

Year Two
 April - July, 2026
 Curriculum Overview

Sailing the Seven Seas

| Extra-curricular events | Trips, Visitors, Special Days |
|--|--|
| Sports Day - 12.06.26 Move Up Morning - Pre-Prep Summer Concert - Forest School (Alternative weeks) | Forest school trip - 25.06.26 |
| English | Maths |
| <p>The class will be focussing on non-fiction writing this term. They will explore this through a variety of both fiction and non-fiction sea themed texts.</p> <p>Non-fiction writing activities will include:</p> <ul style="list-style-type: none"> - Letter writing - Instruction writing - Writing a diary entry - Poems - Making an information booklet or poster about a chosen deep sea creature. <p>Children will continue to develop their knowledge of SPAG and continue to incorporate these skills into their writing, including learning about expanded noun phrases, adverbs and writing in the correct tense.</p> <p>The pupils will continue to participate in daily phonics sessions flowing the Read Write Inc scheme.</p> | <p>Number: This term the pupils will continue to develop skills in counting in 2s, 3s, 5s and 10s. They will practise rounding numbers to the nearest ten, order numbers and partition numbers into multiples of 100, 10 and 1.</p> <p>Addition & Subtraction: Pupils will double, halve and add 2-digit numbers by partitioning. They will subtract by finding a difference, counting up or counting back.</p> <p>Multiplication & Division: The children will be consolidating how to multiply and divide by 2, 5 and 10 using arrays and beaded lines. They will be solving word problems using multiplication or division and solving mystery multiplications and divisions.</p> <p>Fractions: The children will be practising counting fractions, finding $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$ and $\frac{3}{4}$ of amounts by sharing and using number facts and finding halves, thirds, and quarters of amounts.</p> <p>Measures: The unit on 'measures' will include how to read the time on a 12 hour digital clock and to the nearest 5 minutes on an analogue clock. The pupils will also solve problems involving the calculation of time intervals.</p> <p>Data/Statistics: The 'measures' unit will afford the class opportunity to improve their abilities in data collecting, organising and interpreting data. They will use tally charts, frequency tables, pictograms and bar charts to represent the results of practical and investigative work.</p> |
| English | Science |
| | <p>Living things: This term, children will explore the life cycles of both plants and animals as part of their science learning. They will learn how living things grow and change over time, beginning with simple life cycles such as those of plants, butterflies, frogs, and chickens. Pupils will identify key stages, including birth, growth, reproduction, and death, and will begin to understand what living things need to survive and thrive. Through hands-on activities such as planting seeds and observing changes over time, children will develop their observation skills and record what they notice. They will also compare different life cycles, recognising similarities and differences between plants and animals, and begin to use simple scientific vocabulary to describe their learning.</p> <p>The children will also be learning about the human body as part of their science learning. They will identify and name basic body parts, including key organs such as the heart, lungs, and brain, and begin to understand their functions. Pupils will explore how to keep their bodies healthy through exercise, a balanced diet, and good hygiene. Through practical activities and discussion, they will develop their understanding of how their bodies grow and change, using simple scientific vocabulary to describe what they observe.</p> |
| Geography | PSHCE & RSE |
| <p>This term, children will explore weather and climate through a geography topic focused on extreme weather. They will learn about different types of weather, how it can vary around the world, and what makes some weather "extreme."</p> <p>Pupils will observe and record local weather patterns, compare climates in different places, and begin to understand how weather can affect people and the environment. They will also be introduced to the idea of climate change in a simple and reassuring way, learning that the Earth's climate is changing and exploring small actions people can take to help care for the planet.</p> <p>Linked with this, through engaging activities, pupils will begin to understand how humans interact with ocean environments and the impact this can have. Simple conservation concepts, focusing on issues such as plastic pollution and protecting marine life will be introduced. Pupils will be encouraged to think</p> | <p>For the first part of the term, children will focus on teamwork. This unit is based on the idea that when a team works well together, it can have a positive impact on both individual members and what they achieve collectively. It aims to develop effective collaborative skills, such as good listening and respectful communication.</p> <p>Throughout the unit, children will learn about the importance of kindness, as well as the impact of bullying and teasing. They will explore what to do if they experience or witness unkind behaviour and will be encouraged to make positive, thoughtful choices. In addition, they will reflect on effective learning behaviours and how to recognise both helpful and unhelpful decisions.</p> <p>During the second part of the term, children will focus on change and transition as they prepare to move into a new class and key stage. They will reflect on changes they have already experienced</p> |
| Geography | History |
| | <p>This term, pupils will learn about the history of the British seaside.</p> <p>They will explore how seaside tourism has evolved over time, examining different historical periods and focusing on aspects such as clothing, entertainment, and transport used to reach holiday destinations.</p> <p>Children will also draw on their own modern-day experiences of the beach, using comparison skills to identify similarities and differences across time periods. They will create a timeline to support their understanding and reflect on which era they believe offered the most enjoyable seaside experience. Finally, they will consider how seaside holidays might continue to change in the future.</p> |

| | | | |
|---|--|--|---|
| <p>about how their own actions can help care for the oceans, fostering a sense of responsibility and stewardship.</p> | <p>in school and discuss strategies that have helped them overcome challenges.</p> <p>Children will explore a range of emotions, recognising that all feelings are valid, and will learn practical techniques to help manage more difficult emotions, such as worry. They will also begin to set goals for the future, consider how their choices influence their behaviour, and celebrate their own strengths and talents, as well as those of others.</p> | | |
| <p>Art</p> | <p>Religious Education</p> | <p>Computing</p> | |
| <p>Under the sea explorers:</p> <p>This term the children will begin by discussing the oceans and sea life living within. We will explore creatures, and coral through a range of media. The children will experiment with 2D drawing, creating textures and 3D modelling in clay</p> <p>In DT we will be practicing with joining methods, cutting and slotting with recycled materials to create their very own submarines.</p> <p>Each child will contribute several mixed media pieces in addition to our whole class 'Great Barrier Reef' mural.</p> <p>In cooking, we will be creating rice krispie cake starfish. Linking with science to explore melting points, solids and liquids and how food colouring works.</p> | <p>Buddhism: This term, children will develop a basic understanding of Buddhism by exploring the life of the Buddha and the key values of kindness, respect, and mindfulness. They will learn simple stories about Siddhartha Gautama and begin to understand why he is important to Buddhists. Through discussion, role-play, and creative activities, children will explore how Buddhists show care for others and reflect on how these values can be applied in their own lives. Pupils will also be introduced to important symbols and places in Buddhism, helping them to recognise similarities and differences between their own experiences and those of Buddhists.</p> <p>Places of worship: Children will build on the knowledge they have already gained about the importance of temples in the Buddah religion, continuing to learn about different religions places of worship and reflecting on special places, discussing a place that is special to them. They will learn about what a place of worship is and what happens there. The children will learn about what a visitor to a mosque, a gurdwara or church might see and they will gain an understanding of how a visitor should behave in each of these places of worship. They will also develop an understanding of why places of worship are so important to the people who attend them. Children will explore similarities and differences between the places of worship they have been learning about and will apply their knowledge and understanding about places of worship by working with others to design a non-religious special place.</p> | <p>Making music This term, children 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. Children will compare creating music digitally and non-digitally. They will look at patterns and purposefully create music.</p> <p>Programming quizzes Later this term Children begin to understand that sequences of commands have an outcome, and make predictions based on their learning. They use and modify designs to create their own quiz questions in Scratch, and realise these designs in Scratch using blocks of code. Finally, children evaluate their work and make improvements to their programming projects.</p> | |
| <p>Physical Education, Sport and Swimming</p> | <p>Music</p> | <p>Design and Technology</p> | <p>Languages - French (speaking & listening)</p> |
| <p>Physical Education This term pupils will develop their running, jumping and throwing skills with an Athletics based theme in preparation for their annual sports day towards the end of term.</p> <p>Sport - Cricket This term pupils will develop their cricketing skills. This will include, batting (striking the ball), over arm and under arm throwing, catching and bowling.</p> | <p>Sound Explorers - This term, children are invited to use voices, bodies and instruments to create imaginative musical worlds. Through themes such as forests, storms, machines, oceans, outer space, jungles and dragons, pupils develop their understanding of how music can represent places, movement, atmosphere and emotion. Across the term, children revisit and deepen key musical concepts including dynamics, texture, pulse, rhythm, timbre and pitch, creating and</p> | | <p>This term the pupils will explore the contents of their pencil cases and learn about the Fête de la Musique celebration. They will also revisit greetings, numbers, and food vocabulary from earlier in the year. Additionally, pupils will apply their understanding of colours to discuss and express opinions on the works of French artists.</p> |

Swimming - Pupils will continue along the 'Swim England' framework, developing water confidence alongside techniques required to successfully swim on both their front and back.

performing their own soundscapes with greater confidence, control and musical intention.

Children will also be learning songs and preparing for the Pre-Prep Summer Concert.

