

# Year 2 Summer One Curriculum Overview 2025-2026

**Topics: How Could We Travel Around the UK?**

**Key Text:** The Hundred Decker Bus by Mike Smith / Journey by Aaron Becker

**Additional Text:** The Day the Crayons Quit by Drew Daywalt and Oliver Jeffers

**Key Curriculum Drivers:** English - Stories about travel

**Significant People:** Leaders in our community

## Key Dates

<b>Monday 21st April</b> Bank Holiday	<b>Science Week</b>		<b>Monday 4th May</b> Bank holiday	<b>Friday 15th May</b> International Food Fair	<b>Walk to School Week</b>
<b>Wednesday 15<sup>th</sup> April</b> World Art Day					<b>Friday 22nd May</b> Last Day

## Homework

<b>Sent Out:</b> 17th April			<b>Due:</b> 6 <sup>th</sup> May		<b>Due:</b> 20 <sup>th</sup> May
			<b>Sent Out:</b> 8 <sup>th</sup> May		

Subject	Week 1 13th-17th April	Week 2 20th - 24th April	Week 3 27th April- 1st May	Week 4 4th May - 8th May	Week 5 11th - 15th May	Week 6 18th -22nd May
English/ Speaking and Listening/ Drama/ Writing	<p><b><u>The Day the Crayons Quit</u></b> by Drew Daywalt and Oliver Jeffers</p> <p><b>Lesson 1: WOW &amp; Display (colour crayons)</b> I can make inferences from the story</p> <p><b>Lesson 2:</b> Problem solving solutions I can respond to texts I can write a solution to a problem</p> <p><b>Lesson 3: Planning a narrative</b></p>	<p><b><u>Journey by Aaron Becker</u></b></p> <p><b>Lesson 1:</b> Wow &amp; display (Red door appears in class) I can make inferences from the illustrations</p> <p>I can use adjectives to describe characters</p> <p>I can write questions about what I notice</p> <p><b>Lesson 2: Conjunctions (Sentence level work)</b> I can use conjunctions to join clauses</p>	<p><b><u>Journey by Aaron Becker</u></b></p> <p><b>Lesson 4 and 5: Planning &amp; writing a narrative (beginning)</b> I can sequence illustrations from the story I can write the beginning of a simple narrative</p> <p><b>Lesson 6: Drama &amp; Speaking and Listening</b> We can act scenes from the story and narrate what it happening (middle)</p> <p><b>Lesson 7 and 8: Writing a narrative (middle)</b></p>	<p><b><u>Journey by Aaron Becker</u></b></p> <p><b>Lesson 9:</b> Sequencing and Planning I can sequence illustrations from the story</p> <p><b>Lesson 10: Writing a narrative (ending)</b> I can write the ending of a narrative</p> <p><b>Lesson 11: Editing a narrative</b> I can re-read my work and make improvements</p>	<p><b><u>The Hundred Decker Bus</u></b> by Mike Smith</p> <p><b>Lesson 1:</b> Wow &amp; display I can predict what might happen I can make inferences from the text and illustrations</p> <p><b>Lesson 2/3: Types of sentences</b> I can write statements, questions, exclamations and commands</p>	<p><b><u>The Hundred Decker Bus</u></b> by Mike Smith</p> <p><b>Lesson 3: Planning a narrative</b> I can sequence the story I can plan a narrative using my own ideas and key vocabulary</p> <p><b>Lesson 4: Writing a narrative</b> I can write a simple, fictional narrative</p> <p><b>Lesson 5: Editing</b></p>

	I can plan a narrative using my own ideas and key vocabulary  <u>Lesson 4: Write a narrative</u> I can write a simple, fictional narrative (letter)	<u>Lesson 3: Noun Phrases</u> I can identify and use nouns, adjectives, verbs and adverbs  I can write noun phrases to describe scenes from the story	I can write about key events in the middle of a narrative			I can improve my work by making simple revisions
<b>Spelling Programme</b>	<u>Spelling Programme Unit 8</u> Why does "c" make the sound /s/ in some words?	<u>Spelling Programme Unit 9</u> How can I spell the sound /zh/?	<u>Spelling Programme Unit 10</u> What happens when I add the suffixes -ment, -ness, -ful, -less and -ly to a root word?		<u>Spelling Programme Unit 11</u> How can I show missing letters in a word?	<u>Assessment Week</u>
<b>English / Handwriting</b>	Unit 20: Practising joining to the letter y	Unit 21: Practising joining to the letter g	Unit 22: Reviewing the four handwriting joins	Unit 23: Practising joining from the letter w	Unit 24: Practising correct height and size of letters	
<b>Maths</b>  <b>Statistics, Fractions and Time</b>  <u>Key Vocabulary</u> <b>Fraction</b> <b>Equal groups</b> <b>Equivalence</b>	<b>Statistics</b> <ul style="list-style-type: none"> <li>• Make tables</li> <li>• Interpreting Tables</li> <li>• Block Diagrams</li> <li>• Draw and Interpret Pictograms 1-1, (2, 5 and 10)</li> <li>• <b>Statistics Quiz</b></li> </ul>	<b>Fractions</b> <ul style="list-style-type: none"> <li>• Equal &amp; unequal parts</li> <li>• Half of length, shape or set of objects</li> <li>• Quarter of length, shape or set of objects</li> <li>• Third of length, shape or set of objects</li> </ul>	<b>Fractions</b> <ul style="list-style-type: none"> <li>• <math>\frac{1}{2}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{3}</math></li> <li>• Find half of numbers</li> <li>• Find <math>\frac{1}{4}</math> and <math>\frac{3}{4}</math> of an object, shape, set of objects, length or quantity</li> <li>• Find equivalence of <math>\frac{1}{2}</math> and <math>\frac{2}{4}</math></li> </ul>	<b>Time</b> <ul style="list-style-type: none"> <li>• O'clock and half past</li> <li>• Quarter past</li> <li>• Quarter to</li> <li>• Tell the time past the hour</li> </ul>	<b>Time</b> <ul style="list-style-type: none"> <li>• Tell the time to the hour</li> <li>• Tell the time to 5 minutes</li> <li>• Minutes in an hour</li> <li>• Hours in a day</li> <li>• <b>Time quiz</b></li> </ul>	<b>Consolidation &amp; assessment</b>
<b>Geography + History</b>  <b>How could we travel around the UK?</b>  <u>Key Vocabulary</u> <b>England</b> <b>Northern Ireland</b> <b>Scotland, Wales</b> <b>London, Belfast</b> <b>Edinburgh, Cardiff</b>	<b>What is the United Kingdom?</b>  To name and find capitals/countries on a map of the UK using locational language  To add information/details /labels to a map	<b>Science Week</b>	<b>Which capital of the UK would you go to?</b>  To name and find capitals/countries of the UK on a map, using locational language	<b>How could we get there?</b>  To name and find capitals/countries on a map of the UK using locational language  To add information/details /labels to a map	<b>What came first? (Transport) in London</b>  To describe similarities and differences in transport through time periods  To describe sources and where they came from	<b>What came first? (Transport) in London</b>  To place items on to a time line in using the correct chronological order

<p><b>Science</b></p> <p><b>How do plants grow?</b></p> <p><u>Key Vocabulary</u></p> <p><b>bulb</b></p> <p><b>germinate</b></p> <p><b>shoot</b></p> <p><b>seedling</b></p> <p><b>seed coat</b></p>	<p><b>What are the parts of a plant?</b> Know the basic structure of plants and trees</p> <p>Generate questions linked to a topic</p> <p>Ask questions linked to topic</p>	<p><b>British Science Week</b></p> <p>“Curiosity: What is your Question?”</p> <p>Investigate a question asked in week one</p> <p>Comparative test</p> <p>Observing over time</p>	<p><b>Where will cress grow the best?</b></p> <p>Know that seeds and bulbs germinate and grow into seedlings which then continue to grow into mature plants</p> <p>Use key vocabulary to discuss what cress seeds need to germinate and grow</p> <p>Comparative test</p> <p>Observing over time</p>	<p><b>How well has the cress grown?</b></p> <p>Seeds and bulbs germinate and grow into seedlings which then continue to grow into mature plants</p> <p>Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy</p> <p>Observation</p> <p>Gathering data</p> <p>Recording results</p>	<p><b>What is inside a seed?</b></p> <p>Know that plants may grow from either seeds or bulbs</p> <p>Know the parts of a seed and what job they do</p> <p>Know what seeds look like inside</p> <p>Observing closely</p> <p>Observing over time</p>	<p><b>How do plants grow?</b></p> <p>Know that seeds and bulbs germinate and grow into seedlings which then continue to grow into mature plants</p> <p>Describe how plants need water, light and a suitable temperature to grow and stay healthy</p>
<p><b>PSHE</b></p> <p><b>Exploring Families</b></p> <p><u>Key Vocabulary</u></p> <p><b>sibling</b></p> <p><b>safe</b></p> <p><b>security</b></p> <p><b>stability</b></p> <p><b>trusted adults</b></p>	<p>Draw and label two different families</p> <p>To know why families are important</p> <p>To begin to understand that families can be different</p>	<p><b>Science Week</b></p>	<p>To know that there are many different types of families</p>	<p>To identify my special people in my family and what makes them special</p>	<p>To describe how I can show my special people that I care about them and I understand why this is important</p>	<p>Assessment: To add to their family drawing (lesson 1)</p>
<p><b>RE</b></p> <p><b>Big Question 5: What is our goal?</b></p> <p><u>Key Vocabulary</u></p> <p><b>goal</b></p> <p><b>kindness</b></p> <p><b>love</b></p> <p><b>loving</b></p>	<p><b>What is our goal?</b></p> <p><b>Goal (Axiology)</b> is about understanding what different religion and worldviews teach about what is good, of worth or value, and the ultimate goal that individuals should aim for.</p> <p>What is the goal (the good) for which we should strive? (Ann Taves)</p> <p>i. Can learn and use new vocabulary such as good, goal, kindness, love, loving, Christian, Muslim, Jew and humanist.</p> <p>ii. Can explore the idea of ‘love’ within the Christian, Muslim, Jewish and humanist worldviews.</p> <p>iii. Can reflect on the ideas of ‘love’ explored in this unit and on the experience of love in their own lives.</p>					

<p><b>Art and Design</b></p> <p><u>Key Vocabulary</u></p> <p><b>Roll</b> <b>Pinch</b> <b>Pull</b> <b>Squeeze</b> <b>Smooth</b> <b>Decorate</b> <b>Inlay</b> <b>Scratch</b></p>	<p><b>World Art Day</b></p> <p><b>Whole School Collaborative Art project</b></p> <p>I can explore the work of Reggie Laurent and Rachel Jones</p> <p>I can explore geometric and abstract shapes, through colour, lines and pattern</p>	<p>To design and make a pop-up card of London buildings:</p>	<p>To design and make a pop-up card of London buildings</p>	<p>To explore making clay pots using air drying clay</p> <p>To explore changing the shape of their pot</p> <p>To explore adding decoration to the surface of their pot</p>	<p>To explore making clay pots using air drying clay</p> <p>To explore changing the shape of their pot</p> <p>To explore adding decoration to the surface of their pot</p>	<p>To explore making clay pots using air drying clay</p> <p>To explore changing the shape of their pot</p> <p>To explore adding decoration to the surface of their pot</p>
<p><b>Computing</b></p> <p><b>Data Handling</b></p> <p><u>Key Vocabulary</u></p> <p><b>data</b> <b>interpret</b> <b>information</b> <b>graph</b> <b>pictogram</b></p>	<p><b>Purple Mash - 2 Graph / 2 count</b></p> <p>To log in to Purple Mash</p> <p>To use technology purposely to create a graph and interpret data (2 count)</p>	<p><b>Science Week</b></p>	<p><b>Purple Mash - 2 Graph / 2 count</b></p> <p>To use technology purposely to create a graph and interpret data (2 graph)</p> <p>To save work</p>	<p><b>Purple Mash - 2 Graph / 2 count</b></p> <p>To retrieve work</p> <p>To use technology purposely to interpret data (2 graph)</p>	<p><b>Purple Mash - 2 Graph / 2 count</b></p> <p>To use technology purposely to interpret data (2 graph)</p>	
<p><b>PE</b></p> <p><u>Key Vocabulary</u></p> <p><b>challenge</b> <b>communicate</b> <b>possession</b> <b>defend</b> <b>opponent</b></p>	<p><b>Yoga</b></p> <p>To copy and repeat yoga poses</p> <p>To develop an awareness of strength when completing yoga poses</p>	<p><b>Yoga</b></p> <p>To develop an awareness of flexibility when completing yoga poses</p> <p>To copy and remember actions linking them into a flow</p>	<p><b>Yoga</b></p> <p>To create a flow and teach it to a partner</p> <p>To explore poses and create a yoga flow</p>	<p><b>Team Building</b></p> <p>To follow instructions and work with others</p> <p>To co-operate and communicate in a small group to solve challenges</p>	<p><b>Team Building</b></p> <p>To create a plan with a group to solve the challenges</p> <p>To communicate effectively and develop trust</p>	<p><b>Team Building</b></p> <p>To use teamwork skills to work as a group to solve problems</p> <p>To work with a group to copy and create a basic map</p>
<p><b>Music</b></p> <p><b>Classical Music</b></p>	<p>To learn the three sounds on the drum</p> <p>To play and sing a song</p>	<p>To play a simple call and response rhythm</p>	<p>To learn more rhythms using the correct sounds</p>	<p>To play a rhythm as part of a polyrhythm</p>	<p>Learn to play a rhythm</p> <p>Learn to sing, dance and play "Che Che Kule"</p>	

**Key Vocabulary**

rhythm  
call and response  
polyrhythm

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