



Year Group: 2

**Value Focus:
Team Work**

**Summer Term 1
School Year 2025-2026**

RRS:

Article 14: Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.

British Values:

Mutual respect and tolerance. Individual liberty.

	Week 1 13/4/2026	Week 2 20/4/2026	Week 3 27/4/2026	Week 4 4/5/2026	Week 5 11/5/2026	Week 6 18/5/2026
Whole School Events	Establishing Week Autism Awareness Welcome meetings	Clubs and Job Centre begin Belonging Buzz Day	T&L Review Days	4 day week (Bank holiday) IEP Meetings	Attendance Focus Fortnight KS2 SATS Week	Attendance Focus Fortnight
Enrichment (Trips/Visits)		Y3 and Y4 tennis Y3 trip Science Museum	Y5 and Y6 tennis Y2 trip to St Pauls	Parliament visit Y3&Y4 sheep shearing	Y1 and Y2 tennis	Y6 Activity Week
Class Read (Storytime)	Canon of Literature books: whole class sets can be utilised for story time. T:\2. Curriculum Leadership\English\1a. Reading\Book Lists\0. Whole School Recommended Reading Lists Choose texts from Recommended Reading List					
English Reading	Fantastically Great Women Who Changed the World Block 13 Focus on core text and non-fiction paragraph for sequencing and retrieval using all parts of the text	Fantastically Great Women Who Changed the World Block 13 Focus on the core text and narrative extract for personal response and inferring character traits	Fantastically Great Women Who Changed the World Block 14 Focus on core text and narrative extract for summarising, sequencing and finding evidence	Fantastically Great Women Who Changed the World Block 14 Focus on the poem for inferring the changing mood and explore connecting themes	Usborne Illustrated Stories from Aesop, The Sun and the Wind Block 15 (continued after half term) Focus on core text and non-chronological report for different types of retrieval: recalling the main points, language and scanning to obtain specific facts	Usborne Illustrated Stories from Aesop, The Sun and the Wind Block 15 (continued after half term) Focus on core text and non-chronological report for different types of retrieval: recalling the main points, language and scanning to obtain specific facts
Reading Outcomes	Know: A caption is a phrase or sentence which explains the picture Sequencing is putting events in the order that they happened Be able to:		Know: Tables can provide a structure to summarise a text A time conjunction tells us when the action is taking place Be able to: Summarise facts to complete a table		Know: The meaning of a synonym That empathy is the ability to share and understand the feelings of someone else Be able to: Find and retrieve synonyms from the text	

	Retrieve information from more than just the main body of text Make links between events in a text and their own experiences		Determine when events have taken place in the text		Identify and empathise with a character’s behaviour and feelings	
English Writing	Non-chronological reports Explicit teaching of the grammatical structures and text conventions required	Non-chronological reports Structural understanding, planning and execution of extended task	Non-chronological reports Opportunities to apply taught content and focused editing teaching	Stories from other cultures Explicit teaching of the grammatical structures and text conventions required	Stories from other cultures Structural understanding, planning and execution of extended task	Stories from other cultures Opportunities to apply taught content and focused editing teaching
Writing Outcomes	Know The features of a nonchronological report How subheadings help the reader to navigate the text Be able to Write to inform Use statement and question sentences Select precise vocabulary			Know Stories can be set in different cultures The component parts of a story Be able to Include details in a story that show an understanding of the culture Write in the past tense Write in the third person		
VGPS	Revisit: Commas to separate items in a list Past progressive and present progressive tense Use of the suffixes –er, –est in adjectives Use of –ly in Standard English to turn adjectives into adverbs Synonyms and antonyms Consolidate: Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl’s name] Past and present tense Compounding to make new nouns Formation of adjectives using suffixes such as –ful, –less Expanded noun phrases Statement, command, question, exclamation sentences					

Spoken Language Expectations	Listen and respond to adults and their peers Ask questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Articulate opinions Give descriptions, narratives for different purposes, including for expressing feelings Maintain attention and participate in collaborative conversations Speak audibly Participate in discussions, performances, role play, improvisations					
Maths	<u>Number: Place Value</u> Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward Recognise the place value of each digit in a two-digit number (tens, ones) Identify, represent and estimate numbers using different representations, including the number line Compare and order numbers from 0 up to 100; use <, > and = signs Read and write numbers to at least 100 in numerals and in words Use place value number facts to solve problems		<u>Geometry: Properties of Shapes (repeat)</u> Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces Identify 2-D shapes on the surface of 3-D shapes (for example, a circle on a cylinder face and a triangle on a pyramid) Compare and sort common 2-D shapes and 3-D shapes and everyday objects		<u>Measurement: Time</u> 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. Compare and sequence intervals of time.	
Maths vocabulary	digit, place value, tens, ones, number line, compare, order, greater than, less than, equal to		2D shape, 3D shape, sides, vertices, edges, faces, symmetry, line of symmetry, sort, compare		time, minutes, hours, o'clock, quarter past, quarter to, clock face, interval, earlier, later	
Maths Basic Skills	Know the number bonds up to 20 and derive	Know the number bonds for each number to 20	Know the multiplication and division facts for the 5 times table	Know the multiplication and division facts for the 10 times table	Know the multiplication and division facts for the 2, 5 and 10 times table	Know the multiplication and division facts for

	related facts to 100 Tell the time to the nearest hour, nearest half hour, nearest quarter hour, nearest 5 minutes	Know the multiplication and division facts for the 2 times table	Tell the time to the nearest hour, nearest half hour, nearest quarter hour, nearest 5 minutes	Tell the time to the nearest hour, nearest half hour, nearest quarter hour, nearest 5 minutes	Tell the time to the nearest hour, nearest half hour, nearest quarter hour, nearest 5 minutes	the 2, 5 and 10 times table Tell the time to the nearest hour, nearest half hour, nearest quarter hour, nearest 5 minutes
Science	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					
		How do seeds germinate and what happens? What happens when bulbs sprout?	What do plants need to thrive and be healthy? What can happen if plants don't get the things they need?	What do I notice about plants around the school? How are the plants healthy? How are the plants unhealthy?	How do seeds and bulbs grow? What do plants need to be healthy?	
	Tier 2: wither, dormant, mature, bulb, anchor, sustain Tier 3: germination, perennial, carbon dioxide, glucose, clone					

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Foundation Subjects (Blocked) - History - Geography - RE - Art - DT - PSHE	Establishing Week PSHE - 1Decision	History Revisit - Events beyond living memory - Significant historical events, people and places in our locality <u>National Curriculum:</u> events beyond living memory that are significant nationally or globally <u>Cusp outcomes:</u> What do you remember about the Great Fire of London What happened during the Great Fire of London? What was the effect of the Great Fire of London and how do we know?		Art <u>Block F – Year 1 - Collage</u> Exploration of materials and artform Explicit teaching of techniques Applying knowledge, skills and techniques Know: Collage can be used as a background Paper can be torn or cut for effect Be able to: Build up layers, using collage to create a background Tear paper and use scissors to cut for precision https://vimeo.com/578677678/23f0e5affb?embedded=false&source=video_title&owner=129486980 <u>Block F – Year 2 – Creative Response (Drawing and Collage)</u> Explanation of a stimulus and reflecting on skills learnt Response to a stimulus and revisiting of skills Applying knowledge, skills and techniques Know: There are a series of steps in the creative process Refer to previous knowledge and skills to make creative choices Be able to: Apply and refine previously taught drawing and collage techniques		Flexible Week – Can start Geography ‘Fieldwork Unit’ if desired.

Vocabulary		Bustling, raged, extinguished, merchant, engulfed, flammable, devoured, possessions, ineffective, doused.	contrast, line, muted, tear, snip, paste response, creative, imagination, reflect, plan, collaborate			
Computing	(Junior Jam)					
Music	(Junior Jam)					
Spanish	(Junior Jam)					
Singing	https://www.singup.org/singing-schools/quick-sings https://www.singup.org/song-bank/sing-up-playlists/singing-schools#c867 T:\2. Curriculum Leadership\Singing					
P.E.	<u>Send & Return – Net/wall games</u> - Decide on and play with dominant hand - Develop tactics to outwit your opponent so they cannot return the ball - Demonstrate basic sending skills in isolation and small games - Show agility to track the path of ball over a line/net and move towards it - Hit a ball using both hand and racquet with some consistency - Return a ball coming towards them using hand or racquet - Play in a modified game send and returning the ball over a line/net - Start a game using basic serving skills - Has developed hitting skills with a variety of bats					
	Serve, bounce, drop, badminton, tennis, volleyball, squash, shuttlecock, racquet.					
Weekly Reflection	TEAM –Together Everyone Achieves More	Do as you would be. How should we treat others?	No Man is an Island	Resolving conflict – falling out and making up	Think Before You Speak	But why? Questions - it’s okay to ask
P4C Skills	Suggest ideas linked to their own experiences. Respond to others ideas by agreeing or disagreeing.					
P4C Enquiries	PSHE		Religion or spiritual education		Resilience and growth mindset	