



Year Two Summer 2026

'Magnificent Monarchs'

History

This project teaches children about the English and British monarchy from AD 871 to the present day. Using timelines, information about royal palaces, portraits and other historical sources, they build up an understanding of the monarchs and then research six of the most significant sovereigns.



Science

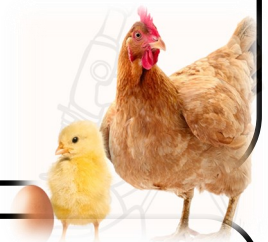
White rose Science scheme:

Plants (Light and dark)

Plants (bulbs and seeds)

Animals' needs for survival

Wildlife



Art and Design:

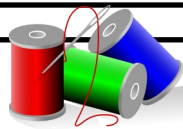
Portraits and Poses

This project teaches children about portraiture. They analyse the portraits of Tudor monarchs and compare Tudor portraits and selfies today. They use photo editing software to create royal portraits.

Design and Technology

Cut, Stitch and Join

This project teaches children about fabric home products and the significant British brand Cath Kidston. They learn about sewing patterns and using a running stitch and embellishments before making a sewn bag tag.



Design and Technology

Push and Pull

This project teaches children about three types of mechanism: sliders, levers and linkages. They make models of each mechanism before designing and making a greetings card with a moving part.



PSHE

Jigsaw: Relationships/ Changing Me

My Happy Mind: Relate / Engage



Computing

E - safety / communication and collaboration / programming and control

RE

Summer 1: How do some Muslims show Allah is compassionate and Merciful?

Summer 2: Why do Muslims call Muhammad the 'Seal of the Prophets'?

PE (Tuesday/ Wednesday)

Athletics
Striking and fielding



Music

Music Express:

Beat
Pitch
Performance



English

Writing texts

The Journey Home The dragon machine The Great fire of London

Grammar focus:

Understanding terms such as noun, adjective, adverb, suffix, subordination, past tense, present tense, statement, question, exclamation, command, compound sentence, and expanded noun phrase.

Handwriting

Practising joining from the letter wa / Practising correct height and size of letters / Practising joining to and from the letter l / Practising joining to and from the letter s less Practising joining from the letter e





Year Two: Maths

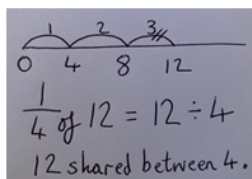
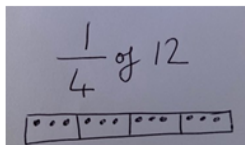
At St Francis, we follow White Rose Maths. Mathematics is taught daily in a progressive and systematic way, beginning in Reception, all the way through to Year 6. We believe that every child can master an understanding and love of maths with the right kind of teaching and support.

White Rose Maths builds skills gradually and systematically, ensuring learners are given opportunities to master each new area of learning before moving on. It is designed as a spiral of skills where concepts are revisited regularly to fully embed learning.

1. Number: Fractions (3 weeks)

- Make equal parts;
- Recognise and find a half;
- Recognise and find a quarter;
- Recognise and find a third;
- Understand unit fractions;
- Understand non-unit fractions;
- Find equivalence to one half;
- Find three quarters;
- Count in fractions.

These are the strategies we use for finding a fraction of an amount:



2. Measurement: Time (3 weeks)

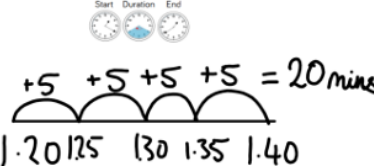
- Telling time to the hour
- Telling time to the half hour
- O'clock and half past
- Quarter past and quarter to
- Telling time to 5 minutes
- Writing time Hours and days
- Find durations of time
- Compare durations of time

Match the times to the correct clock.



We learn to tell the time to the nearest 5 minutes using to and past.

How much time has passed from the start to end time?



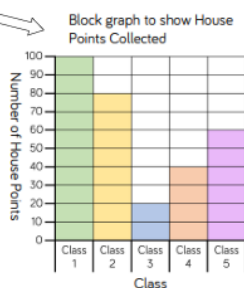
We use 'time-lines' to find the differences between times.

3. Statistics (2 weeks)

- Make tally charts;
- Draw pictograms;
- Interpret pictograms
- Interpret and make block diagrams.

Favourite Colour	Tally	Total
Blue		
Red		
Yellow		
Green		

These are what some of the charts will look like.



4. Geometry: Position and Direction (2 weeks)

- Describe position
- Describe movement
- Describe turns
- Describe movement and turns
- Making patterns with shapes

We begin by using the vocabulary of position in different contexts:

Think about where you are sitting in the classroom. What can you see around you? Complete the table.

In front of me	Behind me	To the left of me	To the right of me

We extend this into using: right, left, up, down, for-

Complete the stem sentences to describe the movements made.

The has moved 1 square _____.

The has moved _____ squares _____.

The _____ has moved 2 squares up.

The _____ has moved _____ squares down.

