

Gordon Primary School Curriculum Map – Year 2, Summer Term 2026

	Summer 1	Summer 2
TOPIC	<i>Royal Tales and Happy Endings</i>	
KEY TEXTS	<i>The Lost Happy Endings, by Carol Ann Duffy and Jane Ray</i>	
ENGLISH <i>Convention on the Rights of the Child (CRC)</i> <i>Articles</i> 2, 4, 6, 15, 19, 20, 23, 26, 27, 37	<u>Philosophical Thinking:</u> • Are happy endings to stories always important? • What makes someone good or bad? • Can people change? • Are we all created the same? • Do people who do bad things always get punished? • Should we give up when things go wrong? • Why is having a family important? In this unit, Year 2 explore the picture book <i>The Lost Happy Endings</i>. Through the story of Jub, the keeper of happy endings, the children will investigate themes such as good vs evil, hope vs despair, belonging, empathy, resilience, and responsibility. The unit encourages the pupils to reflect on big philosophical questions including whether stories always need happy endings, what makes someone good or bad, and whether people can change. The children begin by exploring the structure of traditional fairy tales and developing descriptive language through character work. As the story world changes without happy endings, the pupils will explore the purpose and features of news reporting and write a news report script about the disappearance of the endings, which they perform for other year groups. In the final part of the unit, the children examine how stories are resolved and create their own alternative ending to a familiar fairy tale, applying narrative structure and descriptive language. Throughout the journey, drama, role play, and oral storytelling support the pupils' understanding and creativity.	
MATHS <i>CRC Articles</i> 2, 3, 12, 13, 14, 17, 28, 29,	<u>Place value</u> As part of this topic, the children will develop their knowledge and understanding of the place value of each digit in a two-digit number and partition a two-digit number in to different combinations of tens and ones (e.g. $54 = 50 + 4$; $40 + 14$; $30 + 24$; $20 + 34$; $10 + 44$).	<u>Money</u> During this topic, the children will learn to recognise and use symbols for pounds (£) and pence (p). They will also combine amounts to make a particular value and find different combinations of coins that equal the same amount of money.

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	<u>Addition and Subtraction</u> They will then apply their place value knowledge and number facts, to solve problems involving addition and subtraction. This will involve them adding a two-digit number and ones, a two-digit number and tens, two two-digit numbers and three one-digit numbers. They will use concrete and pictorial representations, to help them deepen their knowledge of mental and written methods. Finally, they will use the inverse relationship between addition and subtraction to check and solve missing number problems. <u>Multiplication and Division</u> The children will learn to calculate mathematical statements for multiplication and division within the multiplication tables and write them using multiplication, division and equal signs. They will then apply this knowledge to solve problems involving multiplication and division using arrays, repeated addition, mental methods and known facts. This includes solving problems in context.	<u>Time</u> The children will compare and sequence intervals of time. They will learn to 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. By the end of the topic, the children will know the number of minutes in an hour and the number of hours in a day. <u>Fractions</u> The children will be learning to first find fractions of shapes and then move onto finding fractions of amounts. <u>Shape</u> The children will recap their existing shape knowledge and move onto describing and comparing the properties of 2D and 3D shapes. <u>Measurement</u> Later in the term, the children will be learning to measure length, mass and capacity and will be learning how to read scales, including when not all intervals are labelled. <u>Position and direction</u> Towards the end of the term the children will begin learning positional and directional language and use this to give instructions.
SCIENCE <i>CRC Articles</i> 2, 3, 6, 12, 13, 14, 17, 18, 24, 27, 28, 29, 31, 32, 33	<u>Plants</u> The children will be observing and describing how seeds and bulbs grow into mature plants whilst also finding out and describing how plants need water, light and a suitable temperature to grow and stay	<u>Animals, Including Humans</u> The children will learn facts about human development before applying their knowledge to reproduce the human lifecycle. The children will then find out about and describe the basic needs of

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	healthy. The children will be conducting an experiment to test the conditions needed for plants to grow and live and will take observations and measure growth over time. They will write up their findings and use these to draw a conclusion.	animals, including humans, for survival (water, food and air). They will be describing the importance of exercise and observe the effect it has on their heartbeat and the human body.
COMPUTING <i>CRC Articles</i> 17	<u>Coding</u> This term the children will develop an understanding of basic programming concepts by creating and debugging simple programs. They learn to design algorithms, use sequences and commands, and apply logical reasoning to control characters, solve problems and predict outcomes.	<u>Presenting Ideas</u> The children will explore ways to organise and present information using digital tools. They will create simple multimedia presentations, combining text, images and sound to communicate ideas clearly and effectively for an audience.
HISTORY <i>CRC Articles</i> 13, 19, 24, 26	<u>Kings and Queens</u> This term the children will be learning about the significant Kings and Queens from the past, including Queen Elizabeth II. They will understand the role of a monarch and what is involved in their lives. They will learn the changes that these monarchs implemented.	
GEOGRAPHY <i>CRC Articles</i> 13, 14, 37		<u>Rural vs Urban</u> The children will explore what it is like to live in an urban area compared to a rural area. They will discuss and compare both environments as well as talk about the advantages and disadvantages of living in both.
ART <i>CRC Articles</i> 29, 31	<u>Royal Coat of Arms</u> The children will explore what a Royal Coat of Arms and what it represents. They will learn about Kings and Queens and how they are	

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	represented through art. The children will then use this knowledge to create their own shields, inspired by monarchs.			
DT <i>CRC Articles</i> 29, 31			<u>Textiles</u> The children will have the opportunity to create their own patchwork to create a scarf. They will explore different designs, choosing tools and selecting materials that they would like to use. The class will discuss the importance of using tools safely and appropriately.	
MUSIC <i>CRC Articles</i> 29, 31	This term, the children in Year 2 will continue to explore simple patterns in rhythm and they will learn to sing and play songs supported by musical notation. They will be introduced to the C Major and G Major scale as well as the 4/4- and 3/4-time signature. They will study songs on the Glockenspiel. Additionally, they will learn aspects of Music theory such as sharps and flats. This term they will also compose a piece of music using percussion instruments such as metallophones, glockenspiels, xylophones, untuned instruments, keyboard and ukuleles, based on a book they have read. They will perform their class composition to the other Year 2 classes. Additionally, the children will start being introduced to the concept of Music History and different composers with their compositions.			
PE <i>CRC Articles</i> 29, 31	<u>Outdoor PE – Athletics</u> The children will be partaking in various athletic skills to develop their gross motor skills. These skills will include, sprinting, long jump, speed bounce and javelin.	<u>Indoor PE – Dance</u> The children will be learning a very famous dance routine in Africa called the Agbadza. They will develop their skills of movement and teamwork.	<u>Outdoor PE - Sports Day Activities</u> In order to prepare and train for sports day, the children will learn various skills. These are, hot potato, rob the nest, speed bounce, relay race and track race.	<u>Indoor PE – Clementswood Federation summer performance</u> The children will be taking part in a summer performance. They will learn different gymnastic techniques, sequence of movement, working as a team as well as evaluating their performance.
RE <i>CRC Articles</i> 2, 14	Who is a Muslim and what do they believe?		<u>What ways are a Church important to believers?</u>	

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	The children will learn about the importance of a Mosque, to Muslim people. They will learn about the important artefacts in these places of worships and explain the meaning that they hold. The children will also be exploring how Muslims pray, the significance of wudhu and they will get a chance to create their very own wudhu chart.	In this unit, the children will have the chance to visit a Church and look at various objects and symbols. They will also be exploring the role of a Church in a community by visiting a Church in their local area. Also, the children will get an opportunity to compare a Church and a Mosque, identifying similarities and differences between both types of worship. The children will also get a chance to explore other places of worship, allowing them to make comparisons between religions.
PSHE CRC Articles 29 3, 5, 6	<u>Relationships</u> • I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate • I accept that everyone's family is different and understand that most people value their family • I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not • I know which types of physical contact I like and don't like and can talk about this • I can identify some of the things that cause conflict with my friends • I can demonstrate how to use the positive problem-solving techniques to resolve conflicts with my friends • I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret • I know how it feels to be asked to keep a secret I do not want to keep and know who to talk to about this • I recognise and appreciate people who can help me in my family, my school and my community • I understand how it feels to trust someone • I can express my appreciation for the people in my special relationships • I am comfortable accepting appreciation from others	<u>Sun Safety</u> • I know what to wear to keep myself safe from the sun • I recognise the sun is good for me but I need to play in it safely <u>Changing Me</u> • I can recognise cycles of life in nature • I understand there are some changes that are outside my control and can recognise how I feel about this • I can tell you about the natural process of growing from young to old and understand that this is not in my control • I can identify people I respect who are older than me • I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old • I feel proud about becoming more independent • I understand there are different types of touch and can tell you which ones I like and don't like • I am confident to say what I like and don't like and can ask for help • I can identify what I am looking forward to when I move to my next class • I can start to think about changes I will make when I am in Year 3 and know how to go about this

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SPANISH <i>CRC Articles</i> 2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42	<u>Seasons</u> In this unit, the pupils will learn the four seasons of the year, highlighting a key feature for each season in the foreign language. By the end of the unit, the pupils will have the skills and knowledge to say which is their favourite season.	<u>The Fruit</u> In this unit, pupils will learn 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'. By the end of the unit, the pupils will have the knowledge and skills to be able to say which fruits they like and do not like.
Safeguarding <i>CRC Articles</i> 29 3, 5, 6,	Throughout the curriculum we will be incorporating the following big questions to ensure children understand what being safe means and how to keep themselves safe. - Stranger Danger: Do we trust people we don't know? (PSHE and English) - Friendship: How do you know whether to trust someone? (English)	