
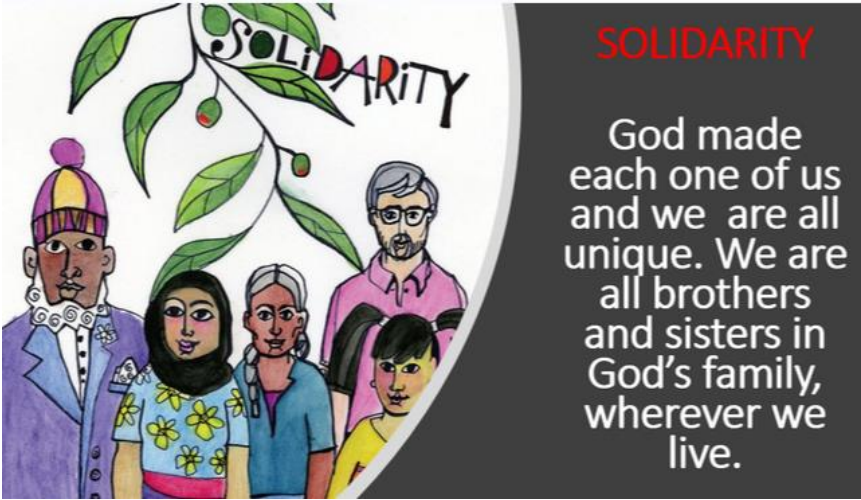




<p>Year 2 Summer 1</p>	<h1>Sport, Leisure and Teamwork</h1>		<p>Year A</p>	
<p>Intent</p>	<p>Scripture Passage</p> <p>For we are God's fellow workers. You are God's field, God's building.</p> <p><i>1 Corinthians 3:9</i></p>		<p>Inspiration Quotes</p> <p>"Coming together is a beginning, staying together is progress, and working together is success."</p> <p>Henry Ford</p>	<p>Impact</p>
<p><i>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.</i></p> <p><i>That we explore the team work and unity among people.</i></p> <p><i>Explore people who work together for the common good.</i></p> <p><i>Explore vocations as a way of continuing the work of Christ.</i></p> <p><i>Explore ways we can work together to improve the lives of people who are most vulnerable in society.</i></p>			<p><i>At the end of the half term children will:</i></p> <p><i>Have a deeper understanding of the importance of working together for the good of all.</i></p> <p><i>Find practical ways of developing and living out the mission of our community.</i></p> <p><i>Shared understanding and practical ways the school family can reach out to the weak and vulnerable in society.</i></p>	
<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 ...</p>	<p>Prayers which link to Topic / Focus</p> <p>Scripture Passages support overview</p> <p>CW:</p>	<p>Stewardship</p> <p>How are we stewards of God's creation?</p>	<p>How is water a symbol of our faith?</p> <p>What does it represent?</p>	

<p>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.</p> <p>Relate better to our needs and of those around us</p> <p>Prayer garden (God's creation) Meditation outside enjoying the creation of God.</p>	<p>How do you look after God's planet?</p>	<p>How can we appreciate the wonders of creation?</p>	
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<p>Year 2 Summer 2</p>	<h1 style="text-align: center;">Beside the Seaside</h1>		<p>Year A</p>	
<p style="text-align: center;">Intent</p>	<p>Scripture Passage 'Be still before the Lord and wait patiently for him.' <i>Psalm 37:7</i></p>		<p>Scripture Passage 'Peace begins with a smile' <i>Saint Mother Teresa</i></p>	<p style="text-align: center;">Impact</p>
<p><i>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.</i></p> <p><i>Children understands the importance of rest and relaxation for keeping ourselves healthy in mind and body.</i></p> <p><i>They will explore ways to rest, recuperate and relax. Plus, they will know that tourism is a way of resting and relaxing but this has an impact on other people.</i></p>			<p><i>At the end of the half term children will:</i></p> <p><i>Have a deeper understanding and appreciation of the need for holidays and resting.</i></p> <p><i>Understand that we have a responsibility to respect places and people beyond our own local area whilst realising their shared understanding of our responsibility of care for all.</i></p>	
<p style="text-align: center;">Mental Wellbeing Impact</p>	<p style="text-align: center;">Mass and Prayers / Scripture Passages</p>	<p style="text-align: center;">Catholic Social Teaching</p>	<p style="text-align: center;">Our Questions to explore</p>	

<p>Exploring this theme will have an impact on our Mental Wellbeing by ...</p> <p>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.</p> <p>Engage in promoting and actively being Mentally Healthy</p> <p>Why do we go to Mass? A time for prayer/reflection.</p>	<p>Prayers which link to Topic / Focus</p> <p>Scripture Passages support overview</p> <p>CW:</p> <p>How can we thank God for what we have?</p> <p>How is the Eucharist central to our faith?</p>	<p>Distributive Justice</p> <p>How can we share our resources of food with those who need it?</p> <p>How can we appreciate the food that God has created?</p>	<p>How is our faith satisfied?</p> <p>How can we use the produce of God to sustain us?</p>
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Subject	Content
Religious Education	<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
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"> • double consonants • single consonants • le words : ckle, able, cle, dle, ble, ible, ple • irregular verbs • irregular plurals <p>Reading:</p> <ul style="list-style-type: none"> • 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

	<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>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>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 • compare and order lengths, mass, volume/capacity and record the results using >, < and =
Biology	<p>Living Things and their habitat</p> <ul style="list-style-type: none"> • 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	<p>Plants</p> <ul style="list-style-type: none"> • 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

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:

YEAR B

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

	<ul style="list-style-type: none"> • 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. <p>Secondary Focus: History / Geography Project extending some of the work taught over the year.</p>	<p>map; and use and construct basic symbols in a key</p> <ul style="list-style-type: none"> • 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. 	
Physical Education	<p>Strike and Field</p> <ul style="list-style-type: none"> • 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 <p>Athletics</p> <ul style="list-style-type: none"> • 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	<p>MyHappyMind Topics Relate & Engage</p>		

	<p>Children will learn:</p> <ul style="list-style-type: none"> • 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 <ul style="list-style-type: none"> • 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.
<p>Music</p>	<p>Summer 1 Unit: Friendship Song</p> <p>Summer 2 Unit: Reflect, Rewind and Replay</p> <p>Style: Western Classical Music and your choice from Year 2</p> <p>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.</p>

