

# Year 2

# Shine Brightly Curriculum

## Summer 2026

### Overview of the summer term curriculum

Art	Computing	DT	French	Geography	History	Music
Focus: Sculpture Unit: Clay	Focus: Coding Unit: Making Music	Focus: Mechanisms Unit: Wind Mechanisms	Unit: Birthday Party Unit: Me and My Puppy	Focus: Physical Geography Unit: Continents and oceans around the world	Golden Thread: Changes in Society Unit: Rosa Parks and Emmeline Pankhurst	Focus: Musicianship Unit: Playing a 3-note tune
PE	PSHE	RE	Science	Reading	Writing	Maths
Focus: Striking and Fielding Focus: Athletics	Focus: Changing Me Focus: Healthy Me	Focus: Islam Unit: The Prophet Mohammed  Focus: Islam Unit: Who is God to Muslims?	Focus: Biology Unit: Living Things and Their Habitats	Fiction: Counting on Katherine Nim's Island  Non- Fiction Life doesn't frighten me	Fiction: The Owl who was Afraid of the Dark Where the Wild Things Are  Non Fiction: Discussion Short burst writing	Position & Direction Fractions Measurement – Length & Height Mass & Capacity Multiplication & Division

As artists in Year 2, we are learning:

# Art

Term: Summer

Focus: Sculpture

As artists, we are learning to investigate different types of sculpture and sculptors.

As artists, we are learning to study the work of Naum Gabo-card sculpture.

As artists, we are learning to explore and make paper sculptures.

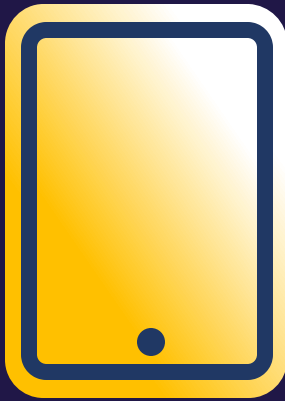
As artists, we are learning to investigate the work of Langan (cardboard relief).

As artists, we are learning to investigate techniques creating clay tile reliefs.

**Composite:** Children reflect on their finished tile reliefs, sharing what went well and what they would do differently next time.

As technologists in Year 2, we are learning:

# Computing



Term: Summer

Focus: Making Music

As technologists, we are learning to make music digitally using 2Sequence.

As technologists, we are learning to explore, edit and combine sounds using 2Sequence.

As technologists, we are learning to add sounds to a tune to improve it.

As technologists, we are learning to think about how music can be used to express feelings and create tunes which depict feelings.

As technologists, we are learning to record our own sound and upload it into the Sounds section.

As technologists, we are learning to create our own tune using the sounds which we have added to the Sounds section.

**Composite:** To create their own music based on their Talk For Writing text.



As design technologists in Year 2, we are learning:

# D.T

Term: Summer

Focus/Unit: Mechanisms/  
Winding Mechanisms

As designers, we are learning to investigate what a winding mechanism is.

As designers, we are learning to make a winding mechanism.

As designers, we are learning to explore different techniques for making a winding mechanism.

As designers, we are learning to build a toy rocket that uses a winding up mechanism.

As designers, we are continuing to learn to build a toy rocket that uses a winding up mechanism..

As designers, we are learning to evaluate our rocket against our design criteria.

**Composite:** To create a competition measuring which rocket goes the furthest (links to Science).

As linguists in Year 2, we are learning:

# French



Term: Summer 1

Focus: Birthday Party

As linguists, we are learning to identify and understand names of woodland animals in French.

As linguists, we are learning to listen to a story about a birthday party.

As linguists, we are learning to remember numbers and say how old I am in French.

As linguists, we are learning to understand the name of birthday gifts.

As linguists, we are learning to identify my birthday month.

As linguists, we are learning to listen to a sequence of instructions and respond to colours.

**Composite:** To role play a birthday party in French.

As linguists in Year 2, we are learning:

# French



Term: Summer 2

Focus: Me and My Puppy

As linguists, we are learning to say "My name is..." and ask "What is your name?" In French.

As linguists, we are learning to count from 1 to 10 in French.

As linguists, we are learning to listen and respond to simple commands in French.

As linguists, we are learning to name Foufou's favourite things.

As linguists, we are learning to understand what a puppy likes doing.

As linguists, we are learning to identify places a puppy likes going.

**Composite:** To follow classroom commands in French.



As geographers in Year 2, we are learning:

# Geography

Term: Summer

Focus: Physical Geography

As geographers, we are learning what a continent is.

As geographers, we are learning about the continents of Europe and North America and their surrounding oceans and seas.

As geographers, we are learning about the continent of Asia and its surrounding oceans and seas.

As geographers, we are learning about the continent of Africa and its surrounding oceans and seas.

As geographers, we are learning about the continents of South America and Australia and their surrounding oceans and seas.

As geographers, we are learning to locate all the continents and oceans of the globe and describe their location.

**Composite:** Children to create their own map of the world identifying the major continents and oceans.

As historians in Year 2, we are learning:

# History



Term: Summer

Unit: The Impact of Rosa Parks and Emmeline Pankhurst

Golden Thread: Changes in Society

As historians, we are using a range of sources to ask questions about Rosa Parks

As historians, we are learning about the importance of the life of Rosa Parks and why her actions changed history.

As historians, we are learning to research the life of Emmeline Pankhurst using the internet, books and film.

As historians, we are learning to compare Parks and Pankhurst and their significance

As historians, we are creating a fact file that shows our knowledge and understanding of Rosa Parks or Emmeline Pankhurst

As historians, we are creating a fact file that shows our knowledge and understanding of Rosa Parks or Emmeline Pankhurst

**Composite:** Share our fact files about Rosa Parks or Emmeline Pankhurst in a Key Stage 1 Assembly.



As musicians in Year 2, we are learning:

# Music

Term: Summer

Focus: Musicianship

As musicians, we are learning to understand that the speed of a beat/the pulse can change.

As musicians, we are learning to understand what beat groupings are.

As musicians, we are learning to play and create copy-cat rhythms.

As musicians, we are learning to understand chanted rhythms and represent them with stick notation.

As musicians, we are learning to recognise pitch in different singing games.

As musicians, we are learning to recognise dot notation and match it to 3-note tunes.

**Composite:** To compose and play own music linked to the Talk for Writing text.



As sports people in Year 2, we are learning:

# P.E

Term: Summer 1

Focus: Striking & Fielding

As sports people, we are learning to track a rolling ball and collect it.

As sports people, we are learning to develop underarm throwing and catching to field a ball.

As sports people, we are learning to develop overarm throwing to limit a batter's score.

As sports people, we are learning to develop hitting for distance to score more points.

As sports people, we are learning to be able to get a batter out.

As sports people, we are learning to understand the rules of the game and use these to play fairly.

**Composite:** To successfully play a year group game of rounders.



As sports people in Year 2, we are learning:

# P.E

Term: Summer 2

Focus: Athletics

As sports people, we are learning to develop the sprinting action.

As sports people, we are learning to develop jumping for distance.

As sports people, we are learning to develop technique when jumping for height.

As sports people, we are learning to develop throwing for distance.

As sports people, we are learning to develop throwing for accuracy.

As sports people, we are learning to select and apply knowledge and technique in an athletics carousel.

**Composite:** To compete in Sports Day activities.



As successful citizens in Year 2, we are learning:

# PSHE

Term: Summer 1

Focus: Changing Me

As global citizens, we are learning to recognise cycles of life in nature and understand there are some changes that are outside our control and can recognise how we feel about this

As global citizens, we are to tell you about the natural process of growing from young to old and understand that this is not in our control and to identify people I respect who are older than me.

As global citizens, we are learning to recognise how our bodies have changed since we were babies and where we are on the continuum from young to old and feel proud about becoming more independent

As global citizens, we are learning to recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of our bodies are private.

As global citizens, we are learning to understand there are different types of touch and can tell you which ones we like and don't like

As global citizens, we are learning to identify what we are looking forward to when we move to our next class.

**Composite:** To create a class booklet for our year 3 teacher so say what we are all looking forward to.



As successful citizens in Year 2, we are learning:

# PSHE

Term: Summer 2

Focus: Healthy Me

As global citizens, we are learning to know what we need to keep our bodies healthy and to be motivated to make healthy lifestyle choices.

As global citizens, we are learning to be able to show or tell you what relaxed means and identify some things that make us feel relaxed and some that make us feel stressed

As global citizens, we are learning to understand how medicines work in our bodies and how important it is to use them safely

As global citizens, we are learning to sort foods into the correct food groups and know which foods our bodies need every day to keep us health

As global citizens, we are learning to make some healthy snacks and explain why they are good for our bodies.

As global citizens, we are learning to understand which foods to eat to give our bodies energy and how to have a healthy relationship with food.

**Composite:** To plan and have a class picnic full of healthy and nutritious food.



As theologians in Year 2, we are learning:

# R.E

Term: Summer 1

Focus: Islam

As theologians, we are learning to explain how to show respect.

As theologians, we are learning to consider some attributes that Muslims might believe that Allah has.

As theologians, we are learning to explain the meaning of some of the 99 names of Allah.

As theologians, we are learning to explain the ways a Muslim might show respect to Allah in their lives

As theologians, we are learning to describe some of the attributes (names) of Allah and what these might mean and say how we might show respect to others.

As theologians, we are learning to say what we do to show people who are special to us that we care.

**Composite:** To design and make a card to show why someone is special to them.



As theologians in Year 2, we are learning:

# R.E

Term: Summer 2

Focus: Islam

As theologians, we are learning to say what might make somebody important or special.

As theologians, we are learning to say why Muhammad was chosen to be a prophet.

As theologians, we are learning to say why events in the life of Muhammad were important to Islam.

As theologians, we are learning to explain how some of the sayings of Muhammad might help Muslims behave today.

As theologians, we are learning to consider what we feel might be the most important parts of the life of Muhammad to a Muslim

As theologians, we are learning to describe what qualities we find important in special people.

**Composite:** To visit the synagogue in Plymouth.

As scientists in Year 2, we are learning:

# Science



Term: Summer

Focus: Living things and their habitats

As scientists, we are learning to identify things that are living, dead or have never been alive.

As scientists, we are learning to identify living things in our environment.

As scientists, we are learning to identify habitats and micro-habitats.

As scientists, we are learning to observe animals and plants in their habitat and suggest why it is suited to them.

As scientists, we are learning to create a food chain from first-hand observation.

As scientists, we are learning to create a food chain from learned information.

**Composite:** To create a class guide to life in the school habitats.