

Year 2, Summer Term 2025



Subjects which are taught every week:

Core Subjects

English	<p><u>Core texts:</u></p> <p>Zeraffa Giraffa - Diane Hofmeyr and Jane Ray</p> <ul style="list-style-type: none">• Poems Aloud - Joseph Coelho & Daniel Gray Barnet• Lila and the Secret of Rain (David Conway) <p><u>Class Read:</u></p> <ul style="list-style-type: none">• Anna Hibiscus (Atinuke)• Betsy Biggalow is here (Malorie Blackman)
Maths	<p><u>Times Table Focus:</u></p> <p>Summer 1: 10 times table Summer 2: 5 times table</p> <p><u>Summer areas of study:</u></p> <ul style="list-style-type: none">• Money• Fractions• Statistics• Measurements - time - quarter to, quarter past, half past, o clock, 5 minute past, compare durations of time• Measurements - weight, temperature• Geometry - Position and Direction • Number: multiplication and division
Science	<p>Animals, including humans Plant</p>

Year 2, Summer Term 2025

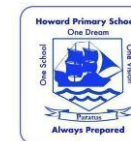


Weekly Foundation Subjects

PE	Taught on Monday and Tuesday afternoons. Kwik cricket (Summer 1), Tennis (Summer 2) Real PE
RHE	Relationships (Summer 1) Changing Me (Summer 2)
RE	How do you show someone is important (Summer 1) What is Special (Summer 2)
Music	Taught alternate Thursdays by Miss Evans Choose and use sounds to create alternative effect.

Week	Subject	Topic Area	Key Skills	Key Vocabulary	Concept threads
Week 1 - 22nd April (Bank Holiday - 4 day week)	Design and Technology Textiles (cushions)	Textiles Complete and evaluate a cushion based on their own design.	<ul style="list-style-type: none"> select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]; 	plan, prepare, design materials, ideas, use, model, development, research, template, survey	expression, culture, technique, interpret, contrast, colour and tone, perspective, creativity, line and shape
Week 2 - 28th April <i>Y2 core meetings</i>	Art	Hot and cold colours Matisse	<ul style="list-style-type: none"> Can mix paints with skill and care to achieve 	Hot, warm, cold, primary colours,	expression, culture, technique, interpret, contrast, colour and

Year 2, Summer Term 2025



			<p>desired effects, able to solve problems in colour mixing</p> <ul style="list-style-type: none"> ○ Can talk about colours- hot/cold, how colours make us feel ○ Can talk about artist's work ○ pigments with twigs/tools and organise paint/tools sensibly 	secondary colours, tertiary colours,	tone, perspective, creativity, line and shape
Week 3 - 5th May (Bank Holiday - 4 day week)	Art	Hot and cold colours Matisse	<ul style="list-style-type: none"> ○ Can mix paints with skill and care to achieve desired effects, able to solve problems in colour mixing ○ Can talk about colours- hot/cold, how colours make us feel ○ Can talk about artist's work 	Hot, warm, cold, primary colours, secondary colours, tertiary colours,	expression, culture, technique, interpret, contrast, colour and tone, perspective, creativity, line and shape

Year 2, Summer Term 2025



			<ul style="list-style-type: none"> ○ Can create a piece of aboriginal art applying mixed pigments with twigs/tools and organise paint/tools sensibly 		
<p>Week 4 - 12th May</p> <p>SATS WEEK Y6</p> <p>Year 2 assemblies</p> <p>12th and 13th May.</p>	Geography	<p>Human and physical geography</p> <p>identify seasonal and daily weather patterns</p>	<p>identify seasonal and daily weather patterns in the United Kingdom and the location of hot areas of the world in relation to the Equator and the North and South Poles.</p> <ul style="list-style-type: none"> ● <u>ask</u> simple geographical dd(Where is it? What's it like?), ● <u>use</u> non-fiction books, stories, maps, pictures/ photos and internet as sources of information, ● <u>Investigate</u> their 	<p>hot, cold, equator, latitude, longitude, season, weather, northern hemisphere, southern hemisphere, sunny, rain, Earth, tilt, tropical, windy, mild, temperature, celsius , foggy , misty , snow</p>	<p>sustainability, diversity, environment, physical world, human world, place and space, scale, interconnection, fairness and equality, conflict, patterns, continuity and change</p>

Year 2, Summer Term 2025



			surroundings, <ul style="list-style-type: none"> • <u>make</u> appropriate observations 		
Week 5 - 19th May <i>20th May Hispanic Day</i>	Computing	Programming	Children will understand that sequences of commands have an outcome, and make predictions based on their learning. They will use and modify designs to create their own quiz questions in Scratch Jr, and realise these designs in ScratchJr using blocks of code. Finally, the children will evaluate their work and make improvements to their programming projects.	algorithm, block, block language, command, data, debug, digital devices, hardware, encryption, e-safety, sequence, selection, program	programming, debugging, researching, problem solving, e-safety, algorithms, analysing data, digital footprint, editing and publishing
HALF TERM					
Week 1 - 3rd June <i>INSET 2nd JUNE</i> <i>Y2 PP Meetings</i> <i>READING FLUENCY</i> <i>ASSESSMENTS Y2 - 6</i>	Art	Form and space	To make sculptures.. To design and create. Able to manipulate clay Show an understanding of the properties of clay.	Proportions, facial, oval, round, square, mould, 3D, shape, 2D, visual composition, graphic art, sculpture	expression, culture, technique, interpret, contrast, colour and tone, perspective, creativity, line and shape

Year 2, Summer Term 2025



			To show an understanding of the facial proportions. To have an understanding of the use of mask		
Week 2 - 9th June <i>READING FLUENCY ASSESSMENTS Y2 - 6</i> Phonics Screening Check	Computing	Create a piece of music on a computer based on an animal.	Use a computer to experiment with pitch, Create a rhythm using a computer based on an animal.	program, pitch rhythm, instrument, music.	programming, researching, problem solving, e-safety,
Week 3 - 16th June <i>Year 2 SATS</i> <i>19th June - Y6 running festival for Y1 and 2</i>	Year 2 - SATS				
Week 4 - 23rd June	DT	Preparing fruit & vegetables: Designing and making a healthy wrap. Skills	<ul style="list-style-type: none"> • <u>use</u> the basic principles of a healthy and varied diet to <u>prepare</u> dishes; • <u>understand</u> where food comes from; 	design and develop plan, prepare, design materials, ideas, use, model, development, research, template, survey technical knowledge and making up, down, turn, design, draw, sketch, tools, fix, attach, features, cloth,	marketing, research, design, innovate, annotate, design, functionality, test evaluate, adapt, creativity, implement, aesthetics,

Year 2, Summer Term 2025



				<p>sequins, beads, buttons</p> <p>evaluate change, improve, useful, successful, unsuccessful, modify, adapt, altr, original, finished article</p>	
Week 5 - 30th June	DT	<p>Preparing fruit & vegetables: Designing and making a healthy wrap. Skills</p>	<ul style="list-style-type: none"> • <u>use</u> the basic principles of a healthy and varied diet to <u>prepare</u> dishes; • <u>understand</u> where food comes from; 	<p>design and develop plan, prepare, design materials, ideas, use, model, development, research, template, survey</p> <p>technical knowledge and making up, down, turn, design, draw, sketch, tools, fix, attach, features, cloth, sequins, beads, buttons</p> <p>evaluate change, improve, useful, successful, unsuccessful, modify, adapt, altr, original, finished article</p>	<p>marketing, research, design, innovate, annotate, design, functionality, test evaluate, adapt, creativity, implement, aesthetics,</p>

Year 2, Summer Term 2025



<p>Week 6 - 7th July <i>8th July - Reception and KS1 Sports Day at Whitgift</i></p>	<p>Geography</p>	<p>Physical Geography: Recap -> Water-Cycle, River-Features, Coastal-Features</p>	<p>To compare maps with aerial photographs. To select a map for a specific purpose (e.g. Pick atlas to find Taiwan, OS map to find local village.). To begin to use atlases to find out about other features of places (e.g. find wettest part of the world). To find/recognise places on maps of different scales (e.g. river Nile), (scale / distance). To identify significant places and environments, (map knowledge) analyse evidence and draw conclusions (e.g. compare historical maps of varying scales e.g. temperature of various locations - influence on people/everyday life). To draw a sketch map using symbols and a key.</p>	<p>evaporation, condensation, water shed, surface drain, hurricane, tornado</p> <p>spring, source, stream, oxbow lake, waterfall, tributary, floodplain, mouth, delta, estuary</p> <p>beech, cave, stack, arch, headland, cliff, dunes, marsh, spit, bar,</p>	<p>sustainability, pattern, physical world, human world, place & space, scale, conflict, continuity & change</p>
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Year 2, Summer Term 2025



			To use/recognise OS map symbols. (representations)		
Week 7 - 14th July	Computing	Programming	Children will understand that sequences of commands have an outcome, and make predictions based on their learning. They will use and modify designs to create their own quiz questions in ScratchJr, and realise these designs in ScratchJr using blocks of code. Finally, the children will evaluate their work and make improvements to their programming projects.	algorithm, block, block language, command, data, debug, digital devices, hardware, encryption, e-safety, sequence, selection, program	programming, debugging, researching, problem solving, e-safety, algorithms, analysing data, digital footprint, editing and publishing
Week 8 - 21st July <i>Finish on Tuesday 22nd July</i> <i>21st July - Howard's Got Talent</i>	Consolidation and completion.				

Year 2, Summer Term 2025

