


Aspirations Year 2 Summer – Curriculum Plan

Our vision: ‘Life in All its Fullness’ (John 10.10) and our Christian Values are the foundations to affect change from within the heart of the community. Children are encouraged to develop strong aspirations educationally, socially, morally and spiritually with a desire to make a positive difference in the world.



<p>English</p> <p>Reading and Phonics</p> <p>Children follow the National Curriculum Framework to develop their word –reading and comprehension skills. They are given extensive opportunities to listen to, share and discuss a wide range of high-quality books with the teacher, other adults and each other to engender a love of reading at the same time as they are reading independently. They also take part in daily phonics lessons to enable them to read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*.</p> <p>Writing</p> <p>Following the National Curriculum Framework, children work on developing their composition; handwriting; spelling and vocabulary, grammar and punctuation skills. They also focus on the use of Standard English and are encouraged to use this when speaking and in their writing.</p>	<p>In this sequence of learning, children learn about how the world in which we live continues to change.</p> <p>Children will explore how technology is continually developed and consider the impact that this has on the way that we live our lives.</p> <p>They are encouraged think about their future aspirations and how the choices they make now can help them to realise their goals.</p>		<p>Maths</p> <p>Measurement (Money)</p> <ul style="list-style-type: none">Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular valueUse different coins to make the same amount of moneySolve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change <p>Children will then consolidate their learning across all areas and apply their knowledge to solve a range of mathematical problems, set in different contexts.</p>
<p>RE</p> <p>How do people worship?</p> <ul style="list-style-type: none">I can talk about different things that Christians do when they worship God.I can talk about some of the things that happen as part of worship in a church.I can make links between belonging to a certain religion and behaving in a certain way.I can talk about my own experiences of wonder and worship.I can talk about occasions that are special to me and occasions that are special to other people and say what makes them special.	 <p>Ada Lovelace</p> <p>Who is Ada Lovelace?</p> <p>What would it have been like to be alive in her lifetime?</p> <p>What were her hopes and dreams?</p> <p>What did she achieve?</p> <p>How has technology changed over time?</p>		<p>Science</p> <p>What are materials? How can they be used?</p> <ul style="list-style-type: none">Use their knowledge and understanding of the properties of materials, to distinguish objects from materials, identify and group materials and compare their suitability for different uses.Find out how the shapes of solid objects made from materials can be changed by squashing, bending, twisting and stretchingIdentify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular usesUse appropriate scientific language.
<p>Design Technology</p> <p>How can we create a moving toy using recycled materials?</p> <ul style="list-style-type: none">I can draw templates and/or make models of my designs and explain to others what the purpose of my design is and what it's features areI can use what I learn about different mechanisms in my own designs (levers, sliders, wheels, axels)I can build structures using what I have learned to make them stiffer, stronger and more stable	<p>History (Ada Lovelace)</p> <p>How different would it have been to live in the time of the Ada Lovelace? How has technology changed over time?</p> <ul style="list-style-type: none">Identifies some similarities and differences between ways of life in different periods.Can identify some of the different ways in which the past is represented.Communicates in different ways about aspects of life in past times and uses a wide vocabulary of everyday historical terms.	<p>Geography</p> <p>How can we explore our world by using maps in different ways?</p> <ul style="list-style-type: none">He/ she can follow and use directional language to find and describe the location of features and routes on a map.He/ she can understand and use simple compass directions to find and describe the location of features and routes on a map.He/ she can name and locate the world's seven continents and five oceans using globes, maps and atlases.	<p>PE</p> <p>How can I throw and catch more accurately? How can I work as part of a team?</p> <ul style="list-style-type: none">I can change direction in a balanced and controlled manner.I can perform sequential movements with different parts of my body at different speeds at the same time.I can take part in competitive physical activity against other people.
<p>Art (Focus: Henri Rousseau)</p> <p>How is nature depicted in Art?</p> <ul style="list-style-type: none">I can use a range of techniques, experimenting with colour, pattern, line and textureI can use paint with brushes of different sizes and experiment with my brush in different ways to make different marksI can use pastel and charcoal to make different marks.	<p>Music</p> <p>How can we express ourselves through music? How can I use my body to make music?</p> <ul style="list-style-type: none">Experiment with, create, select and combine sounds using the interrelated dimensions of musicListen with concentration and understanding to a range of high-quality live and recorded music.Use their voices expressively and creatively by singing songs and speaking chants and rhymes	<p>Computing</p> <p>How can we use computers creatively?</p> <ul style="list-style-type: none">Use technology purposefully to organise, store and retrieve digital content.Use technology purposefully to create and manipulate digital content.	<p>PSHE</p> <p>Fake is a mistake/ ‘No way through’ isn’t true</p> <ul style="list-style-type: none">what improves and harms their local, natural and built environments and develop strategies and skills needed to care for theseways in which they are all unique, understand that there has never been and never will be another ‘them’to identify and respect the differences and similarities between peopleto communicate their feelings to others, to recognise how others show feelings and how to respond
<p>Community</p> <p>How can I work with my local community?</p> <ul style="list-style-type: none">Intergenerational project with local residential home.Reduce waste and recycle materials in school and local buildings	<p>Trips/ Visitors/ Celebrations</p> <ul style="list-style-type: none">Frankley Community LibraryTrip Ackers Trust (Sports taster)Year 2 Leavers’ Service at Birmingham CathedralTrip to Cadbury WorldImage Theatre Company performanceTrip to St Leonard’sSports Day, Autism Awareness Day, Aldersgate Day	<p>British Values</p> <ul style="list-style-type: none">Tolerance and Mutual Respect- Autism Awareness Day	<p>SMSC</p> <p>Social—Sports Day, Autism Awareness Day, Ackers Trust trip</p> <p>Moral—Big Questions, Heartsmart PSHE</p> <p>Spiritual—Collective Worship, Big Questions, class prayers for Collective worship , Leavers’ service at Birmingham Cathedral, Birmingham City Mission, Aldersgate Day, Trip to St Leonards, Heartsmart PSHE</p> <p>Cultural— Image Theatre Company</p>

honesty patience joy forgiveness tolerance thankfulness respect kindness friendship gentleness love hope