



YEAR 2 – SUMMER TERM 2025

Golden Threads

- Sustainability
- Diversity
- Religion



Substantive concepts, or golden threads of sustainability, diversity and religion will weave throughout the curriculum.

Cultural Capital

- Broader understanding of the world.
 - Vocabulary
 - Cultural experiences
 - Personal skills



Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. Our cultural capital helps form our understanding, knowledge, experiences, thoughts and opinions. It helps us achieve goals, be successful, try different things and share our experiences with others.

British Values

- Democracy
- Rule of Law
- Individual liberty
- Tolerance of different faiths and beliefs
- Mutual respect



We want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. Through engaging lessons, challenge and appropriate activities, we can give them a better understanding of themselves and others in the 'community of communities' in which they live. Children will develop their understanding of British values

ENGLISH

Writing

- Using different features of grammar including questions, noun phrases, dialogue, commas, simile, alliteration, onomatopoeia, adverbs, precise language, adverbs, conjunctions, suffixes and contractions.
- Writing a non fiction recount and narrative including features of these genres and writing for a particular audience.
- Joining handwriting in a neat, legible style.

Reading

- Reading as a class and in groups.
- Discussing texts and answering questions about them focussing on inference skills.
- Completing written comprehension questions.

Spelling

- Exploring spelling patterns and rules.



Tolerance and Diversity – reading texts about people from a variety of cultures.



Mutual respect in collaborative group work in spelling investigations.

Learning new vocabulary through reading and writing. Broader understanding of the world through learning about King Charles III as a world leader in the poetry unit 'If I were in charge'.

MATHS

Number

- Completing word problems using the four operations of addition, subtraction, multiplication and division, including two step problems.
- Fractions.

Measurement

- Statistics including drawing and interpreting tally charts, pictograms and bar charts.
- Telling the time using an analogue clock.
- Using the language of position.
- Describing movement and turns.
- Statistics including tally charts, pictograms and bar charts.



Personal skills – Using maths within real life contexts including telling the time, collecting data and using scales.

Understanding and using maths vocabulary.

SCIENCE

- Predict and investigate what would be a suitable material for a given purpose.
- Learn about the development of tarmacadam.
- Consider how offspring are dependent on their parents.
- Consider human's need for clean water by experimentation.
- Create a balanced menu for a child in year 2.
- Give evidence to show that a particular object has never been alive.
- Find out by experimentation, what conditions woodlice like to live in.
- Design an ideal habitat for a hamster.
- Investigate conditions needed for healthy plant growth.
- To compare food chains.
- Use skills of investigation including prediction, experimentation, data collection, interpretation and drawing conclusions.



Mutual respect in collaborative group work



Understanding and using Scientific vocabulary



Diversity of the natural world Sustainability – clean water

PE

- Use space, actions, dynamics and relationships in dance.
- Begin to choose specific tactics in ball games.
- Develop net and wall skills.
- Improve agility and coordination and use in a game.
- Throw and handle a variety of objects underarm and overarm.
- Develop power, agility, coordination and balance.
- Play as part of a team in games.



Mutual respect in team work

RE

Remembering

- Describing what remembering means.
- Re telling the story of the Passover from the Jewish religion.
- Exploring the Seder plate and how it helps Jews to remember.
- Thinking about whether it is important for Jews to remember how God helped them.
- Considering what our special things help us to remember?

Creation

- Identifying and talking about the concept of creation.
- Describing the Christian and Hindu creation stories.
- Considering and discussing why Christians and Hindus value these stories.
- Describing a personal response to creation.
- Considering how our personal opinions about creation influence how we live.
- Thinking about how we should or could look after the environment.



*Diversity
Religion
Sustainability –
the environment*



*Tolerance of different faiths and beliefs
when learning about different ideas
and concepts.
Mutual respect when exploring and
sharing views held by others.*



*Broader understanding of the world
when exploring the lived reality of
religion in believer's lives.
Understanding and using theological
vocabulary.*

HISTORY

How were the lives of famous explorers the same or different?

- Learning about explorers from the past and present who have made a big difference to the world.
- Comparing what life was like at the time of these explorers in different times.
- People to be studied include: Ibn Battuta, Christopher Columbus and Amelia Earhart.



Democracy when deciding whether events and people are significant or not

Mutual respect when listening to the opinions of others



*Diversity when learning about a range of explorers.
Religion and the part this played in explorers' lives*

ART

Exploring the connection between art and music. How can we use one to inspire the other?

- Making marks to rhythms and sounds.
- Inventing, designing and making their own musical instrument.



*Broader understanding of the world by studying the work of
different artists including Wassily Kandinsky*

MUSIC

- Playing a tuned instrument.
- Keeping a tune when singing.
- Improvising.
- Composing
- Playing together as a band.
- Exploring reggae music by listening to a variety of reggae tracks.



*Cultural experience by
listening to a variety of
music.
Understanding and using
musical vocabulary*



*Mutual respect when
performing in a group*

COMPUTING

Computing Skills

- Practising using a mouse and trackpad.
- Using different programs.
- Practising keyboard skills.
- Logging on and off.

Programming Quizzes

- To create instructions in a sequence.
- To choose a series of commands that can be run as a program.
- To use logical reasoning to predict the outcome of a program.
- To create and debug a program.



*Understanding and using computing
vocabulary. Developing personal
computing skills*

PSHE

Being my best

- Learning about how we learn and developing resilience.
- Keeping clean and healthy.

Growing and changing

- Learning about changes as we grow.
- Learning about privacy and how to respect privacy.



*Rule of law, mutual
respect and individual
liberty throughout*

GEOGRAPHY

Where in the world are the seven continents and five oceans?

- Using a globe to find and name the seven continents and five oceans.
- Identifying the equator, north and south poles.
- Using compass directions to show the position of continents on a map.



*Understanding and using
geographical vocabulary
Broader understanding of
the world*

DT

Design, make and evaluate hand puppets for a child to use to retell a story

- Investigate existing puppets to explore materials to use.
- Create and use templates.
- Learn different techniques for joining materials.
- Make a hand puppet.
- Evaluate the final product

Sustainability using local, material scraps



*Personal skills learning how to
work with different materials*

*Individual liberty making individual
choices in puppet design*

