

Heathfield PRIMARY SCHOOL



Curriculum booklet

Year 2

Summer 1

writing

Keywords

perseverance
problem solving
relationships
narrative

nouns
verbs
contractions
conjunctions

similes
grammar
Punctuation
Adjectives

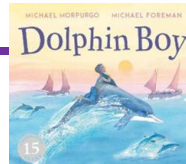
In school we will be learning

This term, our writing focus will be on narrative (story writing), inspired by our class text 'Dolphin Boy'. Through this engaging story, the children will explore how authors bring characters, settings, and events to life using rich and imaginative language.

The children will begin by developing their understanding of what makes a good story. They will learn how to describe characters and settings in detail, thinking carefully about how to make their writing interesting for the reader. A strong focus will be placed on using descriptive language, including carefully chosen adjectives and expanded noun phrases, to help paint a clear picture in the reader's mind.

As the term progresses, the children will build on their sentence writing skills by experimenting with a range of sentence openers to make their writing more varied and engaging. They will also learn how to organise their ideas clearly by using sequence words (such as first, next, then, finally) to structure events in a logical order. In addition, the children will practise using conjunctions (such as and, because, but and so) to join ideas and extend their sentences.

We will also focus on developing the children's confidence in writing longer pieces by planning, drafting, and improving their own narratives. They will be encouraged to re-read their work, make improvements, and think about how they can add more detail to strengthen their writing.



At home you can

- Reading Together- Read stories together regularly (especially adventure or ocean-themed stories like The Dolphin Boy). Talk about the story
- Practise Story-telling :Encourage your child to make up their own stories verbally first
- Short Writing Activities- Write short sentences or mini-stories together. Focus on: Using adjectives (e.g. sparkling sea, giant wave) Trying different sentence starters (e.g. Suddenly..., One day..., Later...) Including sequence words (first, next, then, finally) 🎨 Draw and Describe

Useful websites



[punctuation and grammar](#)



[spellings](#)



[writing using a picture as a prompt](#)

Happy hardworking courageous kind



reading

Keywords

prediction
inference
vocabulary
summary
retrieval

comprehension
expression
fluency
confidence
decoding

intonation
volume

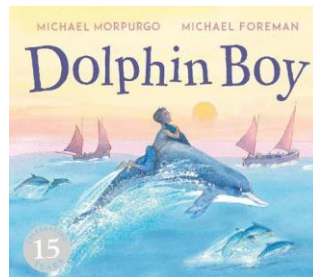
In school we will be learning

During this term, the children will be reading a fiction text called 'Dolphin Boy'. They will explore different vocabulary and the meaning of unfamiliar words. The children will be answering retrieval questions throughout the term at the beginning of the lesson and whilst reading.

The children will explore a variety of skills throughout the term, linked to the story. They will be making predictions based off what they have read so far and what they think will happen next. They will learn to summarise key points to retell what has happened so far.

The children will develop their comprehension through vocabulary, retrieval and inference skills in guided reading sessions. They will answer a range of different retrieval questions, make inferences and read around to find the meaning of a word.

Some children in year 2 will also continue to participate in ELS phonics lessons to develop their fluency reading words with phase 3 and phase 5 phonics.



At home you can

- Read the books the children bring home and ask them questions based on what they have read. Please remember to sign their journals!
- Create your own book review of your favourite book and characters.
- Read your book in a new space. Why not create a cosy den using cushions and blankets?
- Visit your local library.

Useful websites



[comprehension](#)



[free e-books](#)

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Maths

Keywords

o'clock
half past
quarter past
quarter to
intervals

measure
centimetre/metre
litre/millilitre
gram/kilogram
length

height
mass
volume
capacity
inverse

In school we will be learning

At the start of term, children will be learning how to read and write the time. This will include o'clock, half past, quarter past and quarter to. They will then move onto reading the time in 5-minute intervals; knowing how many minutes are in the hour and the number of hours in a day. They will use this to solve various time related problems.

Children will then be moving onto measurement where they will be learning to measure in centimetres and metres at the start and millilitres, litres, grams and kilograms towards the end of the unit. They will use their knowledge of this to compare lengths, heights and mass and solving problems based on them. Additionally, they will be looking at how to read temperatures above 0 and using their problem-solving skills to answer a range of questions.

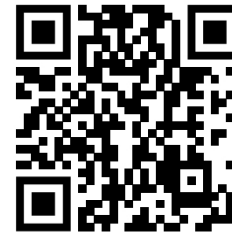
Following this, children will be consolidating their learning of addition and subtraction facts which they did during the Autumn term. This is so they can remember the key learning and strengthen their understanding. This will include using efficient methods and using inverse relationships to check their answers.

Throughout the term, children will be going over their previous learning through retrieval practice at the start of every lesson. There will also be timetable practise of the 2, 5 and 10 times tables.

At home you can

- Begin to read the time with your child and let them become familiar with the terminology.
- There is an interactive clock online to help them read the time on the QR code.
- Get your child involved in cooking or baking and talk about different measurements.
- Have a go at some of these measuring games using the QR codes.
- Regularly practice the times table.

Useful websites



[interactive clock](#)



[measure in cm game](#)



[measure in grams game](#)

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Keywords

habitats
invertebrates
microhabitat
food chain
humans

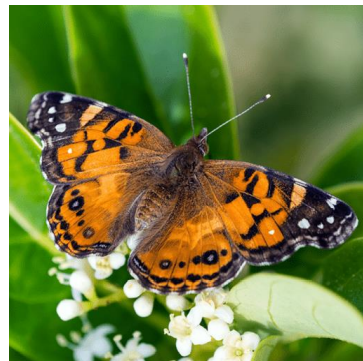
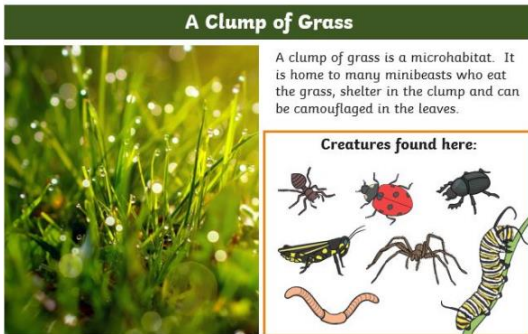
identify
classify
tally chart
block graph
survive

positively
negatively

In school we will be learning

Animal Survival

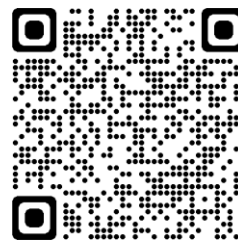
In this science project, children revisit learning from the autumn term project Habitats. Knowing what habitats are and what they provide, they extend their learning to explore and understand microhabitats. They example local microhabitats, identify and classify living things, including invertebrates and record using tally charts and block graphs. They select one of the animals they observed and use their knowledge and research to record how the microhabitat provides everything it needs to survive. Children use this knowledge to draw food chains for the microhabitat, revisiting this concept from the habitats earlier in the year. Children learn how humans can positively and negatively impact habitats.



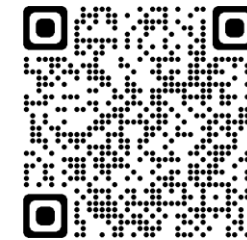
At home you can

- Look around your garden and local park for habitats you can find. Search under rocks and leaves for microhabitats.
- Learn about different [habitats](#).
- [Learn about different microhabitats](#).
- Learn about [minibeasts](#).

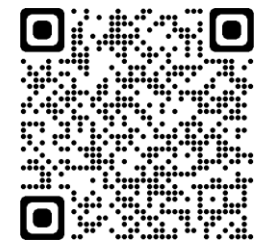
Useful websites



habitats



microhabitats



minibeasts



Humanities History

Keywords

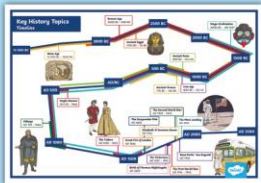
Explore	Chronology
Expedition	Discovery
Past	Equipment
Present	

In school we will be learning

This term, Year 2 will be learning about exploration and expeditions, developing their understanding of how people in the past discovered new places and made important contributions to our knowledge of the world, space, and history. The children will begin by exploring what we mean by the past, and how events can be placed on a timeline.

They will learn key vocabulary such as explorer, expedition, and chronology, and begin to understand how events from the past are ordered. Throughout the unit, children will study a range of significant explorers. They will learn about the Great Race to Space, including the achievements of Neil Armstrong and Mae Jemison, and explore how their discoveries have impacted our understanding of space today.

The children will also learn about exploration closer to Earth by studying expeditions to Antarctica. They will investigate the journey of Captain Scott and compare it to the modern-day expedition of Preet Chandi. Through this, they will explore how equipment, preparation, and technology have changed over time, and why earlier expeditions were often more dangerous.



At home you can

- Talk about past and present (e.g. “When you were a baby...” vs now)
- Look at a simple timeline together and discuss events
- Watch short videos about space or explorers
- Ask your child to retell facts they have learned in class
- Compare old vs new (e.g. old transport vs modern transport) Draw and label an explorer or create their own mini expedition

Useful websites

- BBC Bitesize – KS1 History videos and games
- National Geographic Kids – Explorer facts and videos
- NASA Kids' Club – Space-themed games and learning
- YouTube: search “KS1 explorers” or “space for kids” (always supervise use)

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computing

Keywords

music
quiet
loud
feelings
emotions

pattern
rhythm
pulse
pitch
tempo

rhythm
notes
create
emotion
beat

instrument
open
edit

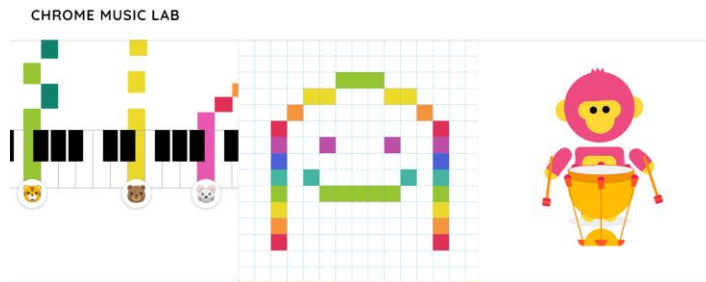
In school we will be learning

Making Music

In this unit, the 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. The children will compare creating music digitally and non-digitally. They will look at patterns and purposefully create music.

At the beginning of the project, the children will listen to and compare two pieces of music from *The Planets* by Gustav Holst. They will then use a musical description word bank to describe how this music generates emotions, i.e. how it makes them feel.

Following on from this, they will explore how music can be used in different ways to express emotions and to trigger their imaginations. The children will experiment with the pitch of notes to create their own piece of music, which they will then associate with a physical object — in this case, an animal.



At home you can

- **Digital Music Creation Tools:** Explore digital music creation software or apps that are suitable for children, such as GarageBand (for Mac/iPad) or Soundtrap (web-based). Allow your child to experiment with composing melodies, layering tracks, and adding effects to create their own music pieces.
- **Non-Digital Music Creation:** Provide hands-on experiences with non-digital music creation tools like musical instruments (e.g., keyboard, guitar, percussion). Encourage your child to explore basic musical concepts such as rhythm, melody, and harmony through interactive play.

Useful websites



[Chrome Music Lab](#)



[how to use Chrome Music Lab](#)

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Keywords

Healthy diet	carbohydrates, protein, dairy, fats)	Ingredients
Eatwell Plate	Portion	Tools (knife, peeler, grater)
Food groups (fruit, vegetables,	Hygiene	Slice, peel, grate, cut

In school we will be learning

In this term, Year 2 will be learning about food, nutrition, and healthy eating, with a focus on preparing fruit and vegetables. The children will begin by exploring what makes a healthy and balanced diet, using the Eatwell Plate to understand different food groups and portion sizes.

They will learn about key nutrients and why they are important for keeping our bodies healthy. They will then investigate where food comes from, focusing on fruits and vegetables. Children will learn how different vegetables grow (above or below the ground) and which part of the plant they come from. They will also take part in sensory activities, describing food by its taste, smell, texture, and appearance.

As the unit progresses, children will learn about food hygiene and safety, including how to prepare food safely and why this is important. They will practise using a range of tools such as knives, peelers, and graters, learning key techniques like the bridge and claw grip.

Finally, children will design and make their own healthy dish (a vegetable pizza). They will choose ingredients, plan their design, and prepare their food using the skills they have learnt. By the end of the unit, they will be able to create and evaluate a healthy meal.



At home you can

- Talk about healthy foods and what makes a balanced meal
- Involve your child in simple cooking tasks (washing, peeling, mixing)
- Practise naming fruits and vegetables and where they come from
- Encourage your child to describe food using their senses
- Discuss food hygiene (washing hands, cleaning surfaces)

Useful websites

- BBC Bitesize – Healthy eating and food hygiene videos
- NHS – Eatwell Guide information
- Oak National Academy – Cooking and nutrition lessons

Music

Keywords

Bruno Mars
Gladys Knight
Stevie Wonder
Dionne Warwick
Elton John

Randy Newman
Stevie Wonder
pop
Pete Readman
Monkees

In school we will be learning

This half term pupils will be using the song “Friendship Song” in lessons and driver to learn more about music. We would like pupils to identify different movements that match the song or the beat of the song, during lessons we are hoping that pupils can find the pulse of the music.

Through this song and our use of it we will be hoping for pupils to identify a few style indicators of pop genre.

Having learnt about the pop genre, year 2 will begin to name a wider range of bands and singers of the pop genre through different songs.

During the playing of “Friendship Song” with instruments we will be using up to three notes – C or E and G.

We want pupils to improvise with claps, voice and notes C, D. making up their own tunes that fit the song and style. We want pupils to know that everyone can improvise, and you can use one or two notes.

Having completed playing along and improvising to the song, year 2 will be asked to compose a simple melody using simple rhythms, choosing from the notes C + D or C, D or E.

While playing their instruments we want pupils to know that we add high and low sounds, pitch, when we sing and play our instruments.

Over the half term performance will become more important and performance can be a special occasion and involve a class, a year group or a whole school.

At home you can

- What makes a pop song and pop song? Using the video in the link learn about the history and style of pop music. When listening to music can pupils can explain why it is pop music. This can include songs on the radio, adverts, shops.
- To expand the knowledge of pop music I have included a link of a small band performing a range of well-known pop songs.
- To help with performing skills I have included a link to a website so year 2 could make their own instrument and perform with these.

Useful websites



[Music Journal #7: Pop Music for Kids](#)



[POP SONG MEDLEY](#)



[Make Homemade Music with These 6 DIY Instruments](#)

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re

Keywords

attentive
sacred
precious
reflection
self-critical

Quaker
Buddhist
Christian
Islam
quiet

sounds
change
Prophet Muhammad
influence

In school we will be learning

This half term we will be looking at the dispositions of 'being attentive to the sacred as well as the precious' and 'being reflective and self critical'.

Being Attentive to the Sacred as Well as the Precious

We will look what happens when we are really quiet and how different traditions use different sounds. The children will find out about the importance of quiet reflection in many people's lives. Then, we will look at people who attend the Society of Friends (Quakers) and what to them is sacred. Finally, they will learn how Buddhists use sound and silence in their worship.

Being Reflective and Self Critical

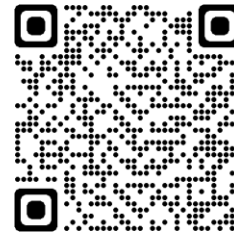
In class, we discuss are we always perfect people. Then, we will look at how Islam helps people change for the better by looking at Prophet Muhammad and influencing how he influenced others. We will also be reading and talking about The story of Zacchaeus, The Story of the Speck and the Plank and The Story of the Man in Madinah.



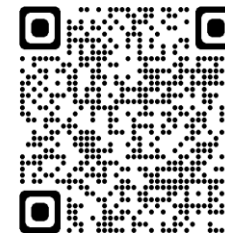
At home you can

- Learn about a [day in the life](#) of a Quaker.
- Learn about a [day in the life](#) of a Buddhist.
- Watch the story of [Zacchaeus](#). Then, discuss the main message with your child.
- Try to be silent as a family. Then, talk about the experience. What did you think about? How did you feel?

Useful websites



a day in the life of a Quaker



a day in the life of a Buddhist



Zacchaeus

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Keywords

healthy body
physical activity
balance
diet
screen time

rest
nutrition
habits

In school we will be learning

This half term in PSHE we will be exploring what helps us to grow and stay healthy:

The children will be looking at the different ways we can keep our bodies healthy. They will be discussing healthy foods as well as those that we need to minimise. To understand this, they will be learning about the impact of too much sugar.

They will learn about the importance of physical activity and how getting the right amount of sleep can positively impact their development.

With the use of devices becoming more necessary, they will be looking at ways to limit screen time and also to choose healthy activities to do on devices.

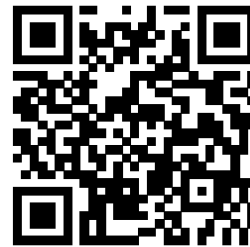
Keeping safe in the sun will also be covered as we approach the summer months.



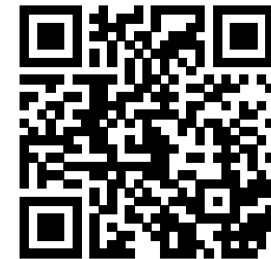
At home you can

- Invite the children to participate in simple cooking activities where they can make healthy snacks or meals. Teach them about nutritious ingredients and the importance of eating fruits, vegetables, and whole grains.
- Create a timetable together, scheduling a healthy balance between play time, physical activity and screen time
- Create a chart with healthy habits such as washing hands, brushing teeth, getting enough sleep, and drinking water. Encourage the children to track their progress and reward them for practicing these habits.

Useful websites



[humans need to be healthy...](#)



[George The Sun Safe Superstar](#)

pE

Keywords

Attacker
Defender
Opponent
Accuracy
Power

Batting
Fielder

In school we will be learning

This half term, the focus of the learning is for children to **refine** their understanding of how they can use their **hitting (striking)** skills to send the ball into a space, in order to win a game. Children will refine this understanding of why in certain games, **hitting into space** is essential in order to score points against the opposing team.

Children will be able to use a bat safely to strike (hit) their ball into a space, directing the ball away from fielders. They will understand why it is so important to hit the ball into a space and apply this understanding to outwit their opponents.

Children will also continue to develop life skills such as fairness and empathy as they work together ensuring everyone in the group or team is involved. They will show determination and self-motivation as they strive to improve and show a positive attitude in their learning.



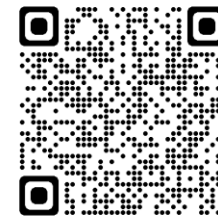
At home you can

- Play ball [games](#) at home.
- Practising [throwing and catching small objects](#).
- Develop [catching](#) skills.
- Play skittles using objects

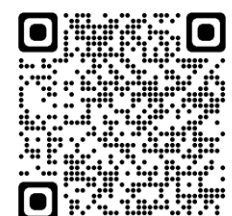
Useful websites



ball games



catching



developing catching skills

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