



# Curriculum Planner

**Term: Summer 2 2026**

**Year: 2**

'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'

<b>Church school value of the term:</b>	<b>British value of the term:</b>
Thankfulness	All British values

<p style="text-align: center;"><b>Dream big</b> High academic ambition High expectations Career aspirations The world is your oyster!</p>	<p style="text-align: center;"><b>Love God</b> Church School Values Christian Distinctiveness Social, Moral, Spiritual, Cultural Caring for our environment</p>	<p style="text-align: center;"><b>Live well</b> Healthy lifestyles Emotional wellbeing Staying safe Healthy Relationships</p>
<ul style="list-style-type: none"> <li>• Class story book</li> <li>• Reading incentive</li> <li>• Daily challenges in every lesson promoting high academic achievement.</li> <li>• Language of the moment</li> <li>• Key texts for class read books</li> <li>• Global learning lessons weekly</li> <li>• Rights respecting</li> <li>• Artist/Composer of the term</li> <li>• Vocabulary focus linked to- Geography – Geographical skills, Science- Living things and their habitats, RE- Sacred texts, beliefs and connections</li> <li>• Inspirational and influential scientists</li> <li>• KS1 Plant sale</li> <li>• Transition to Year 3</li> </ul>	<ul style="list-style-type: none"> <li>• Collective worship focus - Thankfulness</li> <li>• British values focus – All British values</li> <li>• Daily Collective Worship and prayer</li> <li>• Collective Worship visitors</li> <li>• Class collective worship book</li> <li>• Picture news worship</li> <li>• Class reflective area- prayers from the children</li> <li>• RWV – Sacred texts, beliefs and connections – What beliefs values and practices are important within World views?</li> <li>• Outdoor area: tend to growing plants and keep the area clean and tidy</li> <li>• Class reflection area</li> <li>• Outdoor relaxation zone</li> <li>• Gardening club</li> <li>• Global Learning: Ecosystems</li> <li>• KS1 Plant sale</li> </ul>	<ul style="list-style-type: none"> <li>• Classroom routines and behaviours</li> <li>• Reinforce healthy lifestyle through PE lessons and Science</li> <li>• 'Just a minute' mindfulness daily</li> <li>• Daily check-ins with the cohort linking to healthy relationships and staying safe</li> <li>• After school PE club</li> <li>• Daily fruit at snack time</li> <li>• Hot school meals – healthy choices and eating as a community</li> <li>• PSHE/RSE – Supporting those less fortunate, taking care of ourselves, avoid negative relationships, sharing worries.</li> <li>• PE- Hit, catch, run - Athletics</li> <li>• Sports day</li> <li>• Supporting transition to Year 3</li> <li>• Rail Safety workshop (visitor)</li> <li>• Emotions workshop (visitor)</li> <li>• Road safety workshop (visitor)</li> <li>• RWV visit/visitor</li> </ul>

<p style="text-align: center;"><b><u>English</u></b></p> <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"> <li>• Expanded noun phrases</li> <li>• Nouns, including pronouns</li> <li>• Verbs</li> <li>• Adjectives</li> <li>• Adverbs</li> <li>• Sentence types .? !</li> </ul> <p><b><u>Text</u></b></p> <ul style="list-style-type: none"> <li>• Persuasive letter - Letter writing to parents inviting them to the KS1 plant sale</li> <li>• Narrative - 'The Tin Forest'</li> </ul>	<p style="text-align: center;"><b><u>Mathematics</u></b></p> <p><b><u>Time</u></b></p> <ul style="list-style-type: none"> <li>• O'clock and half past,</li> <li>• Quarter past and quarter to</li> <li>• Past the hour</li> <li>• To the hour</li> <li>• Tell the time to 5 minutes</li> <li>• Minutes in an hour</li> <li>• Hours in a day</li> </ul> <p><b><u>Statistics</u></b></p> <ul style="list-style-type: none"> <li>• Tally charts</li> <li>• Tables</li> <li>• Block diagrams</li> <li>• Draw and interpret pictograms</li> </ul> <p><b><u>Position and direction</u></b></p> <ul style="list-style-type: none"> <li>• Language of position</li> <li>• Describe position</li> <li>• Describe movement and turns</li> <li>• Shape patterns with turns</li> </ul>	<p style="text-align: center;"><b><u>Science</u></b></p> <p><b><u>Living things and their habitats</u></b></p> <ul style="list-style-type: none"> <li>• Investigate which living things live in our local habitats.</li> <li>• Identify and explore microhabitats in our local environment.</li> <li>• Explore and compare two microhabitats within a woodland habitat.</li> <li>• Order different plants and animals in a simple food chain.</li> <li>• Create food chains and talk about different roles played by plants and animals.</li> <li>• Create a wildlife film about a chosen microhabitat.</li> </ul>
<p style="text-align: center;"><b><u>Religion and World Views</u></b></p> <p><b><u>Sacred texts, beliefs and connections:</u></b>  What beliefs values and practices are important within World views?</p> <ul style="list-style-type: none"> <li>• Know and understand what Dharmic religions have in common (Sikhi and Hinduism).</li> <li>• Know and understand the beliefs of a non-religious view (humanism).</li> <li>• Know and understand about different religions and world views in Lincolnshire.</li> </ul>	<p style="text-align: center;"><b><u>Geography</u></b></p> <p><b><u>Geographical skills and fieldwork:</u></b></p> <ul style="list-style-type: none"> <li>• Identify landmarks</li> <li>• Create a map from an aerial view</li> <li>• Create a key for a map</li> <li>• To correctly use a map and understand how to use a compass</li> <li>• To use field skills around the school</li> </ul>	<p style="text-align: center;"><b><u>Physical Education</u></b></p> <p><b><u>Hit, catch, run – striking and fielding:</u></b></p> <ul style="list-style-type: none"> <li>• Make choices about where to hit the ball</li> <li>• Make tactical decisions about where to position themselves in the field</li> <li>• Develop hitting skills with a variety of bats</li> <li>• Retrieve a ball back to base as part of a team</li> <li>• Practise bowling, feeding a ball to other players</li> <li>• Pla as a batter, bowler and fielder</li> </ul>

<ul style="list-style-type: none"> <li>• Summary, reflection and assessment.</li> </ul>		<ul style="list-style-type: none"> <li>• Run in a game to score points</li> <li>• Make attempts to catch the ball coming towards the player in games</li> <li>• Display sportsmanship when competing against others</li> <li>• Work as a team to score runs</li> </ul>
<p style="text-align: center;"><b><u>Art</u></b></p> <p><b><u>Drawing - Still Life Fruit:</u></b></p> <ul style="list-style-type: none"> <li>• Comment on work of an artist</li> <li>• Understand the basic use of a sketchbook</li> <li>• Pencil shading techniques</li> <li>• Experiment with different drawing different media: crayons, pastels, felt tips</li> <li>• Draw for a sustained period of time</li> </ul> <p style="text-align: center;"><b>Focus Artist: Paul Cezanne</b></p>	<p style="text-align: center;"><b><u>Music</u></b></p> <p><b><u>Charanga: Reflect, rewind and replay:</u></b></p> <ul style="list-style-type: none"> <li>• Revision and deciding what to perform. Listen to Western Classical Music. The language of music.</li> <li>• Listen &amp; Appraise (descriptions for all strands as in previous term)</li> <li>• Musical Activities: games, singing, playing, improvisation, composition</li> <li>• Perform/Share</li> </ul>	<p style="text-align: center;"><b><u>PSHE/RSE</u></b></p> <ul style="list-style-type: none"> <li>• Exploring All British Values</li> <li>• Keeping ourselves safe in the community</li> <li>• Exploring stress and worries</li> <li>• Transition support</li> </ul>
<p style="text-align: center;"><b><u>Computing – Purple Mash</u></b></p> <p><b><u>Coding (Unit 1.7):</u></b></p> <ul style="list-style-type: none"> <li>• To create a computer program using an algorithm</li> <li>• To create a program using a given design</li> <li>• To understand that algorithms follow a sequence</li> <li>• To understand what different events do in code</li> <li>• To understand the function of buttons in the program</li> <li>• To understand the need to test and debug a program repeatedly</li> </ul>	<p style="text-align: center;"><b><u>SMSC</u></b></p> <p><b><u>Social:</u></b></p> <ul style="list-style-type: none"> <li>• KS1 plant sale</li> <li>• Sports day</li> <li>• Personal feelings</li> <li>• Listening and responding to others</li> <li>• Role play area: Bird Hide</li> <li>• Group work and partner work</li> <li>• Gardening club</li> <li>• Outdoor area activities</li> <li>• Visitors: Road safety, Emotions, RWV, Rail safety, Collective worship</li> </ul> <p><b><u>Moral:</u></b></p> <ul style="list-style-type: none"> <li>• Collective worship focus - Thankfulness</li> <li>• British values focus – all British values</li> </ul>	<p style="text-align: center;"><b><u>Language of the Moment / French</u></b></p> <ul style="list-style-type: none"> <li>• Celebrating the diversity of language in the classroom.</li> <li>• Register greeting</li> </ul>

- PSHE: Keeping ourselves safe in our community
- Global learning: Eco-systems
- Speaking and listening opportunities

**Spiritual:**

- Using imagination and creativity across all aspects of learning
- Opportunities across the curriculum to express own beliefs and opinions
- RWV - Sacred texts, beliefs and connections
- RWV – reflecting on our own beliefs
- Peace garden
- Respect collective worship focus
- Class collective worship book
- Class reflective area- prayers from the children.
- Daily Collective worship
- Looking after our outdoor area
- Class collective worship area
- Pupil Bibles
- Thankfulness - collective worship focus
- Class prayers

**Cultural:**

- British values: All British values
- Opportunities across the curriculum to express own beliefs and opinions
- Language of the moment
- Exploring the beliefs, values and cultures of others to develop empathy
- Celebrating diversity within the school
- Picture News used for class worship
- Artist and composer of the month

<p><b><u>Parental engagement:</u></b></p> <ul style="list-style-type: none"> <li>• End of year reports</li> <li>• Sports day</li> <li>• Reading record and homework support</li> <li>• Facebook/Twitter</li> <li>• KS1 plant sale</li> </ul>	<p><b><u>Visits and visitors:</u></b></p> <ul style="list-style-type: none"> <li>• Rail safety visitor</li> <li>• Road safety visitor</li> <li>• Emotions workshop</li> <li>• RWV visit/visitor</li> <li>• Collective Worship visitors</li> </ul>
<p><b><u>Cultural Capital:</u></b></p> <ul style="list-style-type: none"> <li>• Visitors in Collective Worship</li> <li>• Rail safety visitor</li> <li>• Road safety visitor</li> <li>• Emotions workshop</li> <li>• RWV visit/visitor</li> <li>• Gardening club</li> <li>• PE club</li> <li>• Language of the moment</li> <li>• Sports day</li> </ul>	<p><b><u>Global Learning:</u></b></p> <p><b><u>Eco-systems</u></b></p> <ul style="list-style-type: none"> <li>• To understand how nature can make us feel.</li> <li>• To understand what nature gives us.</li> <li>• To understand how nature can help us recycle.</li> </ul>
<p><b><u>Caring for the environment and each other:</u></b></p> <ul style="list-style-type: none"> <li>• Garden club</li> <li>• Taking care of the plants in our outdoor area</li> <li>• Keeping outdoor areas neat, tidy and litter free</li> <li>• Global Learning – Eco-systems</li> <li>• Science – Animals and their habitats</li> <li>• KS1 plant sale</li> </ul>	<p><b><u>Use of Artificial Intelligence</u></b></p> <ul style="list-style-type: none"> <li>• Google maps – geographical skills/fieldwork</li> <li>• Google - A summary of religions in Lincolnshire</li> </ul>
<p><b><u>Outdoor Learning:</u></b></p> <ul style="list-style-type: none"> <li>• Maths: Tally charts/block graphs (animals in the water tray)</li> <li>• Science: Minibeast hunt</li> <li>• Role play: Bird watching area</li> <li>• Sofa area/Art studio: Observational drawing – living things</li> <li>• Geography: Create a simple map with a key</li> <li>• Reading: Opportunity to look at a range of books in the quiet reading house</li> </ul>	