

Overview – Class 2 – Summer Term 1 & 2 2025

| Weeks SUMMER TERM 1 | 1 28.4 - 2.5 | 2 6.5 - 9.5 Bank holiday & VE day | 3 12.5 - 16.5 SATS week Roots to Food | 4 19.5 - 23.5 Visit Bell Foundary | HALF TERM |
|------------------------|---|--|---|---|--------------|
| English | Fantasy stories | Fantasy stories | Fantasy stories | Fantasy stories | |
| Maths | Mass and capacity | Mass and capacity | Integers and decimals | Integers and decimals | |
| Science | What is a food chain? | How can humans keep healthy? | How is sound made? | What can sound travel through? | |
| Music | Preparation for show - singing | | | | |
| History / Geography | 1. To know what WW2 is, when it happened and why it happened. To position events on a timeline. | Interpret and investigate timelines, primary and secondary sources to track and record the order of events of WW2 on a map. | To find out what life was like for the villagers of Harby during WW2. | To find out what life was like for the villagers of Harby during WW2. | |
| RE | We will be making clear links between the story of the Day of Pentecost and the Christian belief about the Kingdom of God on Earth. | We will explore what Pentecost means to some Christians now. | We will learn about how the Day of Pentecost influences how Christians live their lives today. | We will explore what people believe about following God in the world today and reflect on what we believe too. | |
| Art / DT | Bird drawings and mark making | Artist inspiration | Start to build bottle bird Food Workshop | Complete sculpture | |
| Computing | Unit on animation - animating an object | 2animate an object | Stop motion animation | Present and share | |

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| French | FRUITS | Days OF THE week | Snack foods | Hungry caterpillar | |
| PE | Cricket - throwing Hockey - sending and receiving | Cricket - bowling Hockey - dribbling to attack | Cricket - batting Hockey - dribbling to defend | Cricket - fielding Hockey - dribbling to gain possession | |
| PSHCE | Everyone's welcome - when sadness comes to call To recognise their own worth and identify positive things about themselves and others. To be able to identify skills they need to and would like to develop. To experience learning a new skill as a class and to reflect on that process. | To understand and practise some skills of a good communicator, including effective confident expression of opinions and questioning skills. | To understand and develop effective group work skills, including problem solving and decision making. To know how different people can contribute in different ways to a group task. | To apply communication and group work skills in a real situation. To be able to persevere at a task even when faced with difficulties. | |