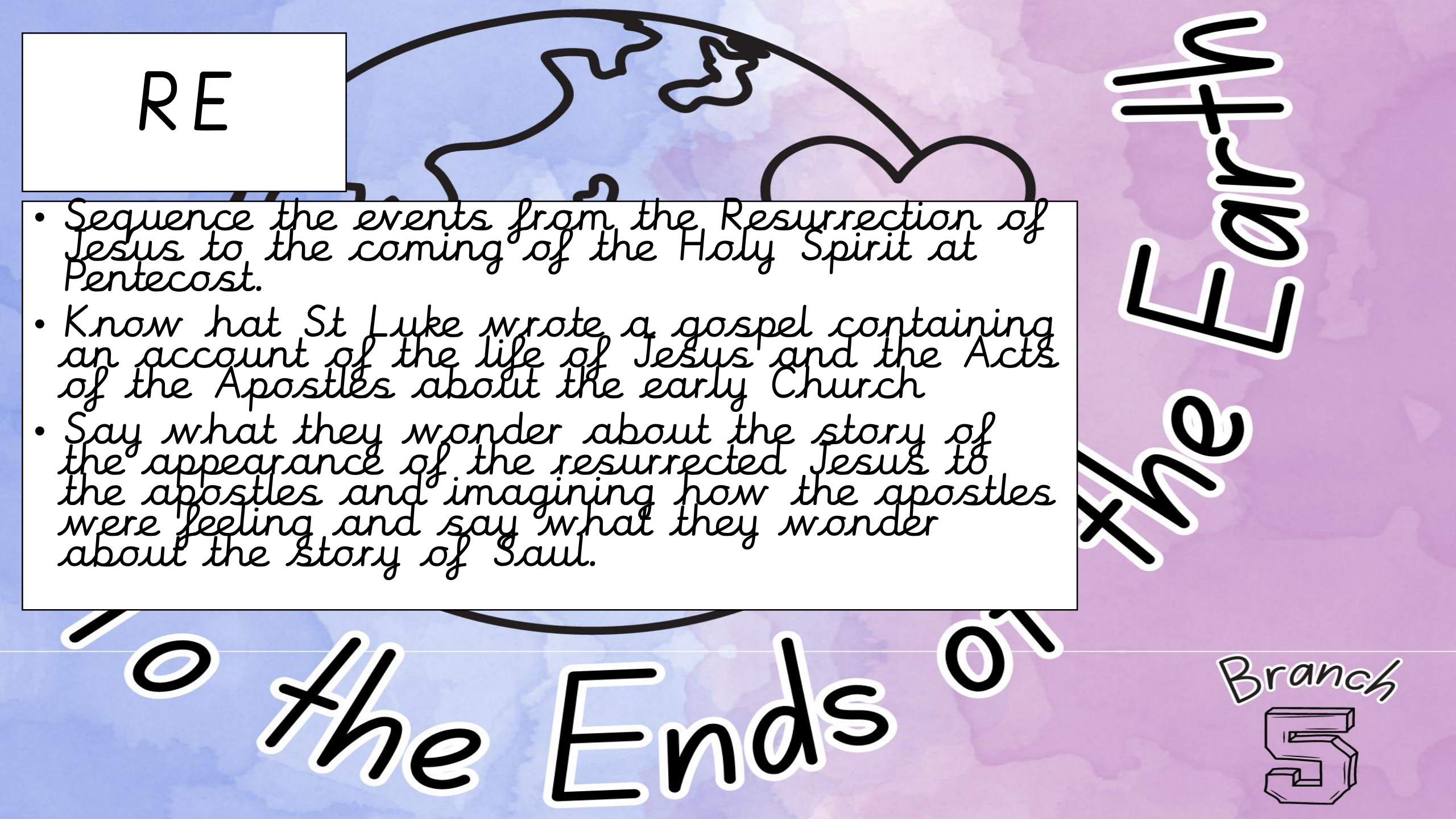
Year 2

Pentecost Term

RE

- Sequence the events from the Resurrection of Jesus to the coming of the Holy Spirit at Pentecost.
- Know hat St Luke wrote a gospel containing an account of the life of Jesus and the Acts of the Apostles about the early Church
- Say what they wonder about the story of the appearance of the resurrected Jesus to the apostles and imagining how the apostles were feeling and say what they wonder about the story of Saul.



Branch 5

Dialogue & Encounter

RE

- Children will be able to say what the story of the Good Samaritan teaches about how Christian should live.
- Children will consider an answer, with relevant reasons to the question, 'who is my neighbour?'

Branch 6

English

- Grammar, Punctuation & Spelling
- Continue using capital letters & full stops.
- Different types of punctuation: commas, exclamation marks and question marks.
- Past and present tense verbs.
- Expanded noun phrases.
- Different types of sentences: statement; command; question; exclamation (sentence starting with 'what' or 'how')

Maths

- recognise, find, name and write fractions ½, ¼, 2/4, ¾ of a length, shape, set of objects or quantity.
- write simple fractions for example, ½ of 6 = 3 and recognise the equivalence of ½ = 2/4.
- compare and sequence intervals of time.
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.
- know the number of minutes in an hour and the number of hours in a day.
- interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity.
- ask and answer questions about totalling and comparing categorical data.
- order and arrange combinations of mathematical objects in patterns and sequences.
- use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

Science

Animal and their Habitats

- Living, dead and never alive: explore and compare the differences between things that are living and things that are dead, as well as things that have never been alive by considering life processes.

- Local habitats / microhabitats: identify and name a variety of plants and animals in their habitats including microhabitats by identifying mini beasts in microhabitats. Gather and record data to help in answering questions by investigating the preferred habitat of mini beasts.

- World Habitats: identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants.

Key Vocabulary	
life processes	These are the things that all living things do. They move, breathe, sense, grow, make babies, get rid of waste and get their energy from food.
living	Things that are living have all the life processes.
dead	Things that are dead were once living. They did have all the life processes but don't now.
never living	Things made out of metal, plastic or rock were never living. They never had the life processes.
food chain	A food chain shows how each animal gets its food. Food chains are one of the ways that living things depend on each other to stay alive.
food sources	This is the place a living thing's food comes from.

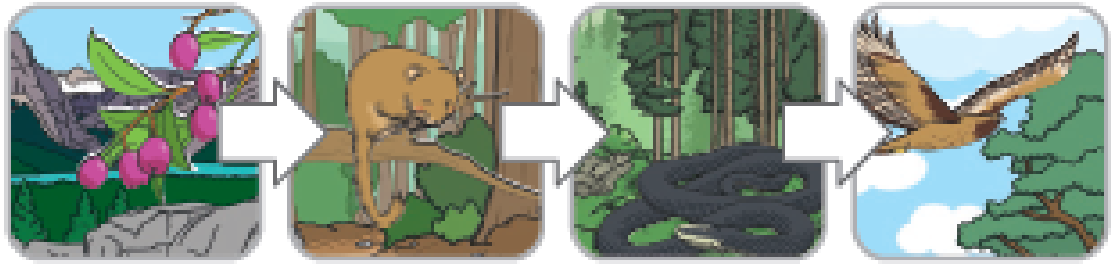
Key Knowledge

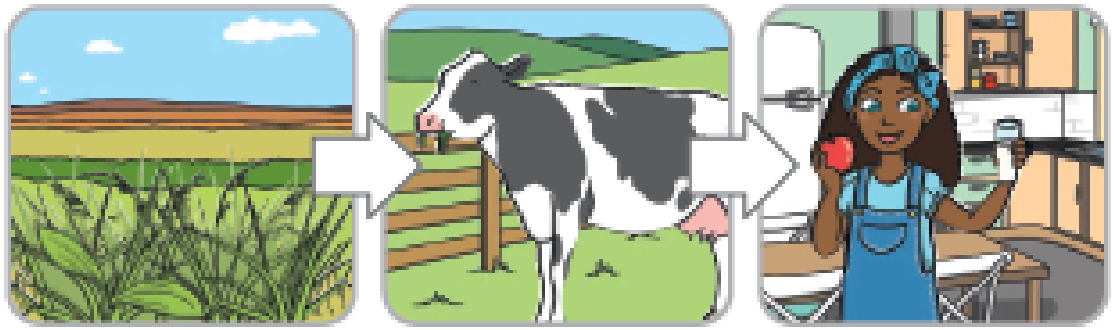
living

dead

never living

Food chains. The arrows mean 'is eaten by'.





Key Vocabulary	
habitat	A **habitat** is the natural place something lives. A **habitat** provides **living** things with everything they need to **survive** such as food, shelter and water.
microhabitat	A **microhabitat** is a very small **habitat** in places like under a rock, under leaves or on a branch. Minibeasts live in **microhabitats**. The **microhabitats** have everything they need to **survive**.
depend	Many **living** things in a **habitat depend** on each other. This means they need each other for different things.
survive	This means to stay alive.

Key Knowledge

Examples of **habitats**:


woodland


urban


coastal


rainforest


arctic


desert


ocean


river


mountain

Examples of **microhabitats**:


short grass


flowers


inside rotting wood


under leaves


in and on soil

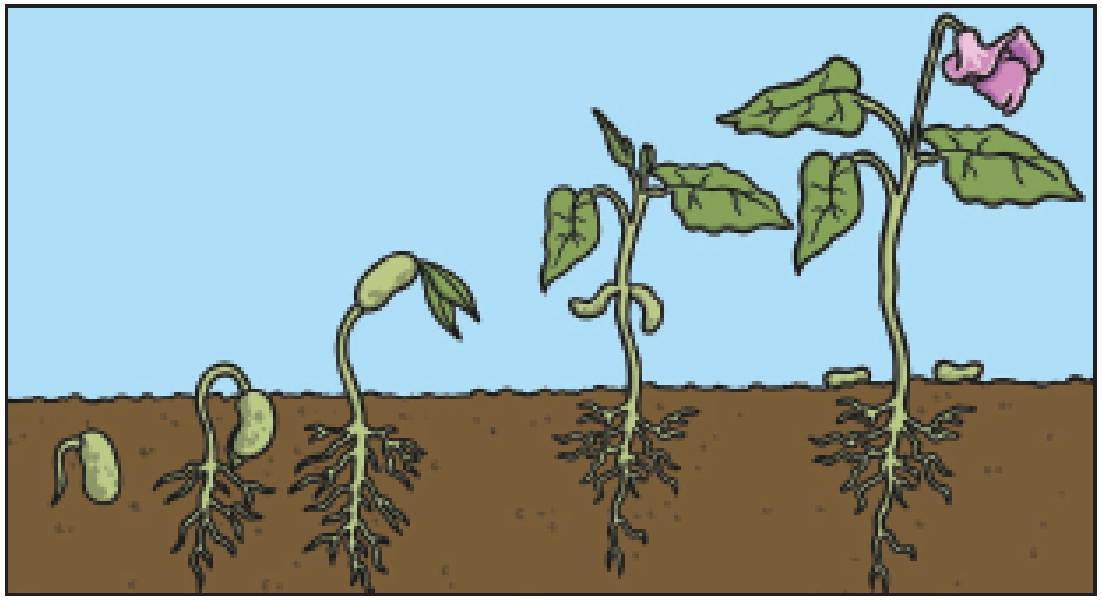
Science

Plants

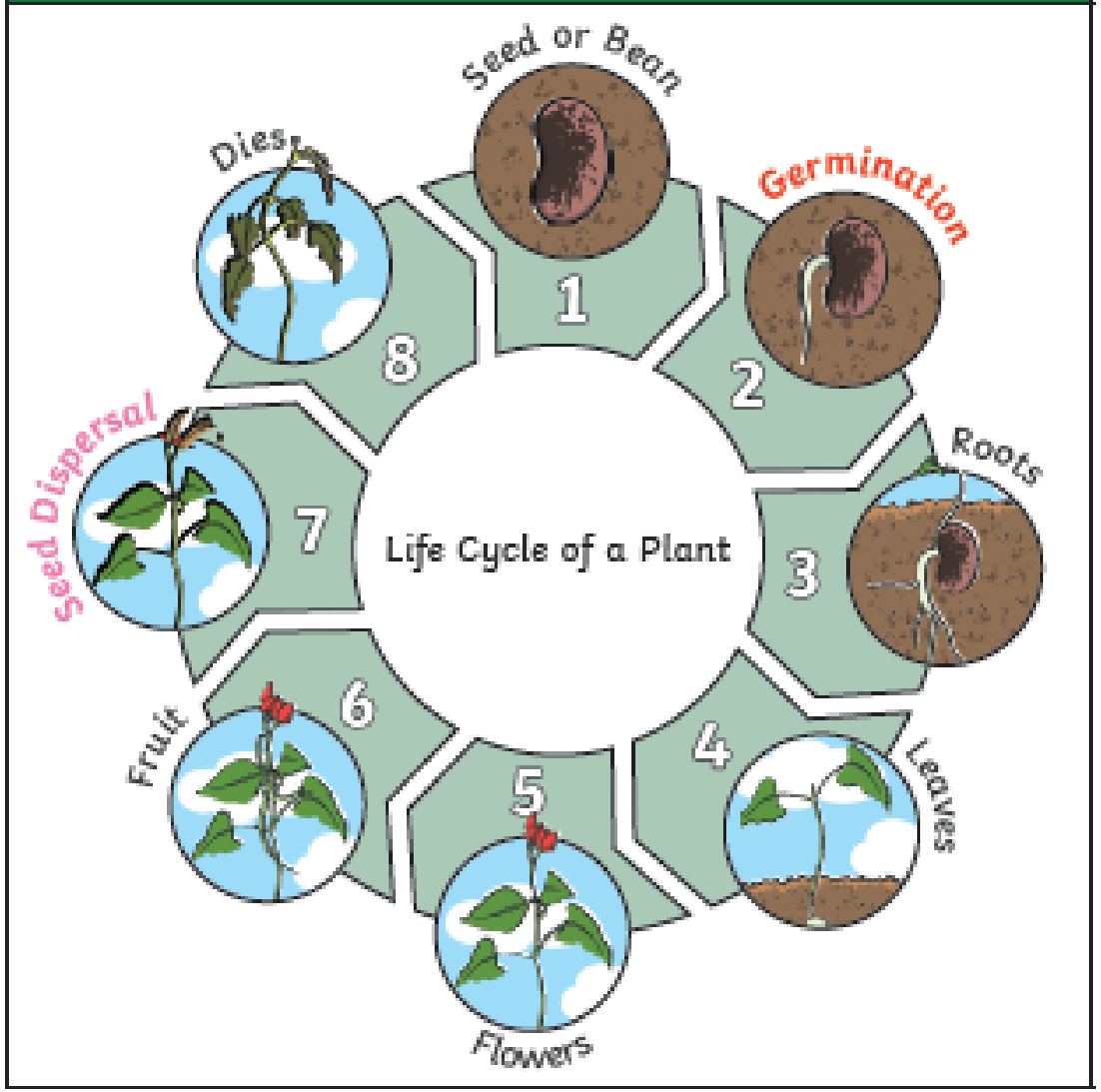
- Observe and describe how seeds and bulbs grow into mature plants.
- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.

Key Vocabulary

germination	When the conditions are right, the seed soaks up water and swells, and the tiny new plant bursts out of its shell. This is called germination.
shoot	A shoot grows upwards from the seed or plant to find sunlight.
seed dispersal	Seed dispersal is when the seeds moveaway from the parent plant. They can drop to the ground in the plant's fruit or be moved by the wind or animals.



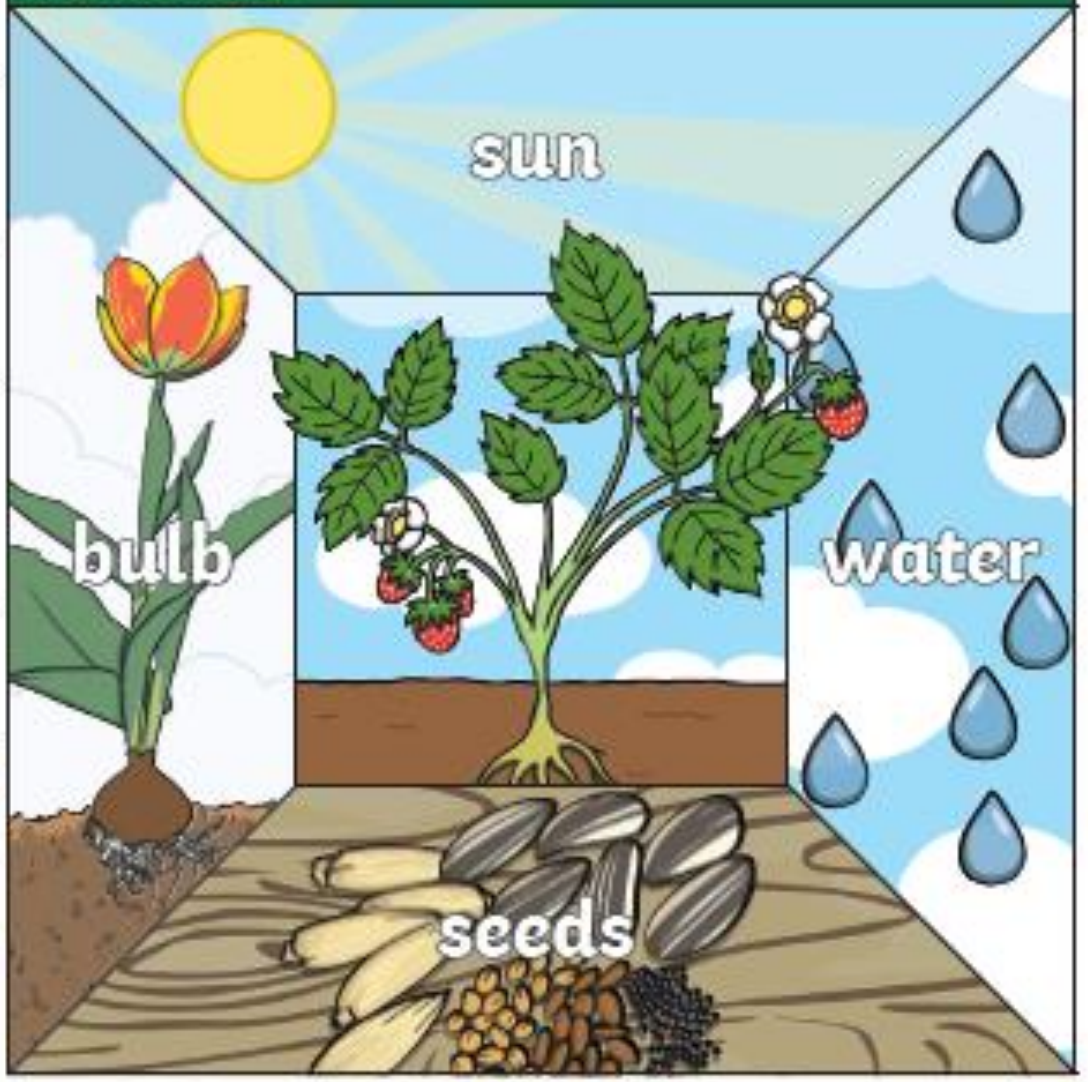
Key Knowledge



Key Vocabulary

What do plants need to grow well?	
sunlight	All plants need light from the sun to grow well. Some plants need lots of sunlight. Some plants only need a little sunlight.
water	All plants need water to grow. Without water, seeds and bulbs will not germinate.
temperature	Temperature is how warm or cold something or somewhere is. Some plants like cooler temperatures and some like warmer temperatures.
nutrition	Food or nourishment. Plants make their own food in their leaves using sunlight.

Key Knowledge



History - Great Fire of London

- Chronology - placing events of the Great Fire of London in the correct order
- Historical enquiry - asking and answering questions about the past
- Using sources - exploring evidence such as diaries (e.g. Samuel Pepys) and pictures
- Understanding cause and effect - explaining why the fire started and spread
- Comparing past and present - looking at how London has changed since 1666
- Map skills - identifying where the fire spread across London

Year 2 - Great Fire of London

Timeline of Events

Sunday 2nd September 1666
The fire starts at 1 a.m.
Mid-morning: Samuel Pepys starts to write about the fire in his **diary**.

Monday 3rd September 1666
The fire gets very close to the Tower of London.

Tuesday 4th September 1666
St Paul's Cathedral is destroyed by the fire.

Wednesday 5th September 1666
The wind dies down and the fire spreads more slowly.

Thursday 6th September 1666
The fire is finally put out.
Thousands of people are left homeless.

Key people

Samuel Pepys

He stayed in and around London during the fire. His diaries are the most complete primary source of what actually happened.

Thomas Farriner

He owned the bakery on Pudding Lanes where the fire started. He mainly baked shipped biscuits for the Navy.

King Charles II

He was the King of England during the Great Fire. He earnt a lot of respect for his leadership during and after the fire.

Map of London affected by the Great fire

This map shows the spread of the fire throughout London. The key tells you the pink parts are the areas that were burnt. The fire started on Pudding Lane, near London Bridge. The fire spread quickly because there had been a long, hot Summer and the wooden houses were very dry. There was also a strong easterly wind that blew the flames from building to building.

Key Vocabulary

Leather bucket used for putting out the fire.

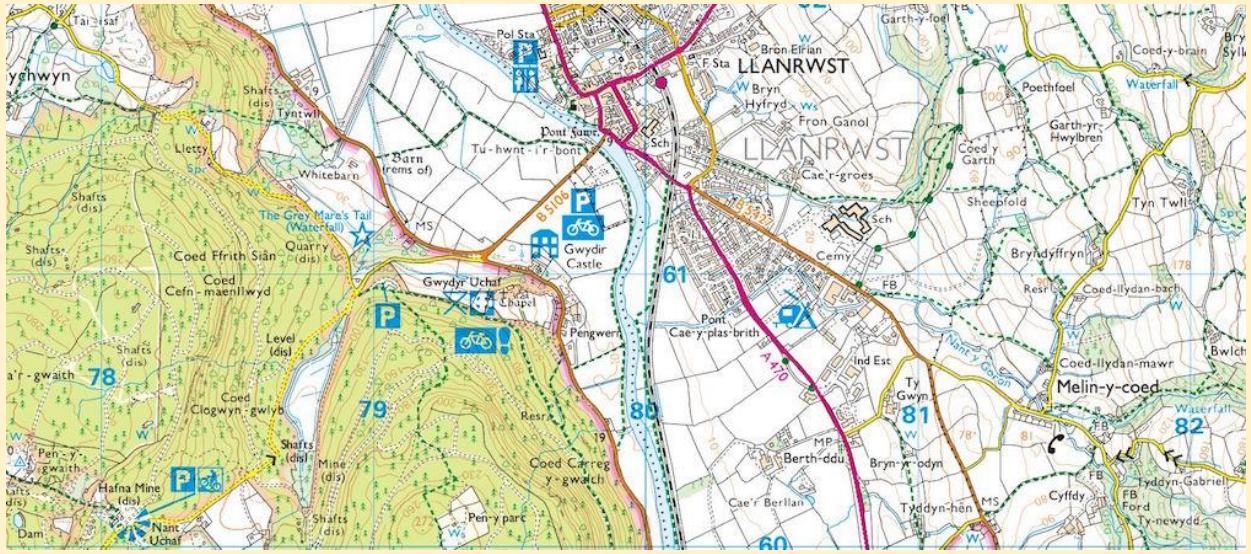
Water squirt was also used for putting out the fire.

Fire hooks were used to pull down burning houses.

Tudor houses were made from wood and built close together.

Geography

- Constructing a fictional map.
- Map symbols and create their own.
- OS maps and satellite maps.
- The features of a map.
- Compass directions.



Marvellous maps

Key Vocabulary	
Key	Helps us understand map symbols.
Compass rose	This is printed on a map to show different directions.
Map symbol	A picture or a sign on a map that represents something else.
Ordnance Survey or OS	An organisation in the UK which prepares very detailed maps of the country.
Compass	A tool which shows people which direction they are travelling in.
Atlas	A collection of maps in one book.
Physical feature	A feature that has been formed by nature.
Human feature	A feature that has been made or changed by humans.
Aerial view	A view from above.

What is a map?

A map is a drawing of an actual place that uses lines and symbols to represent real-life objects. People have used maps for hundreds of years to help them travel from place to

Features of a map

Features of a map include:

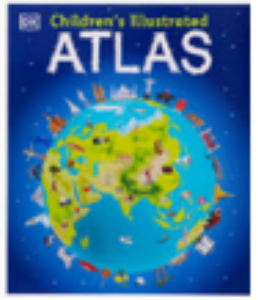
A title, a compass rose, symbol, a key and different colours for important things such as green for forests and blue for rivers.

Aerial view

Maps are usually drawn from an aerial view. We can look at aerial photographs to see the main physical and human features of a place. Aerial photos are phots taken by aircraft or other flying objects lie drones. A satellite photo is taken form a satellite in space.

Using an Atlas

An atlas show maps of continents, countries, oceans and physical features of a place. Its contents page shows a list of all the maps and the page that they can be found on. The index page lists, in alphabetical order, all of the countries, cities and towns that can be found in the atlas and shows which page number to look on.



These are some of the symbols used on an OS map.

Symbols are regularly updated as our world changes.

Compass direction

People use a compass to help them position and use a map accurately. The main points of a compass are north, south, east and west.

key

This a key, you will find one similar to this on most OS maps.

map

A map maker is called a

compass

Computing

Pictograms

- Learners will begin to understand what the term data means and how data 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 visually using software.
- Learners will use the data presented to answer questions.

Making Music

- In this unit, learners 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.
- Learners will compare creating music digitally and non-digitally.
- Learners will look at patterns and purposefully create music.

Homework

- Children will have a reading book. Children should read 3 to 4 times a week. Please sign to say they have read.
- Homework & spellings will be set every Friday and will be stuck into the reading diary.
- MyMaths & Reading Eggs must be completed by the following Wednesday.
- Log in and practise times tables using TTrockstars.
- The spelling test will take place every Friday morning.

Additional Information

PE

Year 2 PE lessons are:

- Tuesday and Wednesday – Mrs Powell's class
- Tuesday and Friday – Miss Macfarlane's class

Reminders

- On PE days, please send your child to school wearing their PE kit.
- Please continue to send a winter coat and appropriate shoes to school with your child.
- If your child has shoes with laces please spend some time showing your child how to tie them.

- Optional parents evening – Thursday 9th July 2026 (2-6pm)