Year 2 Summer 1	Our Wonderful World	Year B

Scripture Passage

"Be who God meant you to be and you will set the world on fire."

Catherine of Sienna

Inspiration Quotes

I see trees of green, red roses too. I see them bloom for me and you. And I think to myself what a wonderful world. I see skies of blue and clouds of white. The bright blessed day, the dark sacred night. And I think to myself what a wonderful world

Louis Armstrong

Intent

At Our Lady of Fatima we strive to help our children understand their impact on the world and the use of all the resources around us.

During this unit children will develop a deeper understanding of how to use resources around use to better care for our wonderful world – looking after God's creation now and for those in the future

Impact

At the end of the half term children will:

Have a deeper understanding of the impact which we, as stewards, have on the world which has been lovingly provided for us by God.

We also know how we can reflect on the example of Jesus and His followers, as we seek to safeguard the world around us.

We will understand how to lead on sustainability within the local community and the impact of our actions globally

Mental Wellbeing Impact	Mass and Prayers / Scripture Passages	Catholic Social Teaching	Our Questions to explore
Exploring this theme will have an impact on our Mental Wellbeing by ...	Prayers which link to Topic / Focus	**Stewardship**	**How is water a symbol of our faith?**
	Scripture Passages support overview	**How are we stewards of God's creation?**	
Giving us the opportunity to look outwardly to the world and find ways in which we can make it a better place to live. Therefore, improving our mental health.	**CW:**		**What does it represent?**
	How do you look after God's planet?	**How can we appreciate the wonders of creation?**	
Relate better to our needs and of those around us			
Prayer garden (God's creation)			
Meditation outside enjoying the creation of God.			

Our Wonderful World	
Links within our Curriculum	
English	**Information texts—why is it important to take care of the environment?Diary entry- Discoveries and invention of George Stephenson and Mary Berners Lee.**
History and Geography	**How has our environment changed over time? Link to Global warming? Causes.**
Science	**Materials: which materials are bad for our environment? Plants: Exploring nature. Watching how nature grows.**
Religious Education	**Why is it important to take care of the planet? Easter: Link to symbols of God's creation (nature)** **Pentecost: Spreading God's world across the world.**

Year 2 Summer 2	Food Glorious Food			Year B
Intent	Scripture Passage So whether you eat or drink or whatever you do, do it all for the glory of God. Corinthians		Scripture Passage So whether you eat or drink or whatever you do, do it all for the glory of God. Corinthians	Impact
At Our Lady of Fatima we strive to allow children to know and appreciate the bountiful produce which the Earth provides. Knowing how to care for and not waste the natural gifts of the Lord. *Children will have a deeper understanding of the importance of healthy choices, the impact on our lives and how this affects the world around us*				*At the end of the half term children will:* *Have a deeper understanding of the need for sustainable, accessible food sources in the world. Building upon the church's teachings around living simply.* *Understand the importance of being healthy and what we put in our body helps us physically and mentally* *Which ingredients are needed to be a follower of Christ? (English).* *How God uses nature to provide us with a food source (Science).*
Mental Wellbeing Impact	Mass and Prayers / Scripture Passages	Catholic Social Teaching		Our Questions to explore
Exploring this theme will have an impact on our Mental Wellbeing by ...	Prayers which link to Topic / Focus Scripture Passages support overview	**Distributive Justice** **How can we share our resources of food with those who need it?**		**How is our faith satisfied?**

Giving us the opportunity to look outwardly to the world and find ways in which we can make it a better place to live. Therefore, improving our mental health. **Engage** in promoting and actively being Mentally Healthy **Why do we go to Mass? A time for prayer/reflection.**	**CW:** **How can we thank God for what we have?** **How is the Eucharist central to our faith?**	**How can we appreciate the food that God has created?**	**How can we use the produce of God to sustain us?**

Food Glorious Food

Focus (For example Knowledge / Skills)

Links within our Curriculum

English	Instructions—How to be a follower of Christ. What you need. Ingredients needed for this.
Art and Design Technology	Think about how we ensure that there is enough food for all? How is our food distrubuted? Which equipment do we rely on?
Science	Plants: Plant a vegetable and prepare it. Thank God for the food we have.
Religious Education	How is food linked to celebration in our faith? Bread and wine—the significance of these during the mass.

Subject	Content
Religious Education	**Easter** • 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 **Pentecost** • understand that the Holy Spirit was the promised gift of Jesus • recognise the role of the Holy Spirit in their lives today **The Church** • know that the Church is the Family of God • recognise the different roles and responsibilities of people in the parish community **The Mass** • 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
RSE	**Created and Loved by God** • 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	**Phonics:** • double consonants • single consonants • le words : ckle, able, cle, dle, ble, ible, ple • irregular verbs • irregular plurals **Reading:** • identify and comment on writers' purposes and viewpoints

- reflect on the overall effect of the text on the reader
- identify the style of an author

Writing:

Fantasy stories

- create a character profile.
- use adjectives to describe nouns.
- use capital letters to write names
- begin to write a story based on a careful plan

Quest stories

- generate descriptive language
- pose questions to intrigue reader
- write exclamation sentences
- self -evaluating and edit writing

Recounts

- use conjunctions
- begin to write sentences with subordinate clauses
- plan a visual version of a recount based on their own experience

Favourite poems

- discuss different sorts of poems and list them.
- choose their favourite poem and explain their choice
- use full stops, question marks, exclamation marks and capital letters in sentences
- understand that classic poetry was written a long time ago and has 'stood the test of time'
- choose their favourite humorous or nonsense poem and explain why in 1 or 2 sentences

Grammar, Punctuation and Spelling:

- write regularly at greater length. At least ten basic sentences (depending on the task)
- include more complex conjunctions: however, therefore, since, as
- full cursive handwriting introduced
- all standard 2 punctuation correctly used

Mathematics	**Position and Direction**

	• 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 **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 • compare and sequence intervals of time **Mass, Capacity and Temperature** • 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 • compare and order lengths, mass, volume/capacity and record the results using >, < and =
Biology	**Living Things and their habitat** • 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 micro-habitats • 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 • observe and describe how seeds and bulbs grow into mature plants • find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
Biology	**Plants** • Observe and describe how seeds and bulbs grow into mature plants • Describe how plants need water, light and a suitable temperature to grow and stay healthy, and understand the impact of changing these

Computing	**Unit 7 – Making Music** **Introducing 2Sequence** • Children understand what 2Sequence is and how it works. • Children have used the different sounds within 2Sequence to create a tune. • Children have explored how to speed up and slow down tunes. • Children understand what happens to the tune when sounds are moved. **Making Music** • Children have added sounds to a tune they have already created to change it. • Children have considered how music can be used to express feelings. • Children can change the volume of the background sounds. • Children have created two tunes which depict two feelings. **Soundtracks** • Children have uploaded and used their own sound chosen from a bank of sounds. • Children have created, uploaded and used their own recorded sound. • Children have created their own tune using some of the chosen sounds. **Unit 8 – Presenting Ideas** **Presenting a Story Three Ways** • Children have examined a traditional tale presented as a mind map, as a quiz, as an e-book and as a fact file. • Children know that digital content can be represented in many forms. **Presenting Ideas as a Quiz** • Children have made a quiz about a story using 2Quiz. • Children can talk about their work and make improvements to solutions based on feedback received. **Making a Non-Fiction Fact File** • Children have extracted information from a 2Connect file to make a publisher fact file on a non-fiction topic. • Children have added appropriate clipart. • Children have added an appropriate photo. • Children know that data can be structured in tables to make it useful. **Making a Presentation** • Children can use a variety of software to manipulate and present digital content and information.

	• Children can collect, organise and present data and information in digital content. • Children can create digital content to achieve a given goal by combining software packages.

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	YEAR B
Summer 1 : Sport and Leisure/ Team Work **Main Focus**: Railways and their famous engineers e.g., George Stephenson • 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 **Secondary focus: Geography:**	**Summer 1 : Our Wonderful World** **Main Focus**: Railways and their famous engineers e.g., George Stephenson • 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 **Secondary focus: Geography:** • use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple

	• 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 / Geography Project extending some of the work taught over the year.	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.	
	YEAR A **Summer 2 : Beside the Seaside** **Main Focus**: Design and Technology We will be designing and making beachwear using sewing skills. • design purposeful, functional, appealing products for himself/herself and other users based on design criteria • generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups	**YEAR B** **Summer 2 : Food Glorious Food** **Main Focus**: Design and Technology We will be looking at construction and mechanisms. Project- make a moving monster. • explore and use mechanisms e.g. levers, sliders, wheels and axles, in his/her products • design purposeful, functional, appealing products for himself/herself and other users based on design criteria	

	• explore ways of joining materials including stitching • select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing • select from and use a wide range of materials and components, • evaluate his/her ideas and products against design criteria	• generate, develop, model and communicate his/her ideas through talking, drawing, templates, mock-ups • select from and use a range of tools and equipment to perform practical tasks e.g. cutting, shaping, joining and finishing • select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics • evaluate his/her ideas and products against design criteria	
Physical Education	**Strike and Field** • work effectively within a small group • attempt to create a group game using small equipment • develop agility and co-ordination • negotiate space effectively in group games • develop co-ordination when running **Athletics** • run in a coordinated & fluent way over obstacles • develop awareness of distance & weight • throw a range of different throwing implements • develop awareness of distance & height • hit a ball off a tee		
PSHE	**MyHappyMind** **Topics Relate & Engage** Children will learn: • That we relate to different people in different ways and that different people relate differently, too.		

	• How their character strengths can help them get along with other people. They will learn that we all have different strengths, which is okay. • That it is okay that some people react differently to them and that just because their reaction is different to theirs, it isn't wrong. • How to spot the characteristics of a good friend and recognise this in themselves. • How to Actively Listen and why this helps them to get along with others. They will look at what happens if they don't actively listen and how this can affect their ability to get along with others. • That Team H-A-P feels happy when we Actively Listen because we are using all parts of the team. • How to 'Stop, Understand and Consider' and why it is important to do this before responding. • How Happy Breathing can help them with friendship issues by keeping them calm • Children will learn: • When they feel good, they do good. • Goal setting is a good way to help us achieve what we want. If we set goals, we are more likely to achieve them. • The 3 steps to set a goal and practice setting goals as a class. • • How Happy Breathing can help when goals are tricky.
Music	Summer 1 **Unit:** Friendship Song Summer 2 **Unit:** Reflect, Rewind and Replay **Style:** Western Classical Music and your choice from Year 2 **Topic and cross-curricular links:** Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.