



Stockport Grammar Junior School –Curriculum Information for Parents 2025-2026 Year 2

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Mathematics	<p>We will be following the White Rose Maths scheme. Our number work this term starts off with counting objects to 100. We will be using place value charts to recognise the value of the digits and partition numbers to 100, as well as writing these numbers in words. We will be comparing and ordering numbers and counting in 2s, 5s, 3s and 10s, both forwards and backwards.</p> <p>We will be exploring number bonds to 100 and addition and subtraction of two-digit numbers. In shape we will be investigating the properties of 2D and 3D shapes and understanding lines of symmetry.</p>		<p>We start off the term by exploring money. We will be counting money, making the same amounts in different ways and finding change. We will then progress to two step problems involving money where we will be applying our knowledge of addition and subtraction. We will begin to explore multiplication and division. This will be through arrays, equal grouping and doubling and halving. We will then learn the 2, 5 and 10 times tables and how this relates to dividing by 2, 5 and 10. Our mass and capacity unit will involve comparing mass, measuring in grams and kilograms, using the four operations with mass, as well as comparing volume and capacity. We will be learning to measure in millilitres and litres and also measure temperature. Linked to this, our length and height unit will involve measuring in centimetres and metres. We will be comparing and ordering lengths and heights and applying our four operations as part of this.</p>			
English	<p>We will be looking at creating our own stories in familiar settings, using the book, Once</p>		<p>This term we will be studying a selection of stories and non-fiction texts linked to the</p>			

	<p>Upon an Ordinary School Day. Our grammar work will focus on using time connectives, punctuating sentences accurately and using the joining words 'and', 'but' and 'so' to write compound sentences. We will be generating and effectively using nouns and focusing on compound words e.g football and whiteboard. Phonics will continue to be a regular focus using the Little Wandle Scheme. As the term progresses, our focus will switch to spelling. We will also be practising joined handwriting.</p>	<p>themes Explorers and Farms. Our Explorers unit will focus on the 'Bob' books by Simon Bartram. We will be completing short-burst writes such as diary entries and postcards from the moon whilst improving our independent application of our phonics and new spelling rules. Our non-fiction work will focus on Mae Jemison and creating a biography of her life. Our farm unit writing will focus on recounts, persuasive leaflets and food poetry. We will explore the book "Mavis the Bravest" and develop our stamina for writing through character descriptions, setting descriptions and an innovated narrative linked to the text. Grammar and punctuation will focus on subordinating conjunctions, present and past tense, adding detail to describe a noun and the use of question marks and exclamation marks. We will continue to learn new spelling rules and apply these in our writing. We will continue to perfect our joined handwriting.</p>	
<p>Science</p>	<p>Local Habitats</p> <p>Local habitats is a Biology topic where the children:</p> <ul style="list-style-type: none"> ● explore and compare the differences between things that are living, dead, and things that have never been alive ● identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other ● identify and name a variety of plants and animals in their habitats, including micro-habitats 	<p>The children will complete two Biology units this term;</p> <p>Growing Seeds and Bulbs</p> <p>The children will:</p> <ul style="list-style-type: none"> ● observe and describe how seeds and bulbs grow into mature plants. <p>Growing Up (Animals and Humans)</p> <p>The children will:</p> <ul style="list-style-type: none"> ● notice that animals, including humans, have offspring which grow into adults ● find out about and describe the basic needs of animals, including humans, for survival (water, food and air) 	

	<ul style="list-style-type: none"> ● describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. <p>Choosing Materials</p> <p>Choosing materials is a Chemistry topic where the children:</p> <ul style="list-style-type: none"> ● identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses. 	<ul style="list-style-type: none"> ● describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. 	
<p>Humanities</p>	<p>Weather and Seasons-What are seasons? The children will learn about weather and seasons. This unit has a focus on the local area, as well as looking at the wider perspective of the UK. The children will observe, spot seasonal patterns and talk about changes by using weather related vocabulary.</p> <p>Bonfire Night and the Great Fire of London: Should we still celebrate Bonfire Night? Did the Great Fire make London a better or worse? The children will explore two very different events within the Stuart period. First, the children will investigate the events of the Gunpowder Plot which led to Bonfire Night being introduced into the UK calendar. Next, they will study the Great Fire of London, and decide whether or not it improved London for those living there. They will learn to interpret evidence from the time and afterwards, examining whether the sources are reliable.</p>	<p>Journeys- Food- Where does our food come from? Pupils will look at how food is grown and produced. How we get food in lots of different ways. How we can now order food right to our homes from a phone or computer! They will explore many types of food, such as fast, fresh, frozen and processed.</p> <p>Holidays- How have holidays changed over time? For the next part of the term, the children will learn about holidays in the 1950s and 1960s, particularly seaside holidays. Links will be made to prior learning as the children build on the knowledge and understanding they acquired in Year 1 when they looked at what it was like to be a child in the 1950s and 1960s.</p>	

Art/Design Technology	<p>Explore and Draw We will introduce the idea that artists can be collectors & explorers as they develop drawing and composition skills.</p> <p>Expressive Painting We will explore how painters sometimes use paint in an expressive and gestural way. Explore colour mixing and experimental mark-making to create abstract still lifes.</p>		<p>Exploring the World through Mono Print We will use a simple mono print technique to develop drawing skills, encourage experimentation and ownership.</p> <p>Chronology We will complete a Design Technology unit where we will look at how clocks work and then use a simple gear mechanism to create a Time Machine that will link with our Explorers topic.</p>	
Computing	<p>We will create digital images using techniques such as spray, fill, pencil tool and brush tool. We will use iPad apps to experience alternative ways of creating digital pictures. We will learn how to use the internet safely, spot the hidden dangers and know who to speak to if we feel threatened. We will learn how technology is used beyond school.</p> <p>My Online Life: Throughout the year, the children will be thinking about all aspects of their online life and considering how to be safe and responsible while using the internet and technology.</p>		<p>Children will learn how to write a sequence of instructions using programming software to make things happen. They will learn how to spot and correct errors in their programming along with identifying any patterns.</p>	
R.E.	<p>Key Question (all year): How do we respond to the things that really matter?</p> <p>We shall be looking at Christianity, focusing on God and asking: Does how we treat the World matter? In the second half of the term, we shall be focusing on Jesus and asking: Why do Christians say that Jesus is the Light of the World?</p>		<p>We shall be looking at Christianity, focusing on the Church and asking: What unites the Christian community? In the second half of the term, we shall be focusing on Hindu Dharma and asking: How might people show their devotion?</p>	
P.E/ Swimming	<p>Lessons will focus on invasion games</p>	<p>In swimming, children will be</p>	<p>In Swimming, we will continue to develop our strokes and also be aiming to increase our</p>	

	(mainly netball and basketball). Pupils will develop their fundamental skills of catch, pass and move. Pupils will also develop their understanding of attacking in a direction towards a target.	developing stroke work and aquatic breathing. We will also discover different ways of entering the water.	<p>stamina so we can maintain our strokes further. We will also work on our streamlined position leading to introducing diving.</p> <p>In PE, pupils will explore simple body movements and actions using different parts of their bodies. Pupils will express feelings, moods and ideas in response to different types of music and using a range of stimuli. Students will work with a partner or in small group and evaluate and assess movements to improve overall routines.</p>		
PSHE	<p>At the start of the year there will be a focus on wellbeing and mental health. Children will think about school rules, friendships, working together and about ways to solve problems. 1Decision topics covered early in the year will include:</p> <p>Tying Shoelaces Staying Safe Bullying Jealousy</p>		<p>The children will work on topics from the 1Decision Scheme including...</p> <p>Making Friends Online (linking with Internet Safety Day) Hazard Watch- Is it Safe to Play With?</p>		
French	<ul style="list-style-type: none"> - Revision of greetings and introductions - Asking and saying how we are - Revision of colours - Revision of numbers to 20 - Days of the week 		<ul style="list-style-type: none"> - Revision of colours - Fruits and vegetables - naming fruits and vegetables, describing using colour adjectives, likes and dislikes - Age - asking how old someone is and saying how old I am 		
Music	<p>Finding our singing voice</p> <ul style="list-style-type: none"> • I Went to the Albert Hall • Action Songs 	<p>Fireworks music</p> <ul style="list-style-type: none"> • Group Collaboration • Matching Sounds to score • Singing • Harvest Songs 	<p>Basics of Western Rhythmic Notation</p> <ul style="list-style-type: none"> • Semibreve/Minim/Crotchet/Quavers • Drumming to follow a score • Graphic Score • Responding to pieces of music through art 		

	<ul style="list-style-type: none"> • Hymns & Seasons through Song <p>Developing Pulse</p> <ul style="list-style-type: none"> • Dancing and Drumming <p>Improving Performance Skills and Confidence:</p> <ul style="list-style-type: none"> • Assembly performances <p>Developing Written Notation & Rhythm Patterns</p> <ul style="list-style-type: none"> • Rhythm games • Bucket Drumming • Music & Movement <p>Timbre and Pulse</p>	<p>Nativity Performance</p> <ul style="list-style-type: none"> • Singing • Movement and Singing 	<p>Exploring instrumental timbre and Story telling through music</p> <ul style="list-style-type: none"> • Classroom percussion • <i>free play</i> • using these sounds in story telling <ul style="list-style-type: none"> ○ Develop group skills and collaboration ○ Pitch and singing skills ○ Simple Melodic patterns <p>Further developing listening and musicality through Dalcroze and Orff pedagogy – music and movement</p> <p>Develop Singing and Pitching Skills</p> <ul style="list-style-type: none"> • The Snowman 	
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