

Summer 2026				Class 2	
<p><b>Science</b></p> <p><b>Living things and their habitats</b></p> <ul style="list-style-type: none"> <li>Compare the differences between things that are living, dead, and things which have never been alive.</li> <li>Identify and name a variety of plants and animals in a microhabitat.</li> <li>Find out what animals eat to survive in their habitat.</li> <li>Understand food chains.</li> <li>Understand the journey food makes from the farm to the supermarket.</li> <li>Learn about habitats.</li> <li>Appreciate that environments are constantly changing.</li> <li>Explore the rainforest and its problems.</li> <li>Describe life in the ocean.</li> <li>Discover the Arctic and Antarctic habitat.</li> </ul>	<p><b>Geography</b></p> <p><b>What's it like to live by the coast?</b></p> <ul style="list-style-type: none"> <li>Name and locate the seas and oceans surrounding the UK in an atlas.</li> <li>Describe the location of the seas and oceans surrounding the UK using compass points.</li> <li>Define and locate coasts in the UK.</li> <li>Name features of coasts and label these on a photograph.</li> <li>Identify human features in a coastal town.</li> <li>Identify human features on the local coast.</li> <li>Record data using a tally chart.</li> <li>Represent data in a pictogram.</li> <li>Describe how the local coast has been used.</li> </ul>	<p><b>Computing</b></p> <p><b>Stop motion – using tablets</b></p> <ul style="list-style-type: none"> <li>To understand that an animation is made up of a sequence of photographs.</li> <li>To understand what software creates simple animations and some of its features e.g. onion skinning.</li> <li>Decompose a story into smaller parts to plan a stop motion animation.</li> <li>Create stop motion animations with small changes between images.</li> </ul> <p><b>Data Handling – International Space Station</b></p> <ul style="list-style-type: none"> <li>To know that simple data can be entered into a spreadsheet.</li> <li>To know what steps are needed to take to create an algorithm.</li> <li>To know what data to use to answer certain questions.</li> <li>To understand that computers can be used to monitor supplies.</li> </ul>	<p><b>Religious Education</b></p> <p><b>1.4: What is the 'good news' Christians believe Jesus brings?</b></p> <ul style="list-style-type: none"> <li>Tell stories from the Bible and recognise a link with a concept of 'Gospel' or good news.</li> <li>Give clear, simple accounts of what Bible texts mean to Christians.</li> <li>Recognise that Jesus gives instructions to people about how to behave.</li> <li>Give examples of ways in which Christians follow the teachings and how they put these beliefs into practice in the Church community and their own lives.</li> <li>Think, talk and ask questions about whether Jesus' 'good news' is only good news for Christians.</li> </ul> <p><b>1.8 CK4RE: What makes some people and places in Cornwall sacred?</b></p> <ul style="list-style-type: none"> <li>Recognise that there are special people and places in Cornwall that are sacred to believers.</li> <li>Identify at least three sacred/holy places in Cornwall and give a simple account of how they are used, why they are important and what people do there.</li> <li>Give examples of stories, objects and symbols used in churches, which show what people believe.</li> <li>Think, talk and ask good questions about what happens at a sacred place saying what they think about these questions, giving good reasons for their ideas.</li> </ul>	<p><b>P.E</b></p> <p><b>Athletics</b></p> <ul style="list-style-type: none"> <li>Walk and run with good posture and balance (head straight, back straight, keep on your toes)</li> <li>Jump: <ul style="list-style-type: none"> <li>- 2 feet to 2 feet</li> <li>- 1 foot to 2 feet</li> <li>- 2 feet to 1 foot</li> <li>- 1 foot to 1 foot</li> </ul> </li> <li>Send an object towards a target in different ways (under-arm, over-arm)</li> <li>Observe a partner and give accurate feedback</li> </ul> <p><b>Sports Day</b></p>	
<p><b>Key vocabulary</b></p> <p>reproduce, excrete, respire, habitat, microhabitat, survive, producer, consumer, organism, rainforest, endangered, biodiversity, ocean, ecosystem, desert, Arctic</p>	<p><b>Key Vocabulary</b></p> <p>arch, bay, capital city, cliff, coast, coastline, country, island, harbour, human feature, location, mudflat, ocean, physical feature, pier</p>	<p><b>Key Vocabulary</b></p> <p>animation, decompose, flipbook, frames, onion skinning, still images, algorithm, data, digital content, Goldilocks zone, input, monitor, row, spreadsheet</p>	<p><b>Key Vocabulary</b></p> <p>Bible, Jesus, Christian, God, good news, disciples, sacred, church, holy, Saints, St Piran, St Petroc, St Ives, St Austell, worship, standing stones, Celtic cross, tradition</p>	<p><b>Key Vocabulary</b></p> <p>posture, balance, jump for distance, jump for height, throw for distance, throw for accuracy, under-arm, over-arm, feedback</p>	
<p><b>Art</b></p> <p><b>Be an architect</b></p> <ul style="list-style-type: none"> <li>Understand that architects design buildings and other structures which relate to our bodies and which enhance our environment.</li> <li>Understand that architects take inspiration from the environment their building will exist in, and from the people they will serve, to design exciting structures.</li> <li>To know that we can use drawing as a way to help us process and understand other people's work.</li> <li>To explore how we can use digital tools such as drones and film to inspire us.</li> <li>To explore the use of "Design Through Making" as a way to connect our imagination, hands and materials.</li> </ul>	<p><b>Music</b></p> <p><b>Exploring Pitch and melody</b></p> <ul style="list-style-type: none"> <li>Find out about a variety of instruments and learn to describe their pitch and timbre.</li> <li>Play simple listening games and recall a pitch sequence, recognizing where the pitch gets higher, lower or stays the same.</li> <li>Develop pitch-matching skills, performing them with actions and movement.</li> <li>Learn to use our voices creatively, creating sounds to match graphic notations such as vocal story maps and pipe-cleaner notation.</li> <li>Play simple melodies using tuned percussion and be introduced to the pentatonic scale.</li> </ul>	<p><b>History</b></p> <p><b>What is a monarch?</b></p> <ul style="list-style-type: none"> <li>Identify some of the monarch's roles.</li> <li>Explain that a king or queen is crowned in a special ceremony called a coronation.</li> <li>Name some of the main steps in the coronation ceremony.</li> <li>Use sources to explain how William the Conqueror became King of England.</li> <li>Explain how William the Conqueror kept order and conquered England.</li> <li>Explain how castles have changed over time.</li> <li>Identify that the power of monarchs has changed over time.</li> <li>Make comparisons between past and present monarchies.</li> </ul>	<p><b>PSHE</b></p> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>Identify the members of my family and understand that there are lots of different types of families.</li> <li>Identify what being a good friend means to me.</li> <li>Know appropriate ways of physical contact to greet my friends and know which ways I prefer.</li> <li>Know who can help me in my school community.</li> <li>Recognise my qualities as a person and a friend.</li> <li>Tell you why I appreciate someone who is special to me.</li> </ul> <p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>Start to understand the life cycles of animals and humans</li> <li>Tell you some things about me that have changed and some things about me that have stayed the same.</li> <li>Know how my body has changed since I was a baby.</li> <li>Identify the parts of the body that make boys different to girls and use the correct names for these.</li> <li>Understand that every time I learn something new I change a little bit.</li> <li>Tell you about changes that have happened in my life.</li> </ul>	<p><b>Design and Technology</b></p> <p><b>Cooking and nutrition: balanced diet</b></p> <ul style="list-style-type: none"> <li>Name the main food groups and identify foods that belong to each group.</li> <li>Describe the taste, feel and smell of a given food.</li> <li>Think of three different wrap ideas, considering flavour combinations.</li> <li>Construct a wrap that meets the design brief and their plan.</li> </ul>	
<p><b>Key Vocabulary</b></p> <p>habitat, community, culture, purpose, Hundertwasser, Zaha Hadid, Heatherwick Studios</p>	<p><b>Key Vocabulary</b></p> <p>pitch, melody, octobass, piccolo, timbre, graphic notation, melody, tune, percussion, pentatonic scale</p>	<p><b>Key Vocabulary</b></p> <p>king, monarchy, power, queen, ruler</p>	<p><b>Key Vocabulary</b></p> <p>family, belong, friendship, qualities, community, confidence, praise, skills, self-belief, proud, celebrate, relationships, appreciate, changes, life cycle, baby, adulthood, grown up, mature, male, female, vagina, penis, testicles, vulva, anus</p>	<p><b>Key Vocabulary</b></p> <p>balanced, carbohydrates, dairy, diet, evaluate, fruit, grate, ingredients, menu, oils, proteins, review</p>	