



# Curriculum Map

## Year 2 Summer Term 2025

<p><b>English</b></p> <p>Texts we will be using: A Walk in London by Salvatore Rubbino, Toys in Space by Mini Grey, Ride-by-Nights by Walter de la Mare and Ada Twist and the Perilous Pantaloons by Andrea Beaty.</p> <p>Key Learning:</p> <ul style="list-style-type: none"> <li>Continue to develop writing skills, focusing on sentence structure, punctuation, vocabulary and grammar.</li> <li>Continue to develop editing skills to improve quality of writing.</li> <li>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> </ul> <p>Class reader(s): A variety of books, including picture books, by a range of authors</p> <p>Key Vocabulary: prefix, suffix, expanded noun phrase, adverbial, apostrophe, past tense, present tense.</p> <p>At home you can: Hear your child read/read to them x 5 per week. Practise spellings.</p>		<p><b>Maths</b></p> <p>Key Learning:</p> <ul style="list-style-type: none"> <li>Mass, capacity and temperature –Measuring in g and kg, ml and l, comparing volume and capacity.</li> <li>Time – Reading o'clock, quarter to and past, telling the time past and to the hour and telling the time to 5 minutes.</li> <li>Statistics – Interpreting data from tally charts, tables, block diagrams and pictograms.</li> <li>Position and Direction – Describing movement and turns and looking at shape patterns which include turns.</li> </ul> <p>Key Vocabulary: mass, grams, kilograms, litres, millilitres, o'clock, quarter, left, right, above, below.</p> <p>At home you can: Practise 2, 5, 10 times tables</p>	
<p><b>Science</b></p> <p>Key Learning: Plants and Growing up</p> <ul style="list-style-type: none"> <li>Identifying bulbs and seeds</li> <li>Labelling different parts of the plant using simple equipment</li> <li>Life cycles</li> <li>Parent and offspring</li> </ul> <p>Key Vocabulary: bulb, seed, shoots, roots, offspring, growth, egg, adult, parent.</p>	<p><b>PSHE</b></p> <p>Key Learning: Thrive values this term are Valued and Empathetic</p> <ul style="list-style-type: none"> <li>Recognising that we are all equal and different</li> <li>Learning how communities help people to feel included</li> <li>Recognise what bullying is and that there are different types</li> </ul> <p>Key Vocabulary: equality, community, individuality</p>	<p><b>Computing</b></p> <p>Key Learning: Pictogram and Presentation of data</p> <ul style="list-style-type: none"> <li>Counting and comparing</li> <li>Entering data</li> <li>Creating pictograms</li> <li>Discussing how objects can be grouped</li> <li>Presenting information</li> </ul> <p>Key Vocabulary: pictogram, data, tally chart, attribute.</p>	
<p><b>Phonics</b></p> <p>Key Learning: Continue to work through Monster Phonics scheme</p> <ul style="list-style-type: none"> <li>revisiting and revising plurals, suffixes and tenses.</li> <li>Revisiting and revising Year 1 and Year 2 common exception words.</li> </ul> <p>Key Vocabulary: suffix, prefix, plural, past tense and present tense.</p>	<p><b>Art</b></p> <p>Key Learning: shape and decorate clay</p> <ul style="list-style-type: none"> <li>create a pinch pot and join clay shapes as decoration.</li> <li>design and make a 3D clay tile</li> <li>apply artistic techniques (scoring and slipping)</li> <li>explore sculpture artists (Ranti Bem and Rachel Whiteread)</li> </ul> <p>Key Vocabulary: casting, glaze, score, sculpture, three dimensional, clay slip</p>	<p><b>Design Technology</b></p> <p>Key Learning: Mechanisms</p> <ul style="list-style-type: none"> <li>Understand what pivots, levers and linkages are</li> <li>Make and experiment different kinds of linkages</li> <li>Create a design criteria</li> <li>Design, make and evaluate a moving monster for a specific audience</li> </ul> <p>Key Vocabulary: axle, design criteria, input, linkage, mechanical, output, pivot</p>	<p><b>Geography</b></p> <p>Key Learning: Why do we love being by the seaside?</p> <ul style="list-style-type: none"> <li>Identifying and describing the human and physical features of a seaside.</li> <li>To understand how living things depend on each other in seaside environments.</li> </ul> <p>Key Vocabulary: sand, beach, rocks, pebbles, sea, urban, rural, coastal, habitat, environment, adaptation.</p>
<p><b>History</b></p> <p>Key Learning: Great Fire of London</p> <ul style="list-style-type: none"> <li>Use a range of sources to investigate the Great Fire of London</li> <li>Understand what an eye-witness account is</li> <li>Investigate the impact of the fire</li> <li>Understand how artefacts help us to understand the past.</li> </ul> <p>Key Vocabulary: witness, impact, diary, Samuel Pepys, evidence.</p>	<p><b>Music</b></p> <p>Key Learning: Friendship songs</p> <ul style="list-style-type: none"> <li>To sing, appraise and play instruments together.</li> <li>Identify the pulse of the music</li> </ul> <p>Key Vocabulary: Pulse, rhythm, dynamics, pitch, tempo, texture, structure.</p>	<p><b>Physical Education</b></p> <p>Key Learning: Running and ball skills</p> <ul style="list-style-type: none"> <li>Exploring different types of running for competitions</li> <li>Executing an underarm throw to support accuracy</li> </ul> <p>Key Vocabulary : spring relay, long, distance, underarm, rotation.</p>	<p><b>Religious Education</b></p> <p>Key Learning: Islam</p> <ul style="list-style-type: none"> <li>Does going to a mosque give Muslims a sense of belonging?</li> <li>Does completing Hajj make a person a better Muslim?</li> <li>Identifying the main features of a mosque.</li> <li>How do we feel a sense of belonging?</li> </ul> <p>Key Vocabulary: Islam, belonging, mosque, Hajj.</p>



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