

**Year 2**  
**Summer Term 2025/2026 - Our Learning**



**Curriculum Overview - Year 2**

**English  
Reading**

**‘Fantastically Great Women who Changed the World’ by Kate Pankhurst**

In this book pupils will read about women who have changed the world and find out fascinating facts about their achievements in a book full of stunning illustrations. Pupils meet a scientist, an athlete, an explorer, a writer, a fashion designer and a civil rights campaigner. Pupils dare to dream about what they can do to make the world better.

**‘Little People Big Dreams’ - David Attenborough, Maria Isabel and Sanchez Vegara**

This biography is part of a series of books which explores the lives of children with a dream who go on to achieve incredible things. It tells a story but also finishes with a facts and photographs section at the back. This book teaches pupils about the life and work of David Attenborough. It celebrates how childhood ambitions can become reality and the importance of protecting our natural world.

**‘Fantastic Mr Fox’ by Roald Dahl**

The book centres around Mr Fox, who lives with his wife and four little cubs. To feed his family, he steals food from some farmers named Boggis, Bunce and Bean. The story revolves around the farmers’ attempts to get rid of Mr. Fox (and his clever plan to escape!)

**‘Illustrated Stories for Aesop (The Sun and the Wind)’ by Susanna Davidson and Giuliano Ferri**

This book retells thirty of Aesop’s fables. The fables talk about pride, greed, friendship, quarrels and more. Each fable conveys a moral with a message. Pupils will study the Sun and the Wind with the message that gentle persuasion is often more effective than the strongest force.

<p><b>English Writing</b></p>	<p><b>Writing units</b></p> <ul style="list-style-type: none"> <li>● Recount- <i>Curriculum link: Science- Plants.</i></li> <li>● Diary entries</li> <li>● Persuasive writing</li> <li>● Stories from other cultures - <i>Curriculum link: Geography - Compare a city in the UK to a non-European city</i></li> <li>● Formal invitations</li> <li>● Poetry</li> </ul> <p>In each unit, pupils will learn about the features of the form of writing, through reading and exploring different examples before finally writing their own. Editing using a green pen is encouraged throughout the writing process, including when pupils have completed a piece of writing.</p>
<p><b>Maths</b></p>	<p><b>Maths topics</b></p> <ul style="list-style-type: none"> <li>● Numbers to 1,000</li> <li>● Measures: capacity and volume</li> <li>● Measures: mass</li> <li>● Exploring calculation strategies</li> <li>● Multiplication and division: 3 and 4</li> </ul>
<p><b>Science</b></p>	<p><b>Living things and their habitats</b></p> <p>Pupils will consider different life processes and use them to classify living and non-living things. They will study our local urban and woodland habitat, considering which plants and animals are found nearby and learn to describe the climate we live in. Pupils will compare their habitat and climate with a variety of different habitats including coastal, ocean, polar, rainforest and desert. Pupils will learn about different microhabitats to understand which are the most suitable habitat for minibeasts. Pupils will also explore how plants and animals depend on each other through seed dispersal and food chains.</p>

<p><b>Art</b></p>	<p><b>Art Strand: The Natural World.</b>  <b>Curriculum Subject Link: Key Features,including,beach, coast, ocean, sea - Geography</b></p> <p>This natural world strand is designed to help pupils to understand and respect Earth and all who live on it. Pupils will use their sketchbooks to explore seaside landscapes. They will focus on composition and consider where to place the horizon and tide lines within their artwork. For inspiration they will look at the work of artists Vincent Van Gogh and Nina Brooke. Pupils will use drawings as a basis for collage and use a range of materials, from cardboard to foil, to replicate the textures found at the seaside. They will use watercolours to create different tints, shades and hues to paint the background of their seaside scene. Over the top of the textured background they add colour using poster paints to complete their pictures. They will use preliminary sketches to add objects and images with added detail and shading to the final composition. Finally, pupils will understand how evaluating creative work during the process, as well as at the end, helps feed the process.</p>
<p><b>Design Technology</b></p>	<p><b>Cooking and Nutrition: We understand where food comes from (Curriculum Link - Personal Development)</b></p> <p>In this unit, pupils will explore the nutritional value of fresh food compared to processed food and the key nutrients found in healthy food. Pupils will describe various tastes and textures and how they can be adapted or improved. Pupils will look at healthy alternatives to processed food and how they can be made using fresh ingredients. There will be a focus on how the appearance and texture of potatoes can be altered. Pupils will taste a variety of fruit and explore ways this can be prepared (cut, grated, peeled, sliced). They will learn about the importance of health and safety when preparing food. After learning different preparation techniques we design, prepare and evaluate layered salads (such as pasta salad) and fruit kebabs.</p>
<p><b>Computing</b></p>	<p><b>Programming</b>  <b>Curriculum Link - Maths</b></p> <p>Building on the first unit of programming completed earlier this year, pupils will learn about an online programming environment where they will complete programs to solve puzzles and progress to include debugging. Pupils will create their own game using code which includes event-driven actions and repeat blocks.</p>

	<p><b>Creating Media: Making Music</b></p> <p>In this unit, pupils will be using a computer to create music. They will listen to a variety of pieces of music and consider how music can make them think and feel. Pupils will compare creating music digitally and non-digitally. Pupils will also look at patterns and purposefully create music. Pupils will complete this using different tools from the <a href="#">Chrome Music lab</a> such as ‘Rhythm’ and ‘Song Maker’.</p> <p>This links to the music scheme, where children are currently studying how to create and perform pieces. It also recaps key concepts for example ‘Rhythm’, and ‘Composing and Improvising.’</p>
	<p><b>Creating Media: Digital photography</b></p> <p>In this unit, pupils will learn about a different media that can be created digitally: photos. They will start by learning to recognise that different devices can be used to capture photographs, before using their Chromebooks to experiment with taking their own photos. They will then learn to make careful choices when taking photos (for example, they will experiment taking photos under different levels of lighting and will discuss how this impacts their end result). They will also discuss rules they should follow, such as asking for permission before taking a photo of someone else, in order to stay and keep others safe. They will also learn about simple editing of photos and will start to look carefully at photos in order to guess whether they are real or have been edited. Pupils will also be challenged to compare their photos and decide with a partner which one looks the best and why.</p> <p>This links to our Art curriculum, where children study digital prints</p>
<p><b>Geography</b></p>	<p><b>Study Fieldwork and Map Skills</b></p> <p>In this unit, pupils will use world maps, atlases and globes to identify countries (including the United Kingdom and its countries), continents and oceans. Pupils will also use simple compass directions (North, South, East and West) and locational and directional language. They will explore aerial photographs to recognise basic human and physical features, including landmarks, and use this to construct basic symbols in a key. Finally, pupils will use simple fieldwork and observational skills to study the geography of our school and its grounds and the key human and physical features of its surrounding environment.</p>
<p><b>History</b></p>	<p><b>Study significant people, places and events in London</b></p> <p>In this unit, pupils will learn about the coronation of Queen Elizabeth II and King Charles III. They will learn about the role of a monarch and the succession to the throne. Pupils will also learn about what happens during the coronation ceremony and compare and contrast the coronations of Queen Elizabeth II and King Charles III. Finally, pupils will research how both of the coronations were celebrated in London and in Hillingdon.</p>

<b>Music</b>	<p>We work in partnership with <a href="#">Sing Education</a> to deliver our music curriculum. This term our themes are:</p> <p><b>Singing and playing skills: Follow the leader</b></p> <p><b>Playing rhythm and pitch: Glockenspiels</b></p>
<b>Physical Education (PE)</b>	<p><b>Footwork and Jumping Skills</b></p> <p>Pupils will develop their jumping through learning to achieve a good take off and height when jumping, and bending their knees for take off and landing. They will learn to move with smooth movements in both directions/sideways.</p>
	<p><b>Net and Wall Games</b></p> <p>Pupils will begin to understand the basics of using a racket. They will practise holding a racket with one hand and balancing an object on top of their racket. They will begin to strike an object using the strings of the racket.</p>
	<p><b>Striking and Fielding</b></p> <p>Pupils will experience striking a ball, focusing on distance and accuracy. They will explore basic fielding skills and develop their throwing and catching skills with a tennis ball.</p>
	<p><b>Coordination &amp; Agility (Ball chasing &amp; Ball skills)</b></p> <p>When fielding, pupils will learn to arrive in the correct position in order to stop a ball. They will move a ball in both directions around their body and select and link movements together. They will begin to discuss how their body feels before, during and after exercise.</p>
<b>Personal Development</b>	<p><b>Relationships</b></p> <p>Pupils will discuss different kinds of relationships. They will explore different types of families and friendships and talk about how sometimes friends may disagree. Pupils will explore possible solutions when there may be a disagreement. Pupils will also learn why some things might make us feel uncomfortable and compare this with relationships that make us feel safe and special and we will talk about what they can do if they feel uncomfortable.</p>

	<p><b>Changing Me</b></p> <p>Pupils will look at aspects of change through life cycles in nature. They will discuss changes and feelings associated with getting older. Pupils will talk about the transition to Key Stage 2 when moving up to Year 3 and some of the emotions that they may (or may not) experience, positive and negative, and what they can do to manage these emotions. Pupils will also learn the correct terminology for body parts and learn about respecting private body parts.</p>
<p><b>Religious Education (RE)</b></p>	<p><b>Judaism</b></p> <p>This term, pupils will study the religion of Judaism by answering two key questions:</p> <p><b>How important is it for Jewish people to do what God asks them to do?</b></p> <p><b>How special is the relationship Jews have with God?</b></p> <p>Pupils will explore the history of the religion and learn about Jewish belief in God and other key figures including Abraham and Moses. They will also learn about the Jewish place of worship (synagogue) and the holy book (Tanakh: Torah). Pupils will consider religious customs and traditions, for example wearing the Kippah, or eating Challah, and find out about the significance of The Star of David. Pupils will learn about festivals and celebrations which are important to Jewish people (Rosh Hashanah, Shabbat and Pesach).</p>