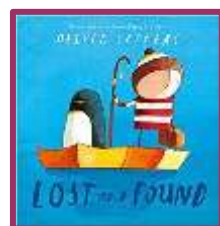
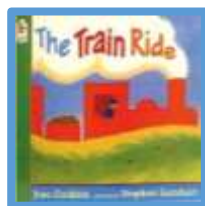


Year 2 Curriculum Contents-Summer Term

Reading Focus this term:
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Summer Class Readers



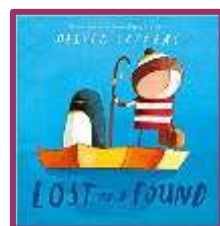
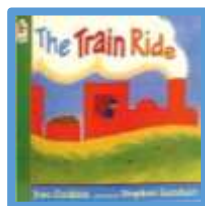
Summer Class Readers



PSHE		R.E.	
Intent	<p>PSHE helps pupils to develop the knowledge, skills attitudes and understanding they need to fulfil their potential. Teaching children how to keep themselves healthy, safe and able to make informed decisions in their future life and work.</p> <p>Module 3: Created to Live in Community explores the individual's relationship with the wider world. Here we explore how human beings are relational by nature and are called to love others in the wider community through service, through dialogue and through working for the Common Good:</p>	Intent	<p>As a Catholic school we are committed to the Catholic Faith, recognising and valuing every individual as special and unique in the image and likeness of God. Religious Education respects and promotes each child's innate capacity for wonder, awe, reverence and spirituality. Our Religious Education curriculum leads our children to aspire not to have more, but to be more; children are taught about God's love; they learn about their Christian responsibilities; children are provided with experiences of church, Catholic and Christian traditions, as well as being taught to be respectful and understanding of people and traditions from other faith backgrounds. Through Religious Education our children learn about their unique place within the home, school and parish community.</p>
Implementation	<p>Unit 1 – Religious Understanding children will hear the story of The Good Samaritan and be introduced to</p>	Implementation	<p>We follow the 'Come & See' Religious Education Programme in line with guidance from the Hexham &</p>

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the concept of the Trinity This encourages children to think about what the Trinity means to them and how as they were made in God's image, they too are created to live in community.

Unit 2 The Communities We live in

In this session, children will learn about the different communities that they are part of, local and global. They will think about what it means to belong to a community and the rights and responsibilities that come with it.

Children will also learn that how they act can help or harm their communities.

Newcastle diocese.

This programme provides:

- opportunities for celebration, prayer and reflection in implicit and explicit ways.
- children with the language of religious experience - a 'literacy' in religious activities, places, stories, symbols and rituals, people and objects.
- a 'systematic presentation of Christian event, message and way of life' in ways appropriate to the age and stage of development of the child.
- that for its implementation and production it requires the adults involved to understand the underlying theological as well as educational principles.
- appropriate materials about other faiths.
- academic respectability as in other curricular areas – utilising appropriate stages from the National Curriculum.

The Summer Term topics are:

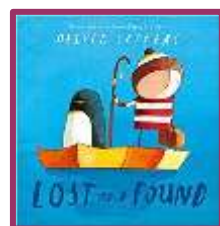
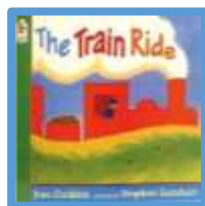
- **PENTECOST - SPREAD THE WORD - a time to celebrate the Good News**
- **RECONCILIATION - RULES- Reasons for rules in the Christian Family**
- **UNIVERSAL CHURCH -TREASURES-God's**

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Summer Class Readers



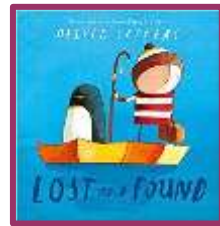
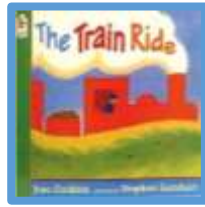
Summer Class Readers



Impact	<p>By the end of this term children will learn:</p> <ul style="list-style-type: none"> • • That God is love: Father, Son and Holy Spirit • • That being made in His image means being called to be loved and to love others <ul style="list-style-type: none"> ● To know what a community is, and that God calls us to live in community with one another; ● A scripture illustrating the importance of living in community as a consequence of this; ● Jesus' teaching on who is my neighbour. ● That they belong to various communities such as home, school, parish, the wider local community, nation and global community; ● That they should help at home with practical tasks such as keeping their room tidy, helping in the kitchen etc; ● That we have a duty of care for others and for the world we live in (charity work, recycling etc.); 	Impact	<p>treasure: the world.</p> <ul style="list-style-type: none"> ● OTHER FAITHS: One week will be focused on Islam <p>By the end of this term it is our intention that the vast majority of children will be able:</p> <p><u>PENTECOST: SPREAD THE WORD</u></p> <p>Some children will be able to talk about their own experience and feelings of both passing and receiving messages.</p> <p>Some children will be able to say what they wonder about the importance and responsibility of passing on messages in daily life.</p> <p>Some children will be able to ask and respond to questions about their own and others experiences and feelings of both passing and receiving messages.</p> <p>Some children will be able to recognise the stories of Jesus' Resurrection and the coming of the Holy Spirit at Pentecost as religious stories.</p> <p>Some children will be able to recognise how the</p>
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Year 2 Curriculum Contents-Summer Term

Reading Focus this term:
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Summer Class Readers

Summer Class Readers

- About what harms and what improves the world in which we live.
-

disciples changed through the power of the Holy Spirit.

Some children will be able to **recognise** how the Holy Spirit helps Christians in their lives.

Some children will be able to say about what they **wonder** about Jesus' new life and the coming of the Holy Spirit.

Some children will be able to **retell** the story of the Resurrection of Jesus and the coming of the Holy Spirit.

Some children will be able to **describe** ways in which Christians spread the word of the Good News of Jesus in their lives.

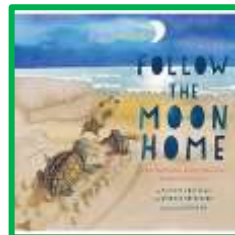
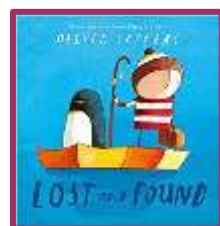
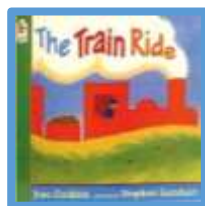
Some children will be able to **ask questions** about what they and others wonder about the importance and responsibility of passing on messages in daily life.

RECONCILIATION -RULES

Some children will be able to **talk** about their own

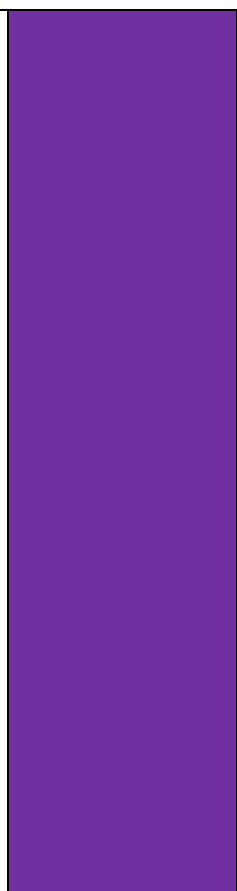
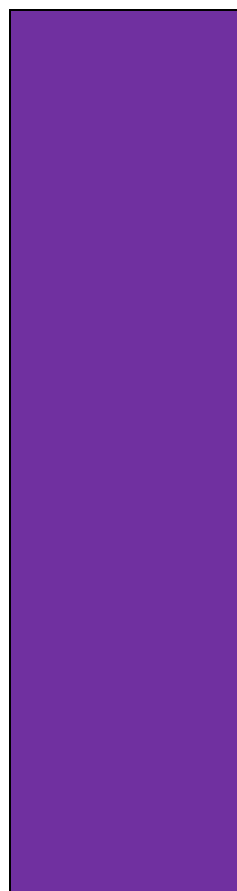
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Summer Class Readers



experience and feelings about rules in their life. Some children will be able to say what they **wonder** about the importance of keeping rules for themselves and for others.

Some children will be able to **recognise** the story of Peter asking Jesus about forgiveness as a religious story. Some children will be able to **recognise** some religious words and signs that Christians use to express sorrow and forgiveness.

Some children will be able to **recognise** that people say sorry and ask forgiveness because they are followers of Jesus.

Some children will be able to **ask and respond** to questions about their own and others' experiences and feelings of the importance of rules.

Some children will be able to use religious words and phrases to **describe** the examination of conscience.

Some children will be able to **describe** some aspects of the Sacrament of Reconciliation.

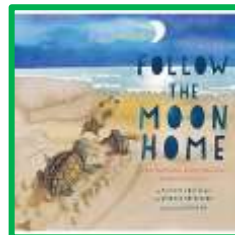
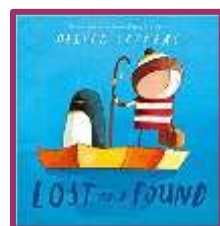
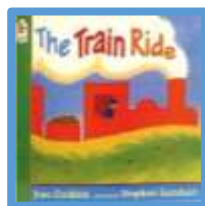
Some children will be able to **describe** how Christians

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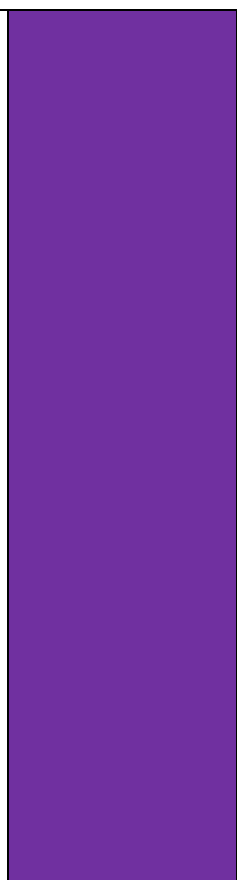
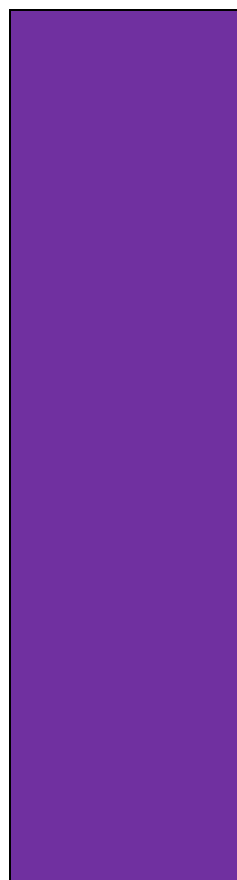
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Summer Class Readers



Summer Class Readers



try to practice Jesus' commandment of love, peace and reconciliation.

UNIVERSAL CHURCH - TREASURES

Children will be able to **talk** about their own experience and feelings about the treasures they see or have and be able to say what they **wonder** about the treasures they see or have.

Children will be able to **ask and respond** to questions about their own and others' experiences of and feelings about what we treasure.

They will be able to **ask** questions about what they and others wonder about the treasures of our world and realise that some of these questions are difficult to answer.

Children will be able to **retell** some special stories about creation and the treasures of God's world and be able to **describe** some ways in which religion is lived out by believers in the way they treasure God's world.

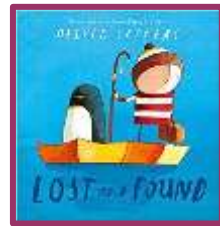
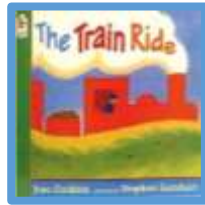
Children will be able to **compare** their own and others'

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Summer Class Readers



Summer Class Readers



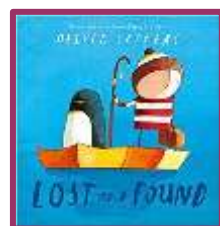
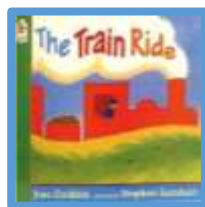
			<p>ideas about questions about the treasures of our world that are difficult to answer.</p> <p>Children will be able to make links between religious stories about creation/ treasuring our world and beliefs and be able to give reasons for certain actions by believers in relation to treasuring God’s world.</p> <p>They will be able to make links between how they feel about their treasure and how that might affect their behaviour and that of others</p>
English-Speaking & Listening		English-Word Reading & Composition	
Intent	Speaking and listening are essential life skills. Our aim	Intent	In Reading, we teach our pupils to segment and blend

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Summer Class Readers



Summer Class Readers



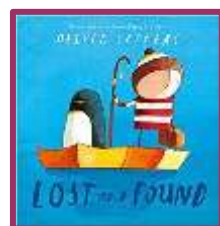
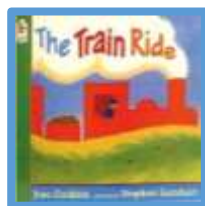
	<p>is to enable pupils to be increasingly confident in using spoken language in a variety of contexts in order to communicate ideas, views and feelings. We encourage pupils to express themselves creatively and imaginatively. Pupils will use their knowledge, skills and understanding in speaking and listening across a range of curriculum areas.</p>		<p>sounds together. This is taught explicitly throughout ‘phonics’ time and in all teaching. Pupils are encouraged to develop the habit of reading for both pleasure and information. Through reading, pupils will have a chance to develop culturally and emotionally. Pupils have daily reading sessions to learn appropriate strategies for reading and are encouraged to read a wide range of books.</p>
<p>Implementation</p>	<p>Pupils will be taught to communicate across a range of contexts. They will learn how to speak clearly and confidently to an audience. Pupils will have the opportunity to work in groups of different sizes; in pairs, small groups, large groups and as a whole class. They will be encouraged to expand and develop their vocabulary to discuss concepts and enhance their knowledge about language.</p>	<p>Implementation</p>	<p>Using an engaging visual and text-based stimulus, children will take part in individual and daily guided group reading. During guided and class reading sessions, children will be encouraged to ask relevant questions to gain a better understanding of a text. They will learn to read and respond to levelled texts drawing on inferences such as inferring a characters’ feelings thoughts and motives from their actions (using VIPERS). Pupils will continue to develop their vocabulary and the breadth and depth of their reading, in order to encourage them to become independent, fluent and enthusiastic readers.</p> <p style="text-align: center;"> Vocabulary Infer Predict Explain </p>

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Summer Class Readers



Summer Class Readers



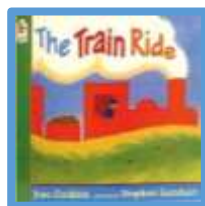
			<p>Retrieve</p> <p>Sequence</p>
Impact	<p>By the end of the term it is our intention that the vast majority of children will be able to:</p> <ul style="list-style-type: none"> Participate in discussions, performances and role plays Speak clearly and fluently in different contexts Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments 	Impact	<p>By the end of the term it is our intention that the vast majority of children will be able to:</p> <ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books Read books that are structured in different ways and read for a range of purposes Discuss words and phrases which capture the reader's interest and imagination Prepare poems and play scripts to read aloud and perform showing understanding through intonation, tone, volume and action
English-Writing: Transcription & Handwriting		Writing: Composition, vocabulary, Grammar & Punctuation	
Intent	<p>Our aim is for pupils to write clearly and accurately. They will be encouraged to write legibly and fluently; with an increasing knowledge of the relationship between sounds and letters, word structure and the spelling structure of words. Pupils will continue to develop their phonological awareness to become secure in all aspects of writing. Pupils to confidently write independently by the end of Key Stage 1. Pupils will be able to demonstrate an understanding of what they have</p>	Intent	<p>Writing enables pupils to communicate ideas, express themselves creatively, provide information and persuade a reader of a viewpoint. Pupils will be encouraged to use inspiration and ideas from reading in order to prepare their ideas before they write. Effective composition involves articulating and communicating ideas, then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and</p>

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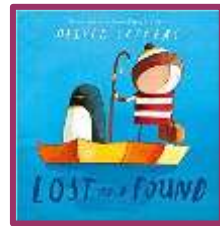
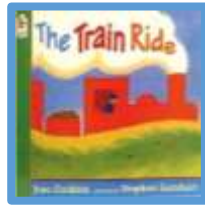
Summer Class Readers



Implementation	<p>written.</p> <p>Children will practice handwriting using 'Letterjoin' to produce consistency in size and proportion of letters, consolidate correct joins and increase fluency and pace. Pupils will be given the opportunities to write a variety of genres. Skills of segmenting and blending is taught explicitly throughout 'phonics' time and in all teaching to support children's writing.</p>	Implementation	<p>grammar.</p> <p>Pupils will develop their range of writing styles and the use grammar, vocabulary and narrative structures in order to compose their own examples of different writing genres.</p> <p><u>Quest Stories- Fantasy Writing</u> Children will explore quest stories through Lost and Found and The Way Back Home, by Oliver Jeffers. Study sentence types and experiment with tense. Write and perform your own quest stories.</p> <p><u>Information Texts</u> Children will read 'Follow the Moon Home' and a book of Sea Creatures. Pick a sea creature to describe. Read biographies of Jacques Cousteau and write about the diver's life.</p> <p><u>Poetry- Happy Poems</u> Children will explore McGough's 'Happy Poems'. Children will read and write poems about pets, treasures and magic pebbles. Grammar includes apostrophes and features of written standard English.</p>
Impact	<p>Consolidate spelling patterns for Year 1 and 2 Suffixes- ed, es, s, ing, less, ful, ment, er, est, ness Spell some Year 1 and 2 words correctly.</p>	Impact	<p>By the end of the term it is our intention that the vast majority of children will be able to:</p> <p><u>Quest Stories- Fantasy Writing</u> Spoken Language</p>

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Summer Class Readers



- Increase the legibility, consistency and quality of their handwriting.

- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
 - Participate in discussions, presentations, performances.
 - Develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Comprehension**
- Discuss the sequence of events in books and how items of information are related.
 - Make inferences on the basis of what is being said and done.
- Composition**
- Write a narrative about the experiences of others in a fictional context.
 - Re-read to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.
- Grammar**
- Use the present and past tenses correctly and consistently including the progressive form.

Information Texts

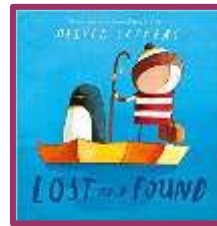
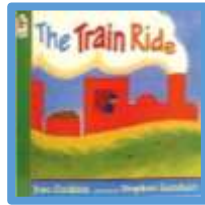
- Children will be able to Spoken Language
- Maintain attention and participate actively in collaborative conversations, staying on topic and

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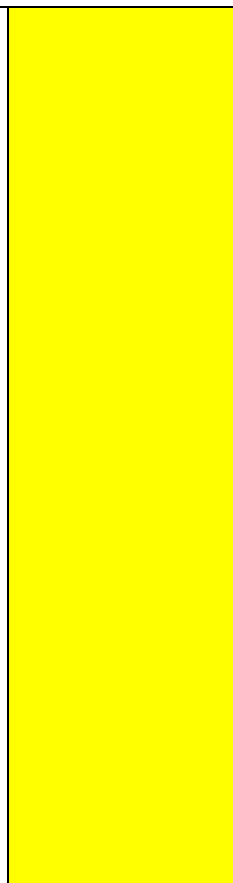
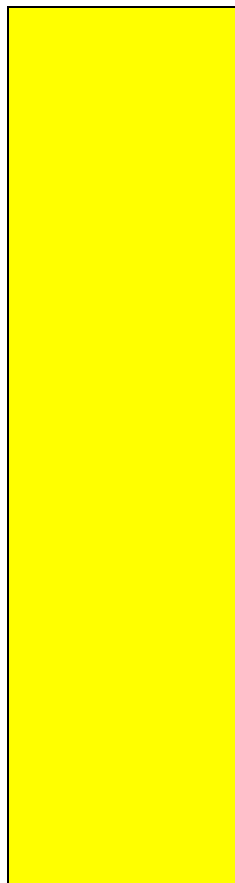
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Summer Class Readers



Summer Class Readers



initiating and responding to comments.

-- Participate in discussions.

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.

Comprehension

-- Listen to, discuss and express views about a wide range of ... stories and non-fiction at a level beyond that at which they can read independently.

-- Be introduced to non-fiction books that are structured in different ways.

-- Discuss and clarify the meanings of words, linking new meanings to known

-- Understand both the books that they can already read accurately and fluently and those that they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher.

Composition

-- Write for different purposes; Write down ideas and/or key words, including new vocabulary.

-- Write about real events.

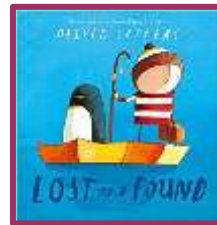
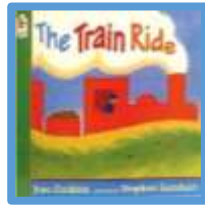
-- Consider what they are going to write before beginning by planning or saying out loud what they are going to write about, and by encapsulating what they want to say, sentence by sentence.

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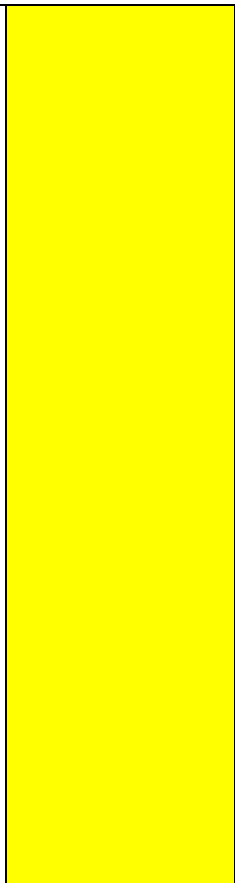
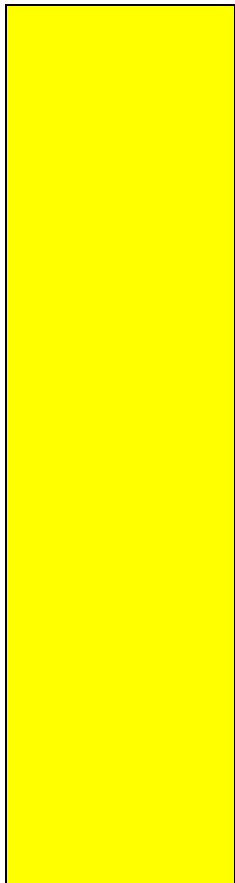
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Summer Class Readers



Summer Class Readers



- Make simple additions, revisions and corrections to their own writing by: evaluating their writing with the teacher and other pupils. Re-reading to check that their writing makes sense.
- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly].
- Read aloud what they have written with appropriate intonation to make the meaning clear.

Poetry- Happy Poems

Listen to Spoken Language

- Use spoken language to develop understanding through exploring ideas.
- Participate in discussions.
- Maintain attention and participate actively in collaborative conversations.

Word Reading

- Read most words quickly and accurately.
- Read aloud (poems), sounding out unknown words accurately.
- Read most words quickly/accurately.

Comprehension

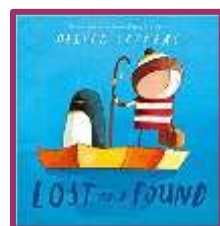
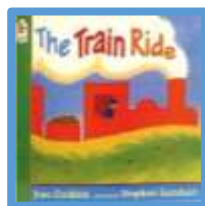
- Listen to a wide range of poetry.
- Listen to and express views about a poem.
- Participate in discussions about poems.

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Summer Class Readers



Summer Class Readers



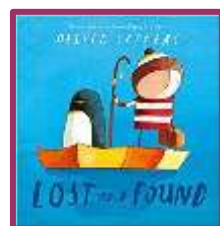
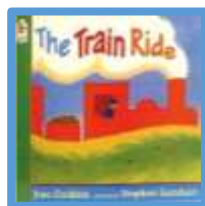
			<ul style="list-style-type: none"> -- Check that the text makes sense as they read. -- Make inferences. -- Ask and answer questions. <p>Composition</p> <ul style="list-style-type: none"> -- Write narratives about personal experiences. -- Plan or say out loud what they are going to write about. -- Write down ideas and key words. -- Re-read what they have written to check for errors. <p>Writing poetry</p> <ul style="list-style-type: none"> -- Evaluate their writing with teacher or other pupils.
Mathematics		Science	
Intent	Maths is highly interconnected to other curriculum areas and is essential to everyday life. We aim for pupils to become fluent through varied and frequent practice so that they develop conceptual understanding. Children will be encouraged to approach problem solving in an organised manner, recording their work in a systematic way in order to make clear connections. They will develop their use of mathematical language in order to be able to communicate their ideas.	Intent	Science can be used to explain what is occurring, make predictions and analyse results. We aim for pupils to develop their scientific skills and knowledge through engaging in different types of science enquiry. They will be encouraged to ask and answer scientific questions and understand the role of science in the world around them. Children will extend their knowledge of specialist vocabulary.
Implementation	We have a mastery approach to teaching Maths. This means that the majority of pupils progress through the curriculum content at the same pace. Maths objectives are taught through units of work that allow children to practice and consolidate key knowledge and skills.	Implementation	The acquisition of key scientific knowledge is an integral part of our science lessons. Promoting science in school is highlighted by the use of 'Working Scientifically' walls in each classroom, where key vocabulary is displayed for the duration of the topic alongside the

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Summer Class Readers



Summer Class Readers



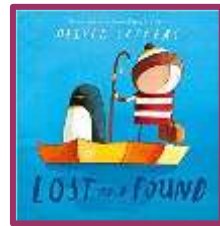
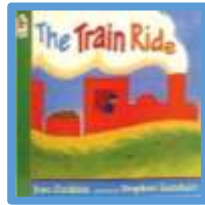
	<p>Providing variation through problem solving and reasoning, allows children to build fluency and a more in depth understanding of mathematical concepts. Differentiation is achieved by emphasising deep knowledge and through individual support and intervention.</p>		<p>working scientifically skills for each session. We aim to develop and promote the importance of developing scientific enquiry across year groups. Emphasis is placed on learning outside of the classroom, with each class having designated timetabled 'Forest School' time and where applicable educational visits are linked to developing children's science topical learning. Science specific home learning tasks, supporting parental engagement help support children's natural curiosity whilst enabling them to experience first-hand the science all around them.</p>
Impact	<p><u>Geometry and Measures- Properties of Shape</u></p> <ul style="list-style-type: none"> Recognise, name and describe the properties of common 2-D shapes including pentagons and hexagons. Recognise, name and describe the properties of common 3-D shapes including cones and spheres. Solve simple problems involving shapes. <p><u>Number-Fractions</u></p> <ul style="list-style-type: none"> Recognise, find, name and write fractions 1/2, 1/3, 1/4, 2/4, 3/4 of a length, shape, set of objects or quantity. 	Impact	<p><u>Living Things</u></p> <ul style="list-style-type: none"> Compare the differences between things that are living, dead and have never been alive. Map a habitat and identify what is in it. Identify animals in their habitats. Describe a habitat and identify animals live in it. Identify how an animal is suited to its habitat. Use a food chain to show how animals get their food. <p>Working Scientifically</p> <ul style="list-style-type: none"> Sort and classify things according to whether they are living, dead or were never alive,

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- Write simple fractions for example, $1/2$ of $6 = 3$ and recognise the equivalence of $2/4$ and $1/2$.

Measures

- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels.
- Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$.
- 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.
- 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.

recording the information onto charts.

- Use information I have gathered to explore and answer questions about animals in their habitats.
- Ask and answer questions about habitats.
- Explain how living things in a habitat depend on each other.
- Group animals according to what they eat.

Plants

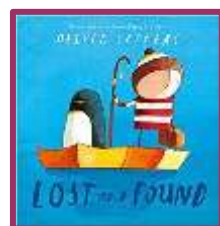
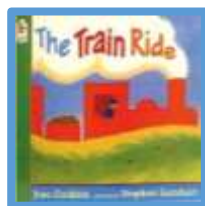
- Identify and describe the basic structure of plants and trees.
- Observe and describe how seeds and bulbs grow into mature plants by planting seeds and bulbs.
- Explain the life cycle of plants.
- Use my observations to explain what plants need.
- Understand that we eat different parts of different plants, including fruits, leaves, stems and roots.
- Observe and describe the growth of different bulbs and seeds.

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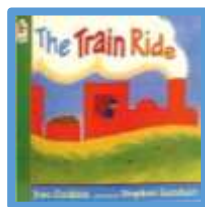
	<ul style="list-style-type: none"> ☐ Know the number of minutes in an hour and the number of hours in a day. <p><u>Position and Movement</u></p> <ul style="list-style-type: none"> Order and arrange combinations of mathematical objects in patterns and sequences. ☐ Use mathematical vocabulary to describe 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 threequarter turns (clockwise and anticlockwise). 		<p>Working Scientifically</p> <ul style="list-style-type: none"> Observe and label drawn diagrams showing the different parts of plants and trees. Set up a comparative test and make a prediction about what plants need to stay healthy. Suggest a way we can tell that plants are living things. Record the results of a comparative test. Group together plants as to the different parts we eat. Make a bar chart to show the growth of my plants.
History		Geography	
Intent	<p>In Key Stage 1, children study the National Curriculum for History. Children develop an awareness of the past, using common words and phrases relating to the passing of time. They know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They use a wide vocabulary of everyday historical terms. They ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key</p>	Intent	<p>In Key Stage 1, children develop knowledge about the world, the United Kingdom and their locality. They begin to understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.</p>

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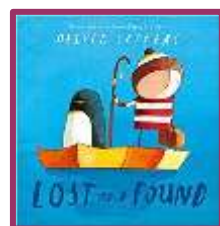
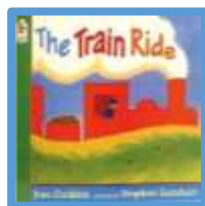
	features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.		
Implementation	Children will learn about the development of 'Travel and Transport' throughout history. Alongside consolidating the children's understanding of chronology through using timelines and making comparisons between old and new forms of transport, they will also focus on early travel methods of the Vikings, through to the invention of cars, trains and aeroplanes. They will look at the significant individuals George Stephenson and the Wright brothers.	Implementation	
Impact	<ul style="list-style-type: none"> • Demonstrate an understanding of the ways in which travel and transport has changed throughout history. • Talk about what they know about the inventions of cars, trains and aeroplanes. • Know some of the significant people involved in the development of different types of transport. 	Impact	
Computing		Art & Design	
Intent	Children will be taught to understand and apply the concepts of computer science. Through practical experience we aim to encourage them to apply	Intent	Art and design should engage, inspire and challenge pupils. We aim to develop the knowledge and skills in order to create their own works of art and design. Pupils

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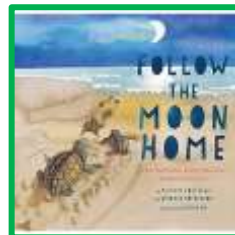
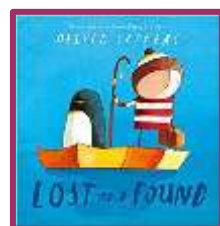
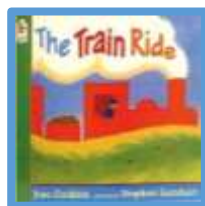
	information technology to solve problems. Children will be taught how to be responsible users through keeping themselves safe online, reporting concerns and recognising acceptable/unacceptable behaviour.		will be encouraged to evaluate their work in order to develop and improve. Pupils will learn about great artists and designers and understand their cultural significance..
Implementation	Using Purple Mash children will gain an insight into 'Creating Pictures. These lessons use the Purple Mash tool 2Paint a Picture. These lessons explore some of the templates and functions of 2Paint a Picture alongside learning about artists and art movements. The other templates have help videos that could be used to add to the pupils' learning and fun.	Implementation	Using Purple Mash children will gain an insight into 'Creating Pictures. These lessons use the Purple Mash tool 2Paint a Picture. These lessons explore some of the templates and functions of 2Paint a Picture alongside learning about artists and art movements. The other templates have help videos that could be used to add to the pupils' learning and fun.
Impact	<ul style="list-style-type: none"> ● Pupils can explain what is meant by impressionist art. ● Pupils can use 2Paint a Picture to create art based upon this style. ● Pupils can explain what pointillism is. ● Pupils can use 2Paint a Picture to create art based upon this style. ● Pupils can describe the main features of Piet Mondrian's work. ● Pupils can use 2Paint a Picture to art based upon his style. ● Pupils can describe the main features of art that uses repeating patterns. 	Impact	<ul style="list-style-type: none"> ● Pupils can explain what is meant by impressionist art. ● Pupils can use 2Paint a Picture to create art based upon this style. ● Pupils can explain what pointillism is. ● Pupils can use 2Paint a Picture to create art based upon this style. ● Pupils can describe the main features of Piet Mondrian's work. ● Pupils can use 2Paint a Picture to art based upon his style. ● Pupils can describe the main features of art that uses repeating patterns.

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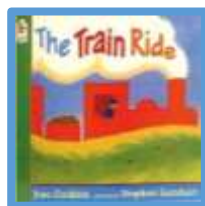
	<ul style="list-style-type: none"> ● Pupils can use 2Paint a Picture to create art by repeating patterns in a variety of ways. ● Pupils can combine more than one effect in 2Paint a Picture to enhance patterns. 		<ul style="list-style-type: none"> ● Pupils can use 2Paint a Picture to create art by repeating patterns in a variety of ways. <p>Pupils can combine more than one effect in 2Paint a Picture to enhance patterns.</p>
Modern Foreign Languages-French		Physical Education	
Intent	Children will continue to develop and build upon their previous learning. We aim to make language learning engaging for all children through music, games and stories. Pupils will be taught to express their ideas and thoughts in French with increasing confidence and fluency. They will be encouraged to improve the accuracy of their pronunciation and intonation.	Intent	Through P.E, pupils will engage in a variety of physical activities in order to support their health and fitness. They will have opportunities to develop their competence and skills so that they are able to compete in sport and other activities. We aim to use P.E. sessions to help build character and embed values such as fairness and respect.
Implementation	<p>This 'All About Time and Weather' teaches children the key vocabulary for the days of the week and months of the year. They will learn to say what the weather is like on each day and ask others. Children will learn key phrases connected to the themes.</p> <p>This 'All Things Bright and Beautiful' teaches children the names of the colours and helps them to understand adjectives. Children will be able to understand more classroom instructions in French to increase their knowledge.</p>	Implementation	<p><u>Physical- Coordination and Agility</u> Children will perform a sequence of movements with some changes in level, direction and speed. They will perform a range of skills with control and consistency.</p> <p><u>Health and Fitness</u> Children will use equipment appropriately, move and land safely. Children will be able to say how they feel before, during and after exercise.</p> <p><u>Outdoor Adventurous Activities</u> This topic allows children to develop their problem-</p>

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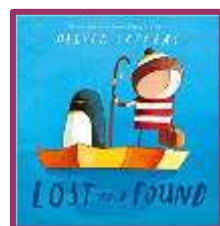
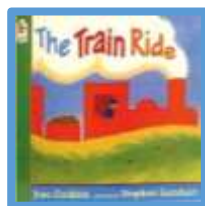
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			<p>solving skills whilst working in small teams, and acquiring new leadership skills. The children will learn how to navigate around both a familiar and unfamiliar space, whilst developing basic map-reading skills. They will also develop fundamental skills such as agility, balance and coordination.</p>
Impact	<ul style="list-style-type: none"> ● Listen and respond to topic vocabulary ● Answer questions orally using the topic vocabulary ● Write an answer in a sentence using the topic vocabulary ● Use an English/French dictionary to translate from English to French. 	Impact	<p>Physical</p> <ul style="list-style-type: none"> ● Perform and repeat longer sequences with clear shapes and controlled movement. ● Select and apply a range of skills with good control and consistency. ● Perform a sequence of movements with some changes in level, direction or speed. ● Perform a range of skills with some control and consistency. ● Perform a small range of skills and link two movements together. ● Perform a single skill or movement with some control. <p>Health and Fitness</p> <ul style="list-style-type: none"> ● Perform and repeat longer sequences with clear shapes and controlled movement. ● Select and apply a range of skills with good control and consistency.

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			<ul style="list-style-type: none"> ● Perform a sequence of movements with some changes in level, direction or speed. ● Perform a range of skills with some control and consistency. ● Perform a small range of skills and link two movements together. ● Perform a single skill or movement with some control. <p>Outdoor Adventurous Activities</p> <ul style="list-style-type: none"> ● Know that they warm up before exercise. ● Follow a map with a degree of confidence. ● Work well in a team. ● Know what equipment they would need for their activities. give some reasons why they warm up and cool down during sporting activities. ● Begin to follow a map within a familiar space be aware of how conditions may affect the courses they are completing..
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Music

Intent

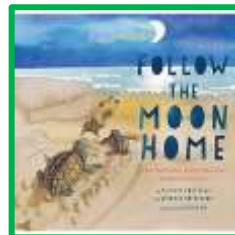
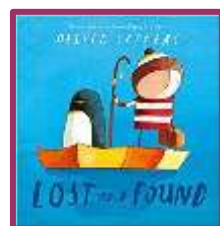
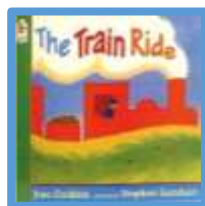
In teaching music we aim to engage and inspire pupils to develop a love of music. Through music lessons we encourage children to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Children are encouraged to improvise and compose music for a range of purposes using the inter-related

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	dimensions of music and to listen with attention to detail and recall sounds with increasing aural memory. In notation, children will learn to use and understand staff and other musical notes. Children will be given opportunities to appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians developing their understanding of the history of music.
Implementation	Music is taught as a discrete subject but also across the curriculum. Areas of learning, such as times tables in maths, vocabulary in languages and movement in dance can all incorporate different elements of music. A weekly singing assembly allows the children opportunities to develop their singing skills and gain an understanding of how ensembles work. Performances, such as Christmas plays and nativities and end of year shows, demonstrate that music is important to the life of the school. Extracurricular activities, such as choir and peripatetic music lessons, also provide children with experience of making music.
Impact	The impact of teaching music will be seen across the school with an increase in the profile of music. Whole-school and parental engagement will be improved through performances, extracurricular activities and opportunities suggested in lessons/overviews for wider learning. Participation in music develops wellbeing, promotes listening and develops concentration. We want to ensure that music is loved by teachers and pupils across school, encouraging them to want to continue building on this wealth of musical ability, now and in the future.