

## Year 2 Curriculum Overview Summer Term 2025

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

**HALF TERM**

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

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<b>COMPUTING</b>	<p><b>COMPUTING STRAND: Information Technology</b>  <b>Unit 2.6 Creating Pictures – Programs; 2Paint A Picture Writing Templates</b></p> <ul style="list-style-type: none"> <li>To be introduced to 2Paint A Picture. To look at the impressionist style of art (Monet, Degas, Renoir)</li> <li>To recreate pointillist art and look at the work of pointillist artists such as Seurat</li> <li>To look at the work of Piet Mondrian and recreate it using the Lines template</li> <li>To look at the work of William Morris and recreate it using the Patterns template</li> <li>To explore surrealism and eCollage.</li> </ul>	<b>COMPUTING STRAND: Information Technology</b> <b>Unit 2.8 Presenting Ideas – Programs; 2Connect (Mind Map), 2Create a Story (ebook), 2Quiz Writing Templates.</b>
<b>PE</b>	<p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>To develop the sprinting action.</li> <li>To develop jumping for distance.</li> <li>To develop technique when jumping for height.</li> <li>To develop throwing for distance.</li> <li>To develop throwing for accuracy.</li> <li>To select and apply knowledge and technique in an athletics carousel.</li> </ul>	<b>Striking and Fielding</b>
<b>MUSIC</b>	<p><b>Unit: On this island: British songs and sounds</b></p> <p>Ongoing Focus: Taking inspiration from the British Isles, children compose soundscapes to represent the contrasting landscapes of the UK: seaside, countryside and city.</p> <p>Singing with confidence and expression. Using musical vocabulary to describe the music they hear. Creating and making improvements to a soundscape.</p> <p><b>MUSIC STRANDS:</b></p> <ul style="list-style-type: none"> <li>Performing</li> <li>Listening</li> <li>Composing</li> </ul>	<b>Unit: Myths and legends</b>
<b>SRE/ PSHE</b>	<p><b>Living in the wider world</b></p> <ul style="list-style-type: none"> <li>To identify and respect differences and similarities between people.</li> <li>To know about groups and communities that they belong to.</li> <li>To know about a range of festivals from different cultures.</li> </ul> <p><b>Preparing to be citizens in society</b></p> <ul style="list-style-type: none"> <li>To know about looking after the local environment.</li> <li>Children should know where their food comes from and think about some of the ethical questions around food supply.</li> </ul> <p>British Values – The Rule of Law</p>	<b>My Money Week - Financial Education</b>
		<p>Ongoing Focus: Listening to music composed to tell stories from famous myths and legends, children develop their understanding of musical language and how timbre, dynamics and tempo affect the mood of a son</p> <p>Recognising structural features. Layering instrumental and vocal sounds and patterns within a given structure.</p> <p><b>MUSIC STRANDS:</b></p> <ul style="list-style-type: none"> <li>Performing</li> <li>Listening</li> <li>Composing</li> </ul> <p><b>Transition</b></p> <ul style="list-style-type: none"> <li>To be given strategies to manage the transition between Year 2 and Year 3.</li> </ul> <p>British Values – Individual Liberty</p>

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<b>MENTAL HEALTH &amp; WELLBEING</b>	<p><b>Module Engage</b></p> <p>Children will learn –</p> <ul style="list-style-type: none"> <li>• When they feel good, they do good.</li> <li>• Goal setting is a good way to help us achieve what we want.</li> <li>• If we set goals, we are more likely to achieve them.</li> <li>• The 3 steps to set a goal and practise setting goals as a class.</li> <li>• How Happy Breathing can help when goals are tricky.</li> </ul>	
<b>FRENCH</b>	<p><b>Les Fruits (Fruits)</b></p> <ul style="list-style-type: none"> <li>• To name and recognise up to 10 fruits in French</li> <li>• To attempt to spell some of these nouns</li> <li>• To ask somebody in French if they like a particular fruit</li> <li>• To say what fruits they like and dislike.</li> </ul>	<p><b>Les Fruits (Fruits)</b></p> <ul style="list-style-type: none"> <li>• To name and recognise up to 10 fruits in French</li> <li>• To attempt to spell some of these nouns</li> <li>• To ask somebody in French if they like a particular fruit</li> <li>• To say what fruits they like and dislike.</li> </ul> <p><b>Les Légumes (Vegetables)</b></p> <ul style="list-style-type: none"> <li>• To name, recognise and recall from memory up to 10 vegetables in French.</li> <li>• To attempt to spell some of these nouns with their plural article/determiner.</li> <li>• To learn simple vocabulary to facilitate a role play about buying vegetables from a market stall</li> <li>• To say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.</li> </ul>
<b>JS</b>	<p><b>Hebrew writing:</b></p> <ul style="list-style-type: none"> <li>• To be able to recognise all the letters in Hebrew script.</li> </ul> <p><b>Chagim: Yom Haatzmaut</b></p> <ul style="list-style-type: none"> <li>• To understand how Israel was created</li> <li>• To know the key symbols of Israel</li> <li>• To recognise Israeli currency</li> <li>• To be able to place key cities on a map of Israel</li> <li>• To recognise the Israeli flag and be able to replicate it.</li> </ul> <p><b>Chagim: Lag B'omer</b></p> <ul style="list-style-type: none"> <li>• To understand the story of Rabbi Akiva and the link to lag b'omer</li> <li>• To know the main customs of lag b'omer.</li> </ul> <p><b>Chagim: Shavuot</b></p> <ul style="list-style-type: none"> <li>• To understand them meaning of the ten commandments</li> <li>• To know the main customs associated to Shavuot and how they are linked</li> <li>• To make cheese cake</li> <li>• To know we read megillat Rut and Shavuot and a basic understanding of the story.</li> </ul>	
	<p><b>Chumash:</b></p> <ul style="list-style-type: none"> <li>• To understand what gematria is</li> <li>• To be able to use gematria for numbers up to 499</li> <li>• To know there are five books in the Torah and their names</li> <li>• To know the difference between a chumash and sefer torah</li> <li>• To understand the difference between a perek and pasuk</li> <li>• To receive your first chumash</li> <li>• To be able to use their new chumash.</li> </ul> <p><b>Chagim: Three Weeks</b></p> <ul style="list-style-type: none"> <li>• To have a basic understanding of the three weeks and the customs linked to it.</li> </ul> <p><b>Hebrew Reading:</b></p> <ul style="list-style-type: none"> <li>• To review all the rules we learnt since Reception.</li> </ul> <p><b>Parasha:</b></p> <ul style="list-style-type: none"> <li>• Parashat Korach – avoiding quarrels</li> <li>• Parashat Chukat – consequences of our actions</li> <li>• Balak – the power of words.</li> <li>• Pinchas –Being rewarded</li> </ul>	