



Year 2 Summer Planning 2026



Subject	Planning	
Religious Education	<p>Branch 5 To the ends of the Earth</p> <p>By the end of this unit of study, pupils will have revisited and encountered the following key texts:</p> <p>Hear:</p> <ul style="list-style-type: none"> • Jesus appears to the apostles and the Ascension (Lk 24:36-53) • Pentecost and Peter talks to the crowd (Acts 2:1-9, 12-13) • Conversion of Saul (Acts 9:1-19) • Fruits of the Holy Spirit (Gal 5:22-23) <p>Believe:</p> <p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> • God is love. Love is God’s first gift poured into our hearts by the Holy Spirit. • The fruits of the Spirit are the visible signs that a person is led by the Holy Spirit. • The fruits of the Spirit are love, joy, peace, patience, kindness, generosity, faithfulness, gentleness, and self-control. <p>Celebrate: In all prayers, Christians welcome the Holy Spirit and open their hearts to God.</p> <ul style="list-style-type: none"> • Christians pray to the Holy Spirit for for help (‘Come Holy Spirit’). <p>Live:</p>	<p>Branch 6 Dialogue and Encounter</p> <p>By the end of this unit of study, pupils will have revisited and encountered the following key texts:</p> <p>Hear:</p> <ul style="list-style-type: none"> • The Good Samaritan (Lk 10:25-37) • The Greatest Commandment (Mk 12:28-34) • Jesus and the Samaritan Woman (Jn 4:4-26) • The Body has many parts (1 Cor 12:12-27) • God’s Covenant with Abraham (Gen 15:1-6, 17:1-8) <p>Believe:</p> <p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> • God created all people in His image, and we are all part of one human family. • We are called to love our neighbour, regardless of differences. • Jesus showed love and respect to all people, including those who were different from Him. • The Church values dialogue and friendship with people of all faiths and beliefs. • God’s covenant with Abraham shows His love for all nations. <p>Celebrate:</p> <p>In prayer, Christians thank God for the diversity of people and cultures.</p>



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	<ul style="list-style-type: none"> • That there are different symbols of the Holy Spirit in art: wind, fire, and dove, e.g., Taizé, Marlene Scholz’s ‘Blessed Trinity’. • The example of a saint who showed examples of peacebuilding in their lives, e.g., St Catherine of Siena, St Bernardine of Siena (IHS), St Rita of Cascia, St John Henry Newman, Pope St Pius X, St Francis of Assisi. Some examples of saints and holy people who lived the fruits of the Holy Spirit in their lives, e.g., St Oscar Romero, St Teresa of Avila. 	<ul style="list-style-type: none"> • Christians celebrate the unity of all people under God’s love, especially in Mass and community gatherings. • Special prayers and services can honour peace, understanding, and respect among all people. • Live: • We are called to be kind and respectful to everyone, including those who believe differently. • Christians are called to be peacemakers and build bridges of understanding. • Symbols of unity and peace in art and worship, e.g., the rainbow (God’s promise), people holding hands, doves. • The example of saints who built bridges of dialogue and peace, e.g., St Francis of Assisi, St Josephine Bakhita, St Martin de Porres, Blessed Carlo Acutis. • Ways in which pupils can show respect and love for others in their classroom, community, and world
<p>English</p>	<p>The King Who Banned the Dark Non-Fiction: Persuasive Letter Purpose: To persuade Narrative: Banning Narrative Purpose: To narrate Build on previous units & focus on: Formation of nouns using suffixes e.g. –ness, –er Formation of adjectives using suffixes e.g. –ful, –less Use of the suffix –ly to turn adjectives into adverbs Build on previous units & focus on: Expanded noun phrases for description and specification Subordination (using when, if, that, because) Co-ordination (or, and, but) How the grammatical patterns in a sentence indicates its function as question and a statement.</p>	<p>Rosie Revere Explanation: How a machine works Purpose: To explain Build on previous units & focus on: Formation of nouns by compounding Use of the Suffixes –er & –est in adjectives Use of the suffix –ly to turn adjectives into adverbs Build on previous units & focus on: Subordination (using when, if, that, because) Co-ordination (or, and, but) Sentence indicates its function as an exclamation. Expanded Noun Phrases for description and specification Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing</p>



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	<p>Build on previous units & focus on: Correct choice and consistent use of past and present tense throughout writing</p> <p>Build on previous units & focus on: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spellings</p> <p>Commas to separate items in a list</p> <p>Non Chronological Report- Dragons based on the book Tell me Dragon</p>	<p>Build on previous units & focus on: Use of capital letters, full stops and question marks to demarcate sentences Apostrophes to mark singular possession in nouns Commas to separate items in a list</p> <p>Poetry- Seagulls are doing their dance again</p>	
Maths	<p>Daily Practice</p> <ul style="list-style-type: none"> • Retrieval – FB4 • Counting from 1 to 100 • Basic skills games <p>Continue work on Fractions</p> <ul style="list-style-type: none"> • find, name and write fractions of a length, shape, set of objects or amount, including $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, and $\frac{3}{4}$ • write simple fractions facts such as $\frac{1}{2}$ of 6 = 3 and $\frac{2}{4} = \frac{1}{2}$ • recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ • count in fractions up to a whole 	<p>Time</p> <ul style="list-style-type: none"> • 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. • Know the number of minutes in an hour and the number of hours in a day <p>Position and Direction</p> <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). 	<p>Addition and Subtraction</p> <p>Add and subtract numbers mentally, including:</p> <ul style="list-style-type: none"> • A two-digit number and ones • A two-digit number and tens • Two two-digit numbers • Adding three one-digit numbers <p>Add and subtract numbers using concrete objects, pictorial representations including:</p> <ul style="list-style-type: none"> • A two-digit number and ones • A two-digit number and tens • Two two-digit numbers • Adding three one-digit numbers



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Science	<p>Identify and name a variety of plants and animals in their habitats, including microhabitats.</p> <p>Growing Up (Life Cycles Focus)</p> <p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Describe the life cycle of humans (baby → child → teenager → adult).</p> <p>Describe the life cycles of different mammals, understanding that:</p> <ul style="list-style-type: none">Mammals give birth to live young.Offspring grow, need care, and eventually become adults. <p>Describe the life cycle of amphibians (e.g., frogspawn → tadpole → froglet → adult frog).</p> <p>Describe the life cycle of a butterfly (egg → caterpillar → pupa → butterfly).</p> <p>Identify patterns between the life cycles of different animals, e.g.:</p> <ul style="list-style-type: none">Mammals vs. amphibians vs. insects.Some animals lay eggs; some give birth to live young.	Wildlife (Habitat & Ecosystem Focus)
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Understand what "wildlife" is – animals and plants that are not looked after by humans.

Explore how wildlife benefits humans (e.g., pollination, composting, food chains).

Investigate how humans can support and protect wildlife (e.g., building bug hotels, seed bombs).

Identify local examples of wildlife and recognise habitats and microhabitats.

Understand food chains and the interdependence of living things in a habitat.

Recognise the importance of sustainability and caring for nature.



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Computing	<ul style="list-style-type: none">• Use different software programs and discuss the benefits of their usage• Create and debug simple programs• Find and fix simple bugs in programs• Predict the behaviour of programmed toy, clearly relating each action to a part of an algorithm
Spanish	Spanish language, knowledge and skills are taught by Senora Diaz
History	<p>Louis Braille</p> <p>Children will be able to answer the following questions:</p> <p>Why do you think we remember Louis Braille today? What were the most important moments and people in Louis's life? Why did Louis decide to invent a system of reading for the blind? What changes to people's lives did Louis make? What shall we put in our Louis Braille Museum?</p>
Geography	<p>Seasides</p> <ul style="list-style-type: none">• Name and locate the seas around the UK and identify seaside towns using maps and atlases.• Identify and describe key human (e.g., piers, shops, hotels) and physical features (e.g., beaches, cliffs, coastlines) of seaside locations.• Use aerial photographs and simple maps to recognise landmarks and understand land use.• Use basic map skills, including simple grid references, map symbols, and keys.



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	<ul style="list-style-type: none">• Compare geographical features of local areas and seaside resorts, noting similarities and differences.• Understand why people visit the seaside and how human and physical features influence tourism and trade.• Develop fieldwork skills through local area studies and observational activities.
Music	LESSON 1 To understand the difference between a verse and a chorus and sing as part of an ensemble.
	LESSON 2 To sing and perform rhythmic patterns on instruments to show a mood or character.
	LESSON 3 To recognise and perform rhythmic patterns using notation.
	LESSON 4 To be able to sing and perform rhythmic patterns on instruments using notation.
	LESSON 5 To read, perform and notate rhythmic patterns.
	LESSON 6 To compose and perform rhythmic patterns on instruments using notation.
Art	Georgia O’Keeffe <ul style="list-style-type: none">• Learn about the artist Georgia O’Keeffe and understand how she was inspired by nature• Develop observational drawing skills by looking closely at flowers and natural objects• Explore and experiment with colour using a range of materials such as watercolours, pastels, and collage• Create artwork inspired by nature, including abstract designs using shapes, lines, and textures• Build confidence and creativity by planning and producing a final large-scale piece of art



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Design Technology	Hand puppets Assess ideas and products against a design brief to make an alien for a poetry performance Select from and use a range of equipment to perform practical tasks Explore and assess a range of existing products Select from and use a wide range of materials and components
PE	Athletics To develop the sprinting action To develop jumping for distance To develop technique when jumping for height To develop throwing for distance To develop throwing for accuracy To select and apply knowledge and technique in an athletics carousel
PHSE	Social Responsibility To understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs To recognise the ways they are the same as, and different to, other people. To learn about things they can do to help look after their environment. To learn about things they can do to help look after their environment. To learn about things they can do to help look after their environment. Consent Ask why they should ask other people for permission for different situations, including when touching someone Use simple phrase to ask for, give or not give permission



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RHSE	Spiritual To celebrate ways of meeting God in our communities
Enrichment weeks	<ul style="list-style-type: none">• Well Being Week- June 15th