



# Windmill Hill Primary School

## Summer Term 2026 Curriculum Plan

### Class 2

<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><b>Year 1</b> - This summer term, the children will continue to build their reading and writing skills through daily English lessons and regular phonics sessions. In the first half term, they will continue to take part in phonics lessons 3 to 4 times a week to help them grow in confidence with sounds, blending and fluent reading. In the second half term, the children will complete their Phonics Screening Check. They will also continue to bring home weekly spelling lists to practise for their spelling test each Friday. In writing, the children will be exploring 'The Bog Baby' and using it as inspiration to write their own story about discovering a strange creature, as well as a set of instructions explaining how to create a habitat for an unusual creature. Alongside this, they will be learning how to write clear sentences, add simple joining words such as 'and', use describing words to make their writing more interesting and remember capital letters, full stops, question marks and exclamation marks correctly.</p> <p><b>Year 2</b> – This summer term, the children will continue to develop their reading and writing skills through their English lessons, using 'The Bog Baby' as inspiration throughout the unit. They will take part in Ready Steady Spell lessons four times a week, alongside weekly spelling tests, to help strengthen their spelling knowledge and confidence. In writing, the children will create a finding narrative based on discovering a mysterious creature and they will also write instructions about how to build a habitat. Throughout the term, they will build on their grammar skills by using suffixes such as -ful, -less and -ly, developing their use of subordination, co-ordination, expanded noun phrases and recognising the different functions of sentences. They will also continue to practise using the correct past and present tense, as well as accurate punctuation including capital letters, full stops, question marks, commas in lists and apostrophes for contractions.</p>
<b>Mathematics</b>	<p><b>Year 1</b> - Every morning, the children will come into class and complete a Big Maths sheet to help build their confidence and fluency with key number facts, focusing on doubles, number bonds to 10 and addition to 20.</p> <p>This summer term in Year 1 Maths, the children will build on their understanding across a range of topics including number, multiplication, fractions, time, money and measurement. They will begin by exploring numbers to 40, counting and writing numbers in different ways, comparing numbers and spotting number patterns. They will then move on to multiplication, where they will learn about equal groups, repeated addition, arrays and doubling, and begin to solve simple word problems. In fractions, the children will learn to make halves and quarters and begin to understand how</p>

	<p>fractions link to sharing equally.</p> <p>Later in the term, the children will extend their number knowledge further by working with numbers to 100, counting in tens and ones, partitioning numbers using number bonds, comparing numbers and exploring patterns on a 100 square. They will also learn about time, including telling the time to the hour and half past, ordering events and comparing lengths of time. In money, the children will begin recognising coins and notes by their shape, size, colour and markings. They will also explore volume, capacity and mass using practical activities and non-standard units, before finishing the term with position and direction, where they will describe movement, position and turns using mathematical language.</p> <p><b>Year 2</b> - Every morning, the children will come into class and complete five arithmetic questions to help improve their fluency and confidence with number.</p> <p>This summer term in Year 2 Maths, the children will build on their understanding across a range of topics including money, shape, fractions and time. They will begin by revisiting money, where they will practise writing and counting amounts in pounds and pence, using the symbols £ and p, counting in 5s and 10s, making equal amounts, exchanging money and finding totals and change using bar models. The children will then explore 2D and 3D shapes, learning to identify, describe and sort shapes by their properties, recognise vertices and lines of symmetry, draw shapes and patterns, and move and turn shapes using mathematical language. In fractions, they will revisit halves, quarters and thirds before moving on to compare, order and find fractions of shapes, sets and quantities. Later in the term, the children will develop their understanding of time by reading the time to 5 minutes, using an analogue clock, sequencing events and working out durations and time intervals.</p> <p>We will also be preparing for the end of year assessments taking place in June. This means we will use our remaining maths lessons as effectively as possible to revisit key skills and address any gaps in understanding, helping to support the children not only in their assessments but also in their transition to Year 3.</p>
<p><b>Science</b></p>	<p><b>Materials</b> – We will continue to develop our understanding of different materials found 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>E- Safety</b> - This term, the children in our Year 1 and Year 2 class will take part in a Computing unit focused on online safety. Throughout the unit, they will learn how to use technology safely, responsibly and respectfully, both in school and at home. As part of this, we will introduce simple discussions about artificial intelligence and help the children understand that not everything they see, hear or read online is true. They will learn that pictures, videos and information online can sometimes be changed or created by technology, so it is important to ask questions, think carefully and speak to a trusted adult if they are unsure. The lessons will be practical, age-appropriate and discussion-based, helping the children to develop safe habits and become thoughtful, confident users of technology.</p>
<b>Art and Design and Technology</b>	<p><b>Bugs and Beetles</b> - This art unit explores the fascinating world of bugs and beetles, encouraging students to observe, investigate and creatively respond to the natural world. Through drawing, painting, sculpture and mixed media, the children will develop their skills in texture, pattern, colour and form while studying the unique structures and characteristics of insects. Inspired by both real-life observation and artists who use nature as a theme, the children will experiment with a range of materials and techniques to create detailed and imaginative outcomes.</p> <p><b>Baby Bear's Chair</b> - In this DT unit, the children will design and build a chair for Baby Bear, exploring structures, stability and materials. Inspired by Goldilocks, they follow the design process; creating, making and evaluating a product that is strong and fit for purpose. Along the way, they develop practical skills, creativity and problem-solving.</p>
<b>Humanities</b>	<p>As historians, the children will learn about Florence Nightingale and Mary Seacole, exploring their important contributions to nursing during the Crimean War and the lasting impact they have had on healthcare throughout history. They will find out about each woman's life, achievements and legacy, and begin to understand why they are remembered today.</p> <p>As geographers, the children will continue to develop their understanding of the world by learning about the location of countries, continents and oceans in relation to the United Kingdom and their own locality. They will explore the seven continents and five oceans, learn that the world is spherical, and create their own journeys across the globe. The children will also compare the birthplaces of Florence Nightingale and Mary Seacole with the United Kingdom. Alongside this, they will build on their map skills by using atlases, world maps and globes, as well as aerial photographs, to identify 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>

	In our second half term, the children will continue to follow the Charanga Scheme to explore music in class. We will Reflect, Remind, Replay. 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.
<b>Physical Education</b>	During the summer term, the children will develop the skills needed for athletic activities such as running at different speeds, changing direction, jumping and throwing. In all athletics-based activities, they will practise and apply these skills, measure their performance and challenge themselves to improve their own scores as well as compete with others. They will have opportunities to work both collaboratively and independently and will learn how to improve by identifying their strengths and areas for development. In the second half term, the children will also begin preparing for Sports Day, using these skills in a range of activities and team events.
<b>RE</b>	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.  In the second half term, our focus will be on Judaism and the question, What aspects of life really matter? The children will learn about the importance of Moses, the Ten Commandments and The Sabbath in Judaism.
<b>PSHE</b>	<b>Relationships</b> 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.  <b>Changing Me</b> 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 2 and Year 3 and know how to go about this.