

Sacred Heart RC Primary School

‘Learning to Love ...Loving to learn’

Year: 2		The Whole Child Action Plan						Summer	
The first entitlement of all children is to be <i>Spiritually, Morally, Socially and Culturally Educated</i> ... Children should first be educated spiritually and as a Catholic Community spiritual education is about our beliefs, our relationship with God and who we are from the scriptures. The whole of our curriculum is permeated in our beliefs and values.									
Month	Term	Learning Powers	RC Statement	Liturgical Year / CARITAS (Christian Love of human kind - charity)	British Values (Democracy, rule of law, individual liberty, respect for other beliefs)	PSHE including Safeguarding	Global Days and Events	Entrance / Hall Displays	
May	Summer 1	Resilience	21	Assessments in School Crowning of Our Lady	World Religions Y4 Islam	Beginning of transition programme across the school. Anti-bullying day	May is the month of music		
			22						
			23						
			24						
June	Summer 2	Think	25	Sacred Heart Feast Day Feast of SS Peter and Paul Eid al Fitr	Staff voice questionnaires	Choir singing at hospice Sport's Day Sex and relationships education Y6 Bikeability	Father's Day/ Special Person's Day British Science week		
			26						
July			4	First Holy Communion	Class charters during transition	Sex and relationships education Y6 Spiritain retreat Peer mediation and playground pals training	Bastille Day – French day Maths Problem Solving Day		
			9						
			10						
			11						
			17						
			18						
Topic / Theme		Texts you will use		Key Objectives from across the curriculum				Visitors / Visits	
				Science	History	Geography	ICT/Computing	Art/DT	
Summer 1 (5 Weeks and 4 Days)									
On Safari				Plants 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. Identify and name a variety of plants and animals in their habitats, including micro-habitats.		Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. Use basic geographical vocabulary to refer to human and physical geographical features.	Recognise common uses of information technology beyond school	DT – Textiles Art – Pattern/Printing Examine a piece of work from a well-known artist and use it to create a success criterion. Link their work to other artists. Use a success criterion to critically evaluate their work. Identify man-made and natural patterns. Focus on using lines	Wild People (Link Y1)

						(movement, contours and feelings) and known geometric shapes to create. Create visual texture using different marks.	
Summer 2 (7 Weeks)							
Zootopia/ The Wind in the Willows	The Wind in the Willows Zootopia (animation)	Living things and their habitats 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 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.	Significant historical events, people and places in their own locality	Use simple compass directions (North, South, East and West) and locational and directional language (near, far, left and right) to describe the location of features and routes on a map 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	Create and debug simple programs Use logical reasoning to predict the behaviour of simple programs	Art – Collage/Painting Examine a piece of work from a well-known artist and use it to create a success criterion. Link their work to other artists. Use a success criterion to critically evaluate their work. Refine skills in painting and develop and share ideas.	Summer Trip