



Oldway Primary School

Aspiration ~ Responsibility ~ Kindness

Year 2 Curriculum Plan: Summer 2026

The aim of Oldway Primary School is to provide opportunities for children to develop as independent, confident and successful learners, with high aspirations and the skills to make a positive contribution to their community.

We aim to provide a curriculum which is enriching and challenging, where children experience the opportunity to learn in a wide range of contexts with meaningful outcomes. The curriculum has been designed so that it:

- supports pupils' personal development;
- develops a love of learning;
- prepares pupils for work and lifelong learning;
- develops children as global citizens.



Year 2: Summer 2026

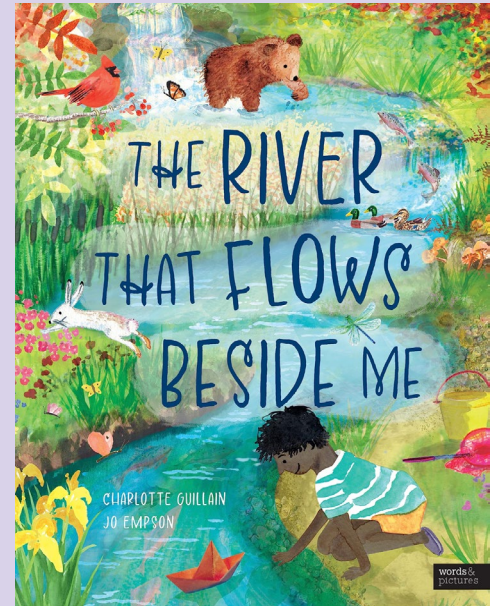
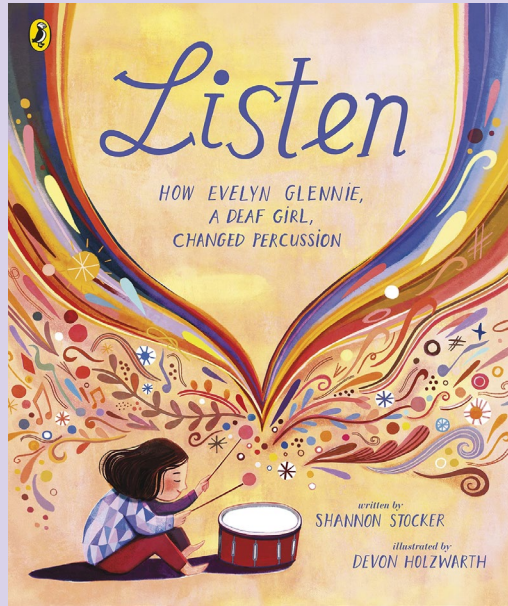
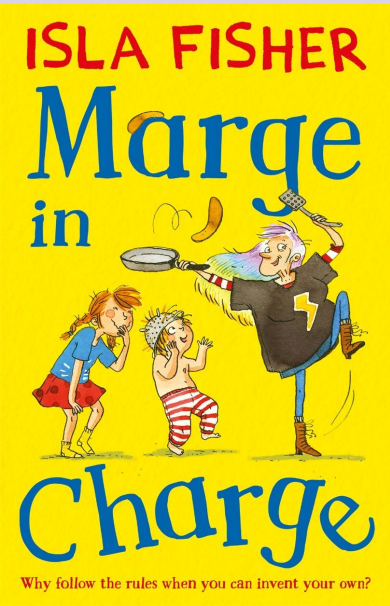
READING through Read Write Inc.

- Children have daily phonics lessons using Read, Write, Inc. programme which introduces new phonemes and consolidates prior learning in a systematic way so that children can apply these phonemes in their independent and guided reading and writing. Children are colour grouped according to ability. Some children will receive additional phonics support during the afternoons.
- When children have finished the phonics programme, they move onto Read Write Inc. *Comprehension*. They read booklets and answer questions to develop their understanding of different texts.
- Children then move into Whole Class Reading, where they will read and explore books from the year 2 recommended reads.
- When in Comprehension & Whole Class Reading groups, children will bring home longer reading books.

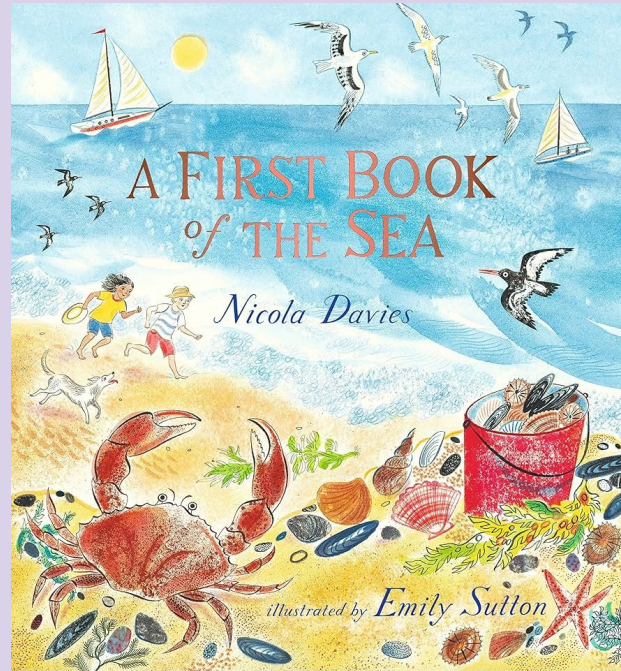
WRITING using BookWrites

- This half term, we are learning our grammar and writing skills through three books:
 - Orion and the Dark by Emma Yarlett
 - Little People Big Dreams: Mae Jemison by Maria Sanchez Vagara
 - First Book of the Sea by Nicola Davies
- We'll be learning how to write different genres including stories, poetry, information texts and recounts of exciting experiences.
- We will continue to focus on full stops and capital letters in longer pieces of writing, as well as other punctuation skills like commas in a list, apostrophes for possession and question marks.
- We will also continue to apply our knowledge of word classes (nouns, adjectives, verbs and adverbs).
- We will explore author style and how different authors use different voices to share their ideas.

Reading Spine



BookWrites



You can help by: Listening to your child practise their Story & Speedy Green Words, reading with them daily and recording this in their reading record, allow time to practise spellings on Spelling Shed, reading aloud to them.



Year 2: Summer 2026

MATHS

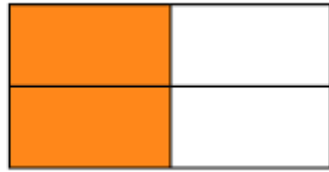
- We will continue our learning about mass, capacity and temperature. We will learn the individual measurements associated with each and will learn how to compare and order various capacities, masses and temperatures.
- Then, we will be learning how to tell time to o'clock and half past, quarter to and quarter past and even tell the time to 5 minutes. We will also learn about how many minutes are in an hour and how many hours are in a day.
- We will learn how the language used for position and direction and will begin to describe movements and turns. We will also make patterns by turning shapes.
- In statistics we will make a variety of tally charts, tables and block diagrams as well as being able to draw and interpret pictograms.

You can help by: Finding and encouraging children to find fractions at home (half, quarters, thirds).
Measuring the length and height of things at home with your child.
Help your child to tell the time at home as this is always very tricky!

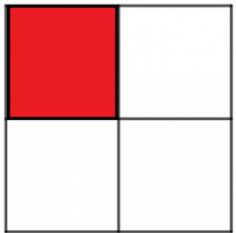
Maths - models and images

Fractions

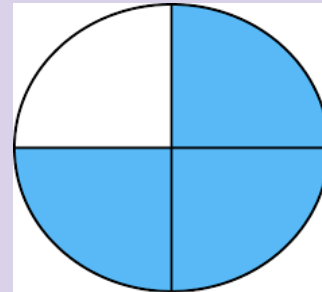
Half ($\frac{1}{2}$)



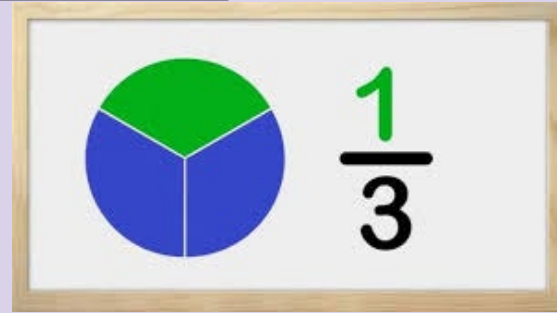
Quarter ($\frac{1}{4}$)



$$\text{Circle with } \frac{1}{2} \text{ shaded blue} = \text{Circle with } \frac{2}{4} \text{ shaded green}$$



Thirds ($\frac{1}{3}$)



Three quarters ($\frac{3}{4}$)


Maths- Models and images

Length and height

Centimetres (cm)

Metres (m)


centimetre, cm



The key is 5 centimetres long.


10 millimetres = 1 centimetre

The blocks are 10 centimetres long.




100 centimetres = 1 metre

The pencil is 12 centimetres long.



Capacity vs Volume

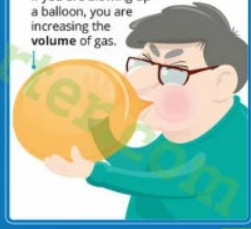
Capacity is the amount of liquid a container can hold.
We can measure the **capacity** of anything that can hold something else.



A carton of milk can have a **capacity** of 32 fluid ounces or 2 pints.

Volume is how much space an object takes up. It includes solids, liquids and gases.

If you are blowing up a balloon, you are increasing the **volume** of gas.



Mass, capacity and temperature

Grams (g) and Kilograms (kg)



Capacity

Millilitres (ml) and litres (l)

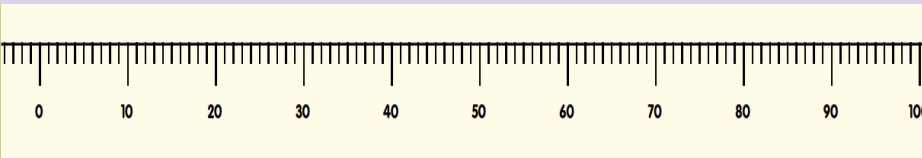


Millilitres
We can use a measuring cylinder to measure very small capacities.



We measure these in **millilitres**.
We write this as **ml**.

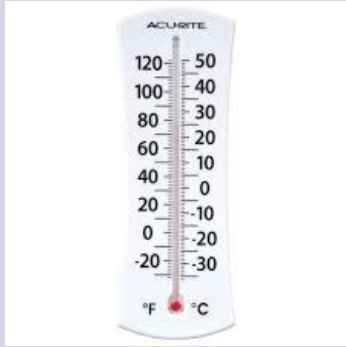
1000ml = 1l



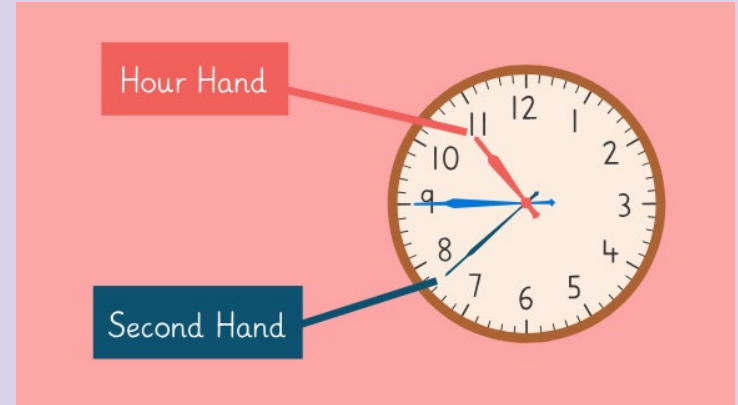
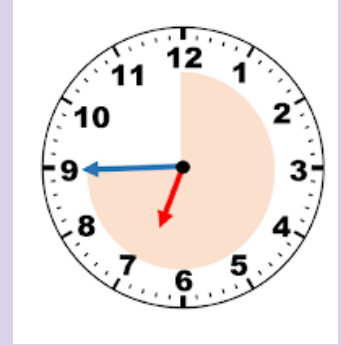
Maths- Models and images

Mass, capacity and
temperature

Temperature- Degrees celsius



Time



Maths- Models and images

Position and direction

Language of position and direction



The lorry is above the boat.



The duck is next to a sheep.



The birds are over the tree.



The boat is under the bridge.



The sun is behind a cloud.



The duck is between the two sheep.



The tree is below the birds.



The boat is beneath the bridge.

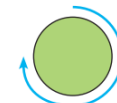
Year 2 Location and Transformation



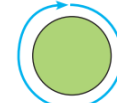
quarter turn



half turn



three-quarter turn



whole turn



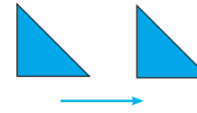
clockwise



anticlockwise



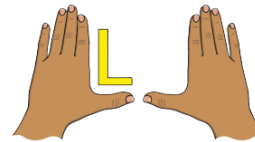
flip



slide

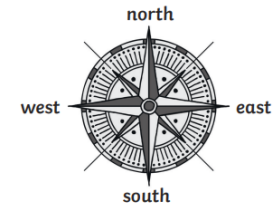


turn



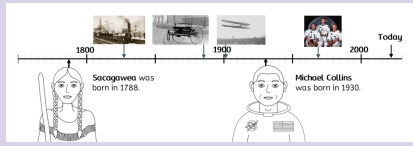
left and right

twinkl visit [twinkl.com](https://www.twinkl.com)



History: Explorers!

This term, we will be learning about famous explorers such as Sacagawea and Michael Collins. We will be learning about their famous expeditions and their legacies.



Art: Water

During this term, we will be learning about artist David Hockney and exploring his paintings of water and swimming pool. We will be producing a range of artwork inspired by David Hockney, concentrating on ripples, splashes and reflections.



DT: Textiles - finger puppets

Brief: Design, make and evaluate a finger puppet to perform a play.

The children will use the sewing skills they developed at our INSITE afternoon to design and make their own finger puppet using back stitch and felt.



RE: Hindu worship and belonging

In these units, we will be learning lots about the Hindu Faith, Hindu traditions and celebrations.



PE

PE is timetabled weekly so the children have a balance of indoor and outdoor lessons. In Real PE this term, indoors, the children will focus on Balance Stance and Agility/Ball Chasing with Athletics and striking and fielding during outdoor lessons.

PSHE: (1) Friendship and families; (2) RSHE

As part of our personal development this half term, we are learning about friendships and families, along with how we cope with loss and loneliness.

After half term, we will be completing our Relationships, Sex and Health education and more information will follow.

Computing: Scratch Jr

In computing this term, we are learning to use Scratch Jr on the iPads to code and debug our own popping balloon game. We will then apply these skills to build our own game.



French: Sous l'océan

In French we will be learning vocabulary and grammar centered around the ocean with a focus on sea creatures.



Music:

This term, the children will explore pitch and musical symbols. They will also listen to a range of Ghanan music and learn to sing traditional Ghanan songs. They will practise keeping tempo with djembes.

Geography: Rivers, Seas and Oceans

This term, we will be learning all about Rivers, Seas and Oceans. We will be going on a fabulous trip to Plymouth Aquarium as part of this learning. We will also be reading lots of wonderful texts and stories about the sea and oceans.

Rivers, Seas and Oceans

Water covers more than half of Earth's surface. Most of it is saltwater that is contained in seas and oceans.

Oceans of the world

Rivers

A river begins in a **highland area** at a place called the **source**. There are lots of mountains, valleys and forests near the source of the river.

The river flows downhill.

The river meets the sea (or ocean or other river) at the **mouth**. This is in a **lowland area**, where the land is usually flat.

Humans have always used rivers, seas and oceans for work (economic activities) and play (leisure activities).

Seas around the UK

The seas around the United Kingdom flow into the Atlantic Ocean.

Key vocabulary

- **mouth** (noun) the place in a lowland area where a river enters a lake, larger river or the ocean
- **ocean** (noun) an ocean is a large area of saltwater between continents
- **overfishing** (noun) taking more fish than the sea or ocean can sustain
- **river** (noun) a large natural stream of water flowing in a channel to the sea, a lake or another river
- **seas** (noun) seas are smaller than oceans and are usually located where the land and ocean meet
- **source** (noun) the place in a highland area where a river begins

Science: Solids, liquids and gases

This half term, we will be learning about states of matter, exploring solids, liquids and gases. We will be conducting a range of experiments and recording our findings throughout.

We will then consolidate all of our science learning from throughout the year including plants, animals including humans, materials and habitats.



Solids, Liquids and Gases

1. The big picture
Matter is what everything is made of. Matter exists in one of three states: solids, liquids and gases.

2. Properties of Solids, Liquids and Gases

	solids	liquids	gases
They have a fixed shape (unless pushed or pulled).	✓	✗	✗
They take the shape of the container they are in.	✗	✓	✓
They can flow.	✗	✓	✓
They can be compressed.	✗	✗	✓

3. Changing States

Substances can change from one state to another. Water can change from a liquid to a solid. Water in a solid state is called ice.

Water can also turn into a gas. Water, when a gas, is called water vapour.



Home Learning

Reading

In Year 2, children should be reading every night and should read both phonics books multiple times before they are changed (every 3 or 5 days). When on Comprehension or Whole Class Reading, children will bring home longer chapter books that should take longer to read. Please encourage your child to read as frequently as possible at home; this can have a huge impact on their learning.

Spellings

Children are set new spellings every Wednesday and will be tested the following Wednesday. We practice spellings in class every day but children have access to Spelling Shed to practise at home with fun games.

Maths

Children can use Numbots to practise their basic number facts and understanding. During the summer term, children in year 2 should be beginning to practise times tables facts on TTRS.



Behaviour

- We continue to work across the curriculum to develop co-operative learning and social skills. Pupils are encouraged to discuss matters relevant to them, their behaviour and their relationships with others. The School takes a trauma-informed approach to managing behaviour.
- The school operates a Positive Behaviour Policy. Rewards take the form of verbal praise, House points, certificates and ‘marbles-in-the-jar’ for effort and attainment across the whole range of school activity, linked to Oldway’s values. Certificates are presented to the children in Celebration Assembly on Friday mornings and each half term, when the marble jar has been filled and the marbles counted, the class is entitled to a class treat - enjoyed by all. Additional certificates are awarded for good behaviour and cooperative play at lunch times. Children who continuously make good choices will be nominated for a ‘Hot Chocolate with the Head’ and others may receive a ‘Golden Phone Call.’
- Consequences vary according to the seriousness of the incident and/or behaviour. On occasion, children are required to finish class activities at playtime or at home if lesson time has been missed by poor behaviour in class. Missed break time or lunchtime operates as a sanction when things go ‘more wrong’. During this time, children will be able to reflect on how to improve their behaviour and decide ‘how to make things right’. When poor or inappropriate behaviour is persistent, parents are contacted and are asked to discuss concerns with either Mrs Z Milligan (Assistant Head), Miss E Rowe/ Mrs L Chalk (Family Support Workers), Mrs L Bateman (SENDCOs), Mr C Hallett (Deputy Headteacher) or Mrs E Bamber (Headteacher).
- When there are questions or concerns, your first point of contact should be the class teacher, who knows your child best. In addition, Miss Worthington (Year 2 Lead) is also available to give assistance.



Year 2 Staff

Y2 Teachers

Miss A Derby (Oyster Cove)

Miss H Millward (Fairy Cove)

Miss L Worthington (Saltern Cove)

Y2 Support staff

Miss H Preston

Mrs S Shepherd

Mrs K Harris (Thursdays)

Mrs H Cranston (Wednesday)

Y2 Mealtime assistants

Mrs S Uddin

Mrs Z Haycock

Mrs L Marsden