

YEAR 2 – SUMMER TERM 2025

Golden Threads

- Sustainabilitu
 - Diversity
 - Religion



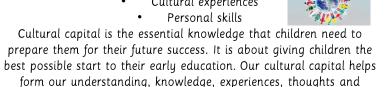
Substantive concepts, or golden threads of sustainability, diversity and religion will weave throughout the curriculum.

Cultural Capital

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

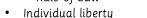
opinions. It helps us achieve goals, be successful, try different things

and share our experiences with others.



British Values

- Democracy
- Rule of Law



- 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, language, adverbs, conjunctions, suffixes and contractions.

Reading

- Reading as a class and in groups.
- 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

Measurement

- Statistics including drawing and interpreting tally charts, pictograms and bar charts.

- Describing movement and turns.



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

- been alive.
- like to live in.
- Design an ideal habitat for a hamster.
- To compare food chains.
- Use skills of investigation including prediction,



Mutual respect in collaborative group work

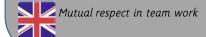
Understanding and using Scientific vocabulary



Diversity of the natural world Sustainability – clean water

PE

- Develop net and wall skills.
- Improve agility and coordination and use in a
- coordination and balance.
- Play as part of a team in



Rememberina

- 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.

RE

Considering what our special things help us to remember?

Tolerance of different faiths and beliefs

when learning about different ideas

Mutual respect when exploring and

Creation

- Identifying and talking about the concept of creation.
- Considering and discussing why Christians and Hindus value these stories.
- Describing a personal response to creation.

and concepts.

- Considering how our personal opinions about creation influence how we live.
- Thinking about how we should or could look after the environment.



Broader understanding of the world

Understanding and using theological

when exploring the lived reality of

religion in believer's lives.

Diversity Religion Sustainability the environment

HISTORY

• People to be studied include: Ibn Battuta, Christopher Columbus

Democracy when deciding whether events and people are

Diversity when learning about a range of explorers.

Religion and the part this played in explorers' lives

significant or not

Mutual respect when listening to the opinions of others

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

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

Making marks to rhythms and sounds.

made a big difference to the world.

and Amelia Earhart.

• Inventing, designing and making their own musical instrument.



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

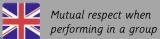
MUSIC

- Playing a tuned instrument.
- Keeping a tune when singing.



Cultural experience by listening to a variety of music.

Understanding and using musical vocabulary



COMPUTING

sharing views held by others.

Computing Skills

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

Programming Quizzes

- To create and debug a program.



Understanding and using computing vocabulary. Developing personal computing skills

PSHE

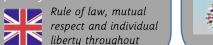
vocabulary.

Being my best

- Learning about how we learn and developing

Growing and changing

- Learning about changes
- Learning about privacy



GEOGRAPHY

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

- and five oceans.
- north and south poles.
- show the position of



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.
- Make a hand puppet.

Sustainability using local, material scraps



Personal skills learning how to work with different materials

Individual liberty making individual choices in puppet design

