



# Year 2 Curriculum Planner Summer 2026

## English

- To use a question mark, or exclamation mark
- To use a range of sentence starters
- Use some simple persuasive features
- Use an extended range of adjectives to add detail

## Maths

- Fractions- identify equal and unequal parts, halves, quarters and thirds
- Time- recognise o'clock, half past, quarter past & quarter to
- Statistics – make tally charts and interpret pictograms
- Position and Directions - To describe movement and turns

## Science

- Plants; Plant growth - Investigating seeds, bulbs and plants and recognising the conditions required for germination and healthy plant growth
- Making Connections; Plant based materials - Consolidating knowledge of materials and plant growth through enquiry

## Art

- Printmaking (monoprint)- Develop drawing and mark making skills, by drawing from photographs, film and closely observed objects.

## DT

- Healthy food – Design, make and evaluate a new recipe, that includes fruits and vegetables

## RE

- Christianity - What are the Christian rites of passage?
- Sikhism - What do Sikhs believe?

## French

- Respond to words and phrases in familiar stories. The learning context is the book 'J'habite a la ferme' and role play asking for ice-creams.

## Music

- To be able to play a small number of notes on a tuned instrument accurately

## Computing

- Programming - Design and create, to create quiz questions in ScratchJr.

## PE

- Rackets, bats and balls - to refine their understanding of how they can use their hitting (striking) skills to send the ball to space in order to win a game.
- Dance (Explorers) – To consolidate our learning, performing a sequence with extended movements

## PSHE

- Being my best – clean and healthy, my body, health and fitness and general wellbeing
- Growing and changing – caring friendships, stages of growth, being safe and developing bodies

## History

- How did we learn to fly? - To know the legacy and contribution of some inventions (e.g. flight). To be aware of the achievements of significant individuals (e.g. those involved with the history of flight). To know that some events are more significant than others. To know the impact of a historical event on society. To know that 'historically significant' people are those who changed many people's lives.

## Geography

- What is it like to live by the coast? - Showing on a map the oceans nearest the continent they live in. Locating the surrounding seas and oceans of the UK on a map of this area . Locating the capital cities of the four countries of the UK on a map of this area. Identifying characteristics (both human and physical) of the four capital cities of the UK. Showing on a map the city, town or village where they live in relation to their capital city.

## Reminders and key dates

**PE – Thursday (outdoors) and Friday (indoors)**

**Homework – set and returned every Wednesday**

Term starts: Monday, 13<sup>th</sup> April

Class photos: Wednesday 20<sup>th</sup> May

Non-uniform day: Friday 22<sup>nd</sup> May

**Half term: Monday 25<sup>th</sup> May – Friday 5<sup>th</sup> June**

Outdoor Learning Morning: Wednesday 17<sup>th</sup> June

Sports Day: 25<sup>th</sup> June (KS1 am/KS2 pm & picnic lunch)

**End of Term: Wednesday 22<sup>nd</sup> July 1:15pm finish**

**VALUES - Integrity and Resilience**



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