	<p>significant historical events, people and places in their own locality</p>	<ul style="list-style-type: none"> • To explore what Saltwells Wood is. <p>To identify what Saltwells Wood (<i>as it is now known</i>) was famous for:</p> <ul style="list-style-type: none"> • To know about the coal mine • To know how Lady Dudley was important for Saltwells Wood • To understand how Royal Doulton used Saltwells Wood <p>This links to being Leaned and Wise because we need to learn from yesterday to live for today. Children can create a web of previous learning in comparison to new learning.</p> <p>BV – Tolerance of Culture – learn about historical events.</p>	<p>Saltwells Wood Iron industry Doulton's Clay Pits Lady Dudley coal mining Industrial Revolution</p>	<p>A school trip to Saltwells wood.</p>
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Geography	<p style="text-align: center;">National Curriculum Outcome</p> <p>Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p>Use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>	<p>Small Steps to learning (assessment criteria)</p> <ul style="list-style-type: none"> • To observe seasonal and daily weather patterns in the West Midlands • To observe how daily weather patterns, change through the seasons. • To compare and observe how the weather in the Midlands is different to the South of the country. • To explore how we can learn about weather and make useful predictions. • To compare ways in which the weather during each season in polar regions differs from the weather in the Midlands. <p>Learned and Wise can be linked to these lessons by the children using their knowledge of weather patterns to look after God's world. Noah's Ark with the weather patterns shown. Follow the teachings of Jesus and his example. Each lesson they can write a reflection about how their learning will help them care for God's world.</p> <p>The Parable of the wise man building his house upon the rock – Read this parable to the children during the lessons – what does it highlight to them in relation to what they have been learning.</p>	<p>Key vocab includes:</p> <p style="text-align: center;"> Seasonal Daily United Kingdom Weather Patterns Forecast Inland Coastal Poles Equator predictions West Midlands </p>	<p>Create a weather forecast / report using the weather app. Report on extreme weather and local weather. The children would record each other and watch it like the news.</p> <p>Interview from BBC News weather reporter – Birmingham</p>
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		<p>BV – Tolerance of Culture – knowing about British weather, birds, plants and animals.</p> <p>British Wildlife – Being part of Britain.</p>		
Art	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	

	<p>to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</p>	<ul style="list-style-type: none"> • To know about the work of Henri Rousseau • To record ideas from observation • To explore the patterns and form of animals • To draw animals considering pattern, shape and form • To design and create animal patterns <i>(to be used to create a mask, for example)</i> <p>This links to the Topic because we are learning all about animals and life in nature. This art if focused on animals who are living in the West Midlands.</p> <p>We should never stop learning about what God wants of us. We learn many new things each day. By listening to our teachers and listening to our hearts, we learn more of what God wants. After each lesson the children write down one thing they have learned and tell their partner.</p> <p>In this Art we can learn what God asks of people who looking after these animal. How does this help us as a nation to follow his ways?</p> <p>Democracy – activities based on children’s interests.</p>	<p>Zoo Animals Safari Mask Design Create Plan Patterns Shapes</p>	<p>Children to watch virtual lessons from the Safari park and Dudley Zoo</p> <p>Children to perform animal dances using their masks.</p> <p>Children to act out Noah’s Ark using their masks.</p>
DT	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	

<p>design purposeful, functional, appealing products for themselves and other users based on design criteria</p> <p>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p> <p>select from and use a range of tools and equipment to perform practical tasks</p> <p>select from and use a wide range of materials and components, including construction materials and textiles according to their characteristics</p> <p>explore and evaluate a wider range of existing products</p> <p>evaluate their ideas and products against a more detailed design criteria</p>	<ul style="list-style-type: none"> • To generate ideas around making habitats. <i>(Visit from Wildlife Centre in Sedgley) or (Visit the Canal)</i> • To explore ways of making habitats • To discover how to adapt habitats. • To identify a design idea for your own habitat. • To develop design ideas to create a habitat. • To evaluate a finished habitat. <p>This links to the Topic title because animals and wildlife can be impacted upon significantly if their habitat is destroyed. Children need to be aware of the importance of these habitats for animals.</p> <p>We should never stop learning about what God wants of us. We learn many new things each day. By listening to our teachers and listening to our hearts, we learn more of what God wants.</p> <p>In this DT we can learn what God asks of people to protect the world. How does this help us as a nation to follow his ways?</p> <p>BV – Mutual respect – working together on projects. Respecting class equipment.</p>	<p>habitat design purposeful evaluate materials plan nature construction</p>	<p>Go to the canal on Mill Street to explore different wildlife and habitats.</p>
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				Habitat obstacle course Visit Forest school
Music	National Curriculum Outcome	Small Steps to learning (assessment criteria)	Key vocab includes:	

	<p>experiment with, create, select and combine sounds using the inter-related dimensions of music</p>	<ul style="list-style-type: none"> • To listen to and identify a range of sounds made by animals. • To play a range of sounds made by animals. • To find sounds made by animals in given music. • To find their voices to re-create animal sounds. • To sing a melody. <p>Use Peter and the Wolf as a focus for music composer. Sergei Prokofiev, 1936.</p> <p>This links to Topic because the children will be using instruments/animal noises to re-enact the music. They can link this to the music and instruments that are played in the local Dudley Performing Arts group.</p> <p>This links to the V and V because we use our intellect and God-given gifts for good. The children to write down which gifts they have been given in relation to music.</p> <p>BV – Tolerance of culture – explore and compare different cultures through music.</p> <p>Individual liberty – choices around extra-curricular activity. Choices of the instrument they play etc.</p>	<p>Voice Sound Song Sing Throat Echo Animals</p>	
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				<p>If possible perform in front of the whole school or within Key Stage 1.</p> <p>Can some children who are in the DPA come and talk to the children who are part of DPA and demonstrate examples of music to them.</p> <p>St . Mary's Choir – the children can perform with them at the summer fayre.</p>
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