

Year 2 Curriculum Overview Summer Term 2026

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		Week 7	Week 8	Week 9	Week 10	Week 11	Week12	Week13
MATHEMATICS	<p>On-going application of mental, communication, problem solving and reasoning skills.</p> <p>Fractions</p> <ul style="list-style-type: none"> To introduce fractions to parts and wholes To look at equal and unequal parts To recognise a half, quarter and a third To find a half, quarter and a third To find the whole To look at unit and non-unit fractions To recognise the equivalence of a half and two quarters To recognise three quarters To find three quarters To count in fractions up to a whole <p>Time</p> <ul style="list-style-type: none"> To understand 0'clock and half past To know quarter past and quarter to To tell the time past the hour To tell the time to the hour To tell the time to 5 minutes To know how many minutes there are in an hour To know how many hours there are in a day. 						Revision of skills	<p>On-going application of mental, communication, problem solving and reasoning skills.</p> <p>Statistics</p> <ul style="list-style-type: none"> To understand and make tally charts To use tables for information To understand block diagrams To draw pictograms (1-1) To interpret pictograms To draw pictograms (2,5,10) To interpret pictograms (2,5,10) <p>Position and Direction</p> <ul style="list-style-type: none"> To understand language of position To describe movement To describe turns To describe movement and turns To look at shape patterns with turns. 						Assessment
ENGLISH	<p><u>POR - Claude In The City</u></p> <ul style="list-style-type: none"> To respond to illustrations To predict and infer To describe using noun phrases To write poetry about the city using rhyming words To write a report on caring for an animal. <p>Possible Writing Outcomes</p> <ul style="list-style-type: none"> Predictions Description Poetry Non-fiction report. 						Revision of skills	<p><u>POR – The Barnabus Project</u></p> <ul style="list-style-type: none"> To persuade using conjunctions and justifying responses To debate for and against To write an argument using persuasive writing techniques To write a character description To write an alternative ending To write a diary entry in role. <p>Possible Writing Outcomes</p> <ul style="list-style-type: none"> Persuasive Debate Argument Character description Creative Writing- setting Diary entry. 						Assessment
SCIENCE	<p><u>Plants</u></p> <ul style="list-style-type: none"> To observe and describe how seeds and bulbs grow into mature plants To find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. 						Revision of skills	<p><u>Living Things and Their Habitat</u></p> <ul style="list-style-type: none"> To explore and compare the differences between things that are living, dead, and things that have never been alive To 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 To identify and name a variety of plants and animals in their habitats, including microhabitats 						Assessment

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							<ul style="list-style-type: none"> To 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. <p>Star scientist: Rachel Carson – marine biologist</p>
HISTORY							<p><u>Who are our local heroes?</u></p> <p>To understand what makes a hero. Identify some local heroes from the past. Examine an image, object, document as a source to find out about a person in the past. To be able to use a visit or visitor to find out about a local hero. To decide who the greatest local hero is.</p>
GEOGRAPHY	<p><u>What is it like to live by the coast?</u></p> <ul style="list-style-type: none"> Where are the seas and oceans surrounding the UK? What is a coast? What are the features of the Jurassic Coast How to people use a coastal town? Describe the key human features of a coast and how it changes over time. Collect data and present it in tally 						
ART	<p><u>Nature Sculptures</u></p> <ul style="list-style-type: none"> Develop their ideas through talk Begin to select tools and materials; use correct vocabulary to name and describe them Build 3d art structures, exploring variety of materials in nature, e.g. clay, twigs, leaves, tin foil etc Understand the safety and basic care of materials and tools Experiment with, construct and join recycled, natural and man-made materials more confidently Evaluate their work against their initial ideas Use digital media to display work Express clear preferences about their artwork and work of others. Giving reasons, e.g. I like this because.... <p><u>Artist:</u> Andy Goldsworthy</p>						
DT							<p><u>Puppets</u></p> <ul style="list-style-type: none"> Start to generate ideas by drawing on their own and other people's experiences Investigate different types of puppets and ways for joining material and mixed media. Begin to develop their design ideas through discussion, observation, drawing and modelling Identify a purpose for what they intend to design and make Begin to select tools and materials; use correct vocabulary to name and describe them Learn to use hand tools safely and appropriately Start to assemble, join and combine materials in order to make a product Demonstrate how to cut, shape and join fabric to make a simple product Use basic sewing techniques Start to choose and use appropriate finishing techniques Start to evaluate their products as they are developed, identifying strengths and possible changes they might make

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COMPUTING	<p>COMPUTING STRAND: Information Technology Unit 2.6 Creating Pictures – Programs; 2Paint A Picture Writing Templates</p> <ul style="list-style-type: none"> To be introduced to 2Paint A Picture. To look at the impressionist style of art (Monet, Degas, Renoir) To recreate pointillist art and look at the work of pointillist artists such as Seurat To look at the work of Piet Mondrian and recreate it using the Lines template To look at the work of William Morris and recreate it using the Patterns template To explore surrealism and eCollage. 						<p>COMPUTING STRAND: Information Technology Unit 2.8 Presenting Ideas – Programs; 2Connect (Mind Map), 2Create a Story (ebook), 2Quiz Writing Templates.</p> <ul style="list-style-type: none"> To explore how a story can be presented in different ways To make a quiz about a story or class topic To make a fact file on a nonfiction topic To make a presentation to the class.
PE	<p>Athletics</p> <ul style="list-style-type: none"> 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. 						<p>Striking and Fielding</p> <ul style="list-style-type: none"> To track a rolling ball and collect it. To develop underarm throwing and catching to field a ball. To develop overarm throwing to limit a batter's score. To develop hitting for distance to score more points. To be able to get a batter out. To understand the rules of the game and use these to play fairly.
MUSIC	<p>Unit: Structure</p> <ul style="list-style-type: none"> To recognise, play and write rhythms with one beats and paired half beats. To show a rest beat using a silent movement. To read and follow a structure from left to right. To add rhythms to a structure to create a beginning, middle and end. To work well as part of a group, listening to others and respecting their ideas. To maintain a steady beat. To use a thinking voice to play rhythms on an instrument. 						<p>Unit: Pitch</p> <ul style="list-style-type: none"> To move their eyes from left to right to read pitch patterns. To sing high and low notes including the notes in between. To play a pattern of high and low notes on an instrument. To read notation from left to right. To draw high and low sounds using dots at the top and bottom of a page, respectively. To recognise when notes stay the same. To recognise missing notes on a stave.
SRE/ PSHE	<p>RSHE</p> <ul style="list-style-type: none"> To describe some of the similarities and differences between boys and girls To understand that some people have fixed ideas about what boys and girls can do To describe some differences between male and female animals. They understand that making a new life needs a male and a female To know and use the correct names for the main parts of the body of boys and girls To understand it is important to look after their bodies because that can help them have a healthy lifestyle. They understand that everyone's body is different and that we celebrate difference. <p>Living in the wider world</p>						<p>My Money Week - Financial Education</p> <ul style="list-style-type: none"> To describe where money comes from, e.g. earn, win, borrow, and find, pocket money, presents. To understand why we need to work to earn money when we are older To know they have choices about how they spend their money. To explore choices and make informed decisions about spending money To understand that we might not always be able to have things we want To know that they can keep money in different places and that some are safer than others To choose different places to keep money safe and explain why To beginning to understand the consequences of losing money (lost or stolen) and how it might make them feel. <p>Transition</p> <ul style="list-style-type: none"> To be given strategies to manage the transition between Year 2 and Year 3. <p>British Values – Individual Liberty</p>

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	<ul style="list-style-type: none"> To identify and respect differences and similarities between people. To know about groups and communities that they belong to. To know about a range of festivals from different cultures. <p>Preparing to be citizens in society</p> <ul style="list-style-type: none"> To know about looking after the local environment. Children should know where their food comes from and think about some of the ethical questions around food supply. <p>British Values – The Rule of Law</p>	
MENTAL HEALTH & WELLBEING	<p>Module – Relate</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. 	<p>Module Engage</p> <p>Children will learn –</p> <ul style="list-style-type: none"> 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 practise setting goals as a class. How Happy Breathing can help when goals are tricky.
FRENCH	<p>Les Fruits (Fruits)</p> <ul style="list-style-type: none"> To name and recognise up to 10 fruits in French To attempt to spell some of these nouns To ask somebody in French if they like a particular fruit To say what fruits they like and dislike. 	<p>Les Légumes (Vegetables)</p> <ul style="list-style-type: none"> To name, recognise and recall from memory up to 10 vegetables in French. To attempt to spell some of these nouns with their plural article/determiner. To learn simple vocabulary to facilitate a role play about buying vegetables from a market stall To say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.
JEWISH STUDIES	<p>Hebrew writing:</p> <ul style="list-style-type: none"> To be able to recognise all the letters in Hebrew script. <p>Chagim: Yom Haatzmaut</p> <ul style="list-style-type: none"> To understand how Israel was created To know the key symbols of Israel To recognise Israeli currency To be able to place key cities on a map of Israel To recognise the Israeli flag and be able to replicate it. <p>Chagim: Lag B'omer</p> <ul style="list-style-type: none"> To understand the story of Rabbi Akiva and the link to lag b'omer To know the main customs of lag b'omer. 	<p>Chumash:</p> <ul style="list-style-type: none"> To understand what gematria is To be able to use gematria for numbers up to 499 To know there are five books in the Torah and their names To know the difference between a chumash and sefer torah To understand the difference between a perek and pasuk <p>Chagim: Three Weeks</p> <ul style="list-style-type: none"> To have a basic understanding of the three weeks and the customs linked to it. <p>Hebrew Reading:</p> <ul style="list-style-type: none"> To review all the rules we learnt since Reception.

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Chagim: Shavuot

- To understand the meaning of the ten commandments
- To know the main customs associated to Shavuot and how they are linked
- To make cheese cake
- To know we read megillat Rut and Shavuot and a basic understanding of the story.

Parasha:

- Tazria/Metzora- Using your tongue wisely.
- Emor- Showing gratitude.
- Behar/Bechukotai- Emunah.

Parasha:

- Beha'alotecha- Being satisfied.
- Shelach Lecha- Lashon Hara
- Korach – avoiding quarrels
- Chukat – consequences of our actions
- Balak – the power of words.
- Pinchas –Being rewarded