



# Windmill Hill Primary School

## Summer Term 2025 Curriculum Plan

### Year 2

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| <b>English</b>     | <p>In KS1, we are featuring a Super Six focus to reading. We have identified six reading books covering various themes (a quality text, rhyming/repeated refrains, celebrating diversity, a traditional tale, well-being and growth mindset and a favourite story). We will use these to inspire a love for reading and to link in with other aspects of the curriculum.</p> <p>The children will be looking at the Year 2 spelling rules and patterns as well as recapping all phonics phases where necessary. Throughout the term, we will be assessing the children's phonics knowledge and continue to set books for children to read at home and in school that are accessible to their individual learning needs.</p> <p>Our Read to Write narratives this half term are 'The King who Banned the Dark' and 'Rosie Revere Engineer'. During the first half term, our writing outcomes will focus on writing a persuasive letter. During the second half term, our writing outcomes will focus on writing an explanation text. Throughout the term, the children will build on their understanding of subordination (using when, if, that, because) and co-ordination (or, and, but) conjunctions. Identify and apply different types of sentences in their writing such as: statements, questions, and commands. Continue to develop their understanding of expanded noun phrase for description and specification. Use commas to separate items in a list and use apostrophes to mark where letters are missing in spelling.</p> <p>Our Steps to Read units are based around a mixture of non-fiction and fiction texts focused on the Great Fire of London.</p> |
| <b>Mathematics</b> | <p>Every morning, the children come into class and complete 5 arithmetic questions aimed at improving their fluency.</p> <p>Our focus in our maths sessions will be on fractions. We will start off by providing a review of previously learnt concepts and extend children to find fractions of whole numbers/quantities by the end of the unit. The unit begins by having children make equal parts: focusing on making halves, quarters, and thirds. Then they learn to name fractions of the same denominations.</p> <p>After this, the children will learn about equal fractions, primarily looking at halves and quarters. They then move on to comparing and ordering fractions and counting wholes and parts. The children will learn to count in quarters and thirds, finishing the unit by finding parts of a set and part of a quantity.</p>   |
| <b>Science</b>     | <b>Materials</b> – We will continue to develop our understanding of different materials found   |

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|                                      | <p>around the world and discussing their properties. We will also be looking at how materials can be manipulated by bending, twisting, squashing, and stretching. The children will be encouraged to use scientific vocabulary to describe the properties of materials and give scientific explanations for what the materials could be used for.</p> <p><b>Plants</b> - In this unit the children will study plants and trees in the natural environment, taking measurements and making observational drawings. The children plant a seed and a bulb and compare them as they grow. They record changes in their plants in words and pictures, take measurements throughout the unit and finally draw bar charts to show the growth of the two plants. The children set up a comparative experiment to observe what plants need to grow well and watch the germination process first hand by growing cress. The children begin to learn about plants we eat and understand that farming involves creating the right conditions for food crops to grow.</p> |
| <b>Computing</b>                     | <p><b>Data and information – Pictograms</b><br/>This unit introduces the children to the term ‘data’. The children will begin to understand what data means and how this can be collected in the form of a tally chart. They will learn the term ‘attribute’ and use this to help them organise data. They will then progress onto presenting data in the form of pictograms and finally block diagrams.</p> <p><b>Programming B - Programming quizzes</b><br/>This unit initially recaps on learning from the Year 1 Scratch Junior unit ‘Programming B - Programming animations’. The 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 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.</p>   |
| <b>Art and Design and Technology</b> | <p><b>At the Seaside</b> – This unit of work offers a series of activities that introduce and develop a range of different skills and techniques around a common theme of the seaside. The children will have the opportunity to create a standing paper sculpture; use their imagination to create a sand sculpture; create a seaside mosaic using paper collage techniques and use appropriate painting techniques to paint pebbles for a seaside collage.</p> <p><b>Straight-Line and Curvy Sculpture</b> – This unit of work offers a series of activities that introduce and develop a range of sculpture skills and techniques, exploring different types of sculpture. The children will be able to manipulate malleable materials in a variety of ways to produce imaginative creations.</p>   |
| <b>Humanities</b>                    | <p>As historians, the children will focus on the legacy of Florence Nightingale and Mary Seacole and the importance of nursing during the Crimea War and throughout history.</p>   |

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|                           | <p>The children will learn about each woman's contribution to nursing and understand their achievements.</p> <p>As geographers, the children will continue to develop their knowledge on the location of countries, continents, and oceans of the world in relation to the position of the United Kingdom and children's own locality. The children will develop global awareness by looking in detail at the position of the seven continents and five oceans of the world, understanding that the world is spherical and creating their own journeys across the world. They will make comparisons between Nightingale and Seacole's birthplaces and the United Kingdom. The children will continue to build on their map skills developed in Year 1 using atlases, world maps and globes more widely, along with using aerial photographs to recognise human and physical features including landmarks.</p>  |
| <b>Music</b>              | <p>In our first half term, the children will follow the Charanga Scheme to explore music in class. During this time, the children will be learning a range of notes and songs. Our song is Friendship Song by Joanna Mangona and Pete Readman – a song about being friends. In this song you learn about singing and playing together in an ensemble. As well as learning to sing, play, improvise and compose with this song.</p> <p>In our second half term, the children will continue to follow the Charanga Scheme to explore music in class. We will Reflect, Remind, Replay.</p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused on revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p>  |
| <b>Physical Education</b> | <p>During the first half term, the children will be visiting Brookvale Recreational Centre for swimming lessons. This is where some children will experience swimming lessons for the very first time and where others will continue to develop their swimming skills. The children will learn how to gain confidence in the water, start to use a range of strokes and some will begin to swim confidently over a short distance.</p> <p>During the second half term, the pupils will develop skills required in athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletic based activities, the pupils will engage in performing skills and measuring performance, competing to improve on their own score and against others. They are given opportunities to work collaboratively as well as independently. They learn how to improve by identifying areas of strength as well as areas to develop.</p> |
| <b>RE</b>                 | <p>In the first half term, our focus will be on Christianity and the question, What unites the Christian community? The children will learn about how Christians worship, the importance of the church and the use of symbols in Christianity.</p> <p>In the second half term, our focus will be on Judaism and the question, What aspects of</p>  |

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|      | life really matter? The children will learn about the importance of Moses, the Ten Commandments and The Sabbath in Judaism.  |
| PSHE | <p>Relationships is the first theme this half term in our PSHE sessions. The children will identify the different members of their family. Understanding their relationships with each of them and know why it is important to share and cooperate. They will identify some of the things that cause conflict with their friends and to understand that sometimes it is a good idea to keep a secret and sometimes it is not a good idea to keep a secret. The children will recognise and appreciate people who can help them in their family, school and their community.</p> <p>Changing Me is the final theme we will be working on in our PSHE sessions. The children will understand that everyone is unique and special. They will be able to express how they feel when change happens; understand and respect the changes that they can see in other people and in themselves. Finally, they will start to think about changes they will make when they go to Year 3 and know how to go about this.</p> |