



Year 2 Curriculum Newsletter – Summer

English		Maths	
<p style="text-align: center;">Writing</p> <p>Summer 1. <u>Nonfiction</u> Writing questions. Writing paragraphs Recount of our trip to Tamworth Castle</p> <p>Postcard from the seaside Non-Fiction Recount</p> <p>Summer 2: A Day at School Poetry in a familiar setting</p> <p>The day the elephants led the Parade Narrative</p> <p>Writing for pleasure – opportunities for the children to make choices in their writing.</p>	<p style="text-align: center;">Reading</p> <p>Whole class reading for fluency is now fully integrated into our curriculum. This term we will be reading the whole class text of Georges Marvellous Medicine by Roald Dahl.</p> <p>Children are provided with opportunities to read daily within the classroom including directed texts through our Plazoom English lessons.</p> <p>Children will be given the opportunity to change their books when they have been completed with an adult at home and recorded in their reading diary. You can support your child by prioritising our school curriculum books first before reading home books. They will read these books with an adult in school at least once per week.</p> <p>Please ensure your child has their reading packs in school every day.</p> <p>Home reads will be counted on a Wednesday so that we can award our reading badges.</p> <p>Library day is Friday – when all children have the opportunity to choose a book to read for pleasure.</p>	<p style="text-align: center;">Units</p> <p>Summer 1:&2 Number Fractions Measurement Time Length and height</p> <p>Geometry Position movement and direction – linked to Geography Maps Spring term computing,</p> <p>Times Tables Ongoing tests completed weekly on a Friday morning with the aim of completing 2,5,10,3,4s by the end of Year 2.</p>	<p style="text-align: center;">Fluency</p> <p>Each day we will complete a Fluent in 5, where the children be given opportunities to practise their skills and knowledge in:</p> <ul style="list-style-type: none"> • Basic number facts like counting, finding one more, one less. • Shape recognition • Finding patterns <p>Fluency Bee 3-4 times a week to revisit areas of maths such as multiplication and division, place value and additional areas highlighted through ongoing assessments.</p>

		Autumn	Spring	Summer
Year 2	Science	<p>Autumn 1: Living Things and Their Habitats: Habitats from Around the World</p> <p>Autumn 2: Animals including Humans: All about Diet and Exercise</p>	<p>Spring 1: Animals Including Humans: Life Cycles</p> <p>Spring 2: Everyday Materials</p>	<p>Summer 1: Plants:</p> <p>Summer 2: Living Things and their Habitats</p>
	DT	<p>Cooking and nutrition A balanced diet</p>	<p>Mechanisms Wheels and axles</p>	<p>Structures Baby bear's chair</p>

	Design and make a healthy wrap.		
<u>Geography</u>	<u>Autumn 1:</u> Our World	<u>Spring 1:</u> What lives in our forests?	<u>Summer 2:</u> What lives in our forests? Types of forests Aerial photographs and maps. Visit to local National Forest to see the changes since our previous walk
<u>History</u>	Significant Individual Robert Falcon Scott	The Great Fire of London Significant Individual Samuel Pepys	What was life in a castle like?
<u>Art</u>	<u>Artist: Pablo Picasso</u> Self Portraits Colour to create mood. Cubism	<u>Artist Paul Klee</u> Shape Colour choices Printing	Artist Pedro Linares Mexican folk art Alibrijes 3D sculpture
<u>Computing</u>	<u>Autumn 1:</u> Computing systems and networks – IT around us <u>Autumn 2:</u> Creating media – Digital photography	<u>Spring 1:</u> Programming A – Robot algorithms <u>Spring 2:</u> Data and information – Pictograms	<u>Summer 1:</u> Creating media - Digital music <u>Summer 2:</u> Programming B - programming quizzes
<u>Digital Literacy</u>	<u>Self-Image and Identity</u> <u>Online relationships</u>	<u>Online Bullying</u>	<u>Privacy and Security</u> <u>Copyright and Ownership</u>
<u>Music</u>	<u>Autumn 1:</u> Pulse Rhythm and Pitch <u>Autumn 2:</u> Playing in an orchestra	<u>Spring 1:</u> Inventing a musical story <u>Spring 2:</u> Recognising different sounds	<u>Summer 1:</u> Exploring improvisation <u>Summer 2:</u> Our big concert
<u>PSHE</u>	<u>Autumn 1:</u> Being Me in my World <u>Autumn 2:</u> Celebrating Difference	<u>Spring 1:</u> Dreams and Goals <u>Spring 2:</u> Healthy Me	<u>Summer 1:</u> Relationships <u>Summer 2:</u> Changing Me
<u>RE</u>	<u>Autumn 1:</u> <u>Caring for the natural world</u> <u>Autumn 2:</u> Valuing new life-Birth of Jesus .	<u>Spring 1:</u> Worship and ceremonies <u>Spring 2:</u> Belonging to a group	<u>Summer 1:</u> Story Telling through sacred writings <u>Summer 2:</u> Sharing kindness and goodness
<u>PE</u> Mondays and Fridays	<u>Autumn 1:</u> Fundamentals Dance <u>Autumn 2:</u> Ball skills Dance	<u>Spring 1:</u> Gymnastics Fitness <u>Spring 2:</u> Invasion Yoga	<u>Summer 1:</u> Athletics Sending and Receiving <u>Summer 2:</u> Sports Week – competing for your team. Sports week Orienteering Target Games

<u>Subject</u>	<u>What I need to know/do...</u>	<u>Links</u>
<u>English</u>	Handwriting and letter formation practice <ul style="list-style-type: none"> Identify nouns, adjectives, verbs and pronouns. Begin to know the different contractions for apostrophes. 	Letter join Home Guide Year 2 Grammar
<u>Reading</u>	<ul style="list-style-type: none"> Children will be given the opportunity to change their books when they have been completed with an adult at home and recorded in their reading diary. You can support your child by prioritising our school curriculum books first before reading home books. They will read these books with an adult in school at least once per week. Children who have not yet exited the little Wandle scheme will continue to read as a group following the Decode, Fluency Comprehension model. Please ensure your child has their reading packs in school every day. Home reads will be counted on a Wednesday so that we can award our reading badges. 	Phonics Play Top Marks reading 5-7
<u>Maths</u>	<ul style="list-style-type: none"> O clock and half past Quarter past and quarter to Tell time past the hour Tell time to the hour Tell time to 5 minutes Minutes in an hour Hours in a day 	Telling the time Games Topmarks telling the time Topmarks Hit the Button - Hit the Button - Quick fire maths practise for 6-11 year olds (topmarks.co.uk)

	<ul style="list-style-type: none"> • Language of position • Describe movement • Describe turns • Describe movement and turns • Shape patterns with turns 	<p>Times Tables Rockstars –</p> <p>General maths</p>
<p><u>Science</u></p>	<p>Summer 1: Plants: Big question – Does it matter which way you plant a bulb or seed? <u>Working Scientifically:</u> 2. Observing closely, using simple equipment. 3. Performing simple tests 6. Gathering and Recording data to help in answering questions. Summer 2: Living Things and their Habitats Big Question – have you ever seen an animal searching for food ? <u>Working Scientifically:</u> 2. Observing closely, using simple equipment. 3. Performing simple tests 4. Identifying and Classifying. 5. Using their observations and ideas to suggest answers to questions.</p>	
<p><u>DT</u></p>	<p>Identify man-made and natural structures. Identify stable and unstable structural shapes. Contribute to discussions. Identify features that make a chair stable. Work independently to make a stable structure, following a demonstration. Explain how their ideas would be suitable for Baby Bear. Produce a model that supports a teddy, using the appropriate materials and construction techniques. Explain how they made their model strong, stiff and stable.</p>	
<p><u>Geography</u></p>	<p>What Lives in our Forests?</p>	
<p><u>History</u> Castles</p>	<p>Who lives in a castle? Visit to Tamworth Castle Lesson 1: Can I say why castles were built? Define what a castle is-a fortified home. Know where they were built and why. Lesson 2: Can I say who lived in a castle? Know that originally, castles were inhabited by Lords or Knights, as well as soldiers who would defend. Lesson 3: Can I say who lived outside a castle? Towns people/villagers Lesson 4: Can I compare life inside and outside a castle? Compare the lives of the wealthy and the poor. Lesson 5: Can I say how a castle was defended? Name equipment used to defend a castle such as a trebuchet. Lesson 6: Can I name some British castles and say what life was like in them? Geography link-name castles and mark on a map.</p>	

Art

Using pencils for tone

Summer Term 2025
Imaginary animals

1. Can I find out about Pedro Linares?

2. Can I create an animal mix up picture?

3. Can I use clay to bring my animal mix up to life?

4. Can I create texture with recycled materials then use these skills to create an alebrije?

5. Can I choose suitable media to decorate and paint my alebrije for a sculpture exhibition?

Sculpture and 3D Vocabulary

jaws	paw	jaws	roll	sculpture
knob	mould	detail	staple	taper

Animal sculptures

artist	sculptor	Alebrije
folk art	sculpture	materials
natural	manmade	recycle
cardboard	form	
shaper	manipulator	stick
fixing	texture	



Computing

Touch typing

Digital Music

In this unit, learners will listen to a variety of pieces of music and consider how music can make them think and feel. Learners will compare creating music digitally and non-digitally. Learners will look at patterns and purposefully create music.

Programming

This unit initially recaps on learning from the Year 1 Scratch Junior unit 'Programming B - Programming animations. Learners begin to understand that sequences of commands have an outcome and make predictions based on their learning. They use and modify designs to create their own quiz questions in ScratchJr and realise these designs in ScratchJr using blocks of code. Finally, learners evaluate their work and make improvements to their programming projects.

Digital Literacy

Privacy and Security

I can explain how passwords can be used to protect information, accounts and devices.
 I can explain and give examples of what is meant by 'private' and 'keeping things private'.
 I can describe and explain some rules for keeping personal information private (e.g. creating and protecting passwords).
 I can explain how some people may have devices in their homes connected to the internet and give examples (e.g. lights, fridges, toys, televisions).

Copyright and Ownership

I can recognise that content on the internet may belong to other people.
 I can describe why other people's work belongs to them.

Music

Charanga

Inventing a musical story:

Musical Spotlight: Exploring Improvisation

Explore improvisation a bit further in this unit. Perhaps use two or three notes and have a go playing or singing on your own. Explore and have fun!

Social Question: How Does Music Make Us Happy?

Explore this question as you progress through the unit.

Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, G, A, Bb, B

Musical Spotlight: Our Big Concert

Put on a big concert! Present your choice of songs to create a performance. Remember to introduce the songs and tell your audience what you have learnt.

Social Question: How Does Music Teach Us About Looking After Our Planet?

Explore this question as you progress through the unit.

Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, Bb, B

PSHE

Jigsaw

Relationships

RL	Knowledge	Social and Emotional Skills	Questions for Family Learning
Ages 6-7	<ul style="list-style-type: none"> Know that everyone's family is different Know that families function well when there is trust, respect, care, love and co-operation Know that there are lots of forms of physical contact within a family Know how to stay stop if someone is hurting them Know some reasons why friends have conflicts Know that friendships have ups and downs and sometimes change with time Know how to use the Mending Friendships or Solve-it-together problem-solving methods Know there are good secrets and worry secrets and why it is important to share worry secrets Know what trust is 	<ul style="list-style-type: none"> Can identify the different roles and responsibilities in their family Can recognise the value that families can bring Can recognise and talk about the types of physical contact that is acceptable or unacceptable Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict Can identify the negative feelings associated with keeping a worry secret Can identify the feelings associated with trust Can identify who they trust in their own relationships Can give and receive compliments Can say who they would go to for help if they were worried or scared 	<ul style="list-style-type: none"> What's the same / different from our family to your friend's family? What would you do if someone was hurting you at school? Who would you go to for help at school? Why do people fall out with each other? What can you do if you don't agree with your friend? What can you do if you and your friend had an argument? Can we share what we are grateful for in our family? How does Jigsaw Jo help in your Jigsaw lessons? Can you explain to me what 'Mending Friendships' is about?



<h2 style="margin: 0;"><u>Changing Me</u></h2>	CM	Knowledge	Social and Emotional Skills	Questions for Family Learning
	Ages 6-7 <ul style="list-style-type: none"> Know that life cycles exist in nature Know that aging is a natural process including old-age Know that some changes are out of an individual's control Know how their bodies have changed from when they were a baby and that they will continue to change as they age Know the physical differences between male and female bodies Know the correct names for private body parts Know that private body parts are special and that no one has the right to hurt these Know who to ask for help if they are worried or frightened Know there are different types of touch and that some are acceptable and some are unacceptable 	<ul style="list-style-type: none"> Can appreciate that changes will happen and that some can be controlled and others not Be able to express how they feel about changes Show appreciation for people who are older Can recognise the independence and responsibilities they have now compared to being a baby or toddler Can say what greater responsibilities and freedoms they may have in the future Can say who they would go to for help if worried or scared Can say what types of touch they find comfortable/ uncomfortable Be able to confidently ask someone to stop if they are being hurt or frightened Can say what they are looking forward to in the next year 	<ul style="list-style-type: none"> What is a life cycle? How have you changed since you were a baby? How will you change over the next year / 5 years / 20 years? What changes can you / can't you control? Which parts are your private parts? Who is allowed to see them? What would you do if someone was touching you and you didn't like it? Who can you talk to if you ever feel worried or frightened? (at school / at home) What is your favourite part of Jigsaw lessons? 	
<p>In this Puzzle children look at different life cycles in nature including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old-age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.</p>				
<p>Key vocabulary that may be introduced Control, Life cycle, Adult, Fully grown, Old, Young, Respect, Appearance, Physical, Toddler, Child, Teenager, Independent, Freedom, Responsibilities, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private, Touch, Texture, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Excited, Nervous, Anxious, Happy.</p>				

<h2 style="margin: 0;"><u>RE</u></h2>	<p>Explore: Learners should be able to recall faith stories with meaning and explain how they might be used within faith communities to teach believers how to live.</p> <p>Engage: Learners should be able to identify the important ideas from these stories and suggest what impact they might have on the life of a believer.</p> <p>Reflect: Learners should be able to identify important ideas from stories with meaning and explain how different people might respond</p>
<p>Explore: Learners should be able to identify individuals who are respected by faith communities and link their attitudes and behaviour to their role as an example for the faith community.</p> <p>Engage: Learners should be able to identify important examples from faith stories and link these to the way believers might behave.</p> <p>Reflect: Learners should be able to identify people they believe to be good examples and suggest how these people might influence their own attitudes and behaviour.</p>	